

CTET L1 Nepali L2 English P1

Topic:- CDP_P1_CTET

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

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

(1) (i) only

(2) (i), (ii) only

(3) (i), (ii), (iii) only

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

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

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

(1) केवल (i)

(2) केवल (i), (ii)

(3) केवल (i), (ii), (iii)

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

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

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

2) Development of children occurs

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

बच्चों का विकास किस प्रकार से होता है ?

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_102_Q4]

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

5) In Jean Piaget's theory, the basic building blocks of thinking are referred to as

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9) A teacher should be _____ about his pedagogies.

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

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

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

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

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

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

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

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

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

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

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

11) **Assertion (A) :**

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

Reason (R) :

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

Choose the correct option :

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

अभिकथन (A) :

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

तर्क (R) :

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

सही विकल्प चुनिए :

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

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_102_Q11]

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

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

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

जेंडर _____ निर्मिति है जबकि लिंग _____ निर्मिति है ।

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

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

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

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

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

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

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

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

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

14) The main purpose of assessments should be to

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

आकलन का मुख्य उद्देश्य क्या होना चाहिए ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17) Dysgraphia poses direct challenges in

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

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

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

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

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

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

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

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

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

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_102_Q18]

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

19) Which of the following is a typical identifying characteristic of students with Autism ?

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

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

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

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

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

20) Giftedness in children is characterised by

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

बच्चों में प्रतिभाशीलता किस प्रकार से परिलक्षित होती है ?

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

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

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

21) *Assertion (A) :*

Schools should emphasize on curriculum aimed at constructing new knowledge.

Reason (R) :

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

Choose the correct option :

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

अभिकथन (A) :

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

तर्क (R) :

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

सही विकल्प चुनिए :

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

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_102_Q21]

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

22) Schools should emphasise on

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

विद्यालयों को किस पर बल देना चाहिए ?

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

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

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

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

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

प्रेरक अधिगम परिवेश सृजित करने के लिए क्या महत्वपूर्ण है ?

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

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

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

24) *Assertion (A) :*

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

Reason (R) :

Entity view of ability motivates students to learn more effectively.

Choose the correct option :

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

अभिकथन (A) :

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

तर्क (R) :

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

सही विकल्प चुनिए :

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

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_102_Q24]

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

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

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

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

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

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

- 1. 1 [Option ID = 97]

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

26) **Assertion (A) :**

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

Reason (R) :

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

Choose the correct option :

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

अभिकथन (A) :

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

तर्क (R) :

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

सही विकल्प चुनिए :

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

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_102_Q26]

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

27) **Emotions _____.**

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

भावनाएँ

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

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

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

28) Students feel motivated to learn if the task is

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

विद्यार्थी सीखने के प्रति अभिप्रेरित होते हैं यदि कार्य

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

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

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

29) To facilitate students' learning, a teacher should

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

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

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

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_102_Q29]

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

30) Which of the following hinders learning ?

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

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

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

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_102_Q30]

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

Topic:- MATH_Q31-45_P1_CTET

1) Ten crore twenty thousand two hundred three is written in figures as

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 5) Which of the following statements are true ?

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

Options :

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

निम्न में से कौन-से कथन सत्य हैं ?

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

विकल्प :

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

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

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

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

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

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

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

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

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

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

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

दो कोण जिनका योग 180° है, सदैव कहलाते हैं

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) 74

(2) 75

(3) 76

(4) 77

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

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

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

(1) 10

(2) 12

(3) 14

(4) 16

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

(1) 10

(2) 12

(3) 14

(4) 16

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) 100

(2) 150

(3) 225

(4) 300

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

(1) 100

(2) 150

(3) 225

(4) 300

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

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

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

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

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

Which of the following statements is correct ?

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

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

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

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

निम्न में से कौन-सा कथन सही है ?

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

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q45]

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

Topic:- MATH_Q46-60_P1_CTET

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

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

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

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

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

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

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

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

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q47]

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

3) Which of the following is/are the most appropriate purpose of classroom assessment in mathematics at primary level ?

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

Choose the correct option :

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

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

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

सही विकल्प का चयन कीजिए :

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

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

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

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

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

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

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

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

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

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

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

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

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

28, 48, 57, 92

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_102_Q53]

1. 1 [Option ID = 209]

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

9) Which of the following is **not** true about mathematics ?

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

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

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

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

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

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

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

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

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

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

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

11) Class I and Class II NCERT books have chapters based on listing out daily activities in a child's routine; the days of a week, days of months, change of weather etc. Such chapters :

- (1) Convey no meaning in a mathematics classroom.
- (2) Make mathematics textbook colourful and fun to read.
- (3) Help students learn the standard units of measurement.
- (4) Help students to learn the concept of time contextually.

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

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

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

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

12) Which among the following is/are part of the key processes required for developing creative thinking in mathematics ?

- A. Recognising patterns and relationships
- B. Formulating hypotheses
- C. Using a given formula to solve problems

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

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

- A. पैटर्न तथा संबंधों को पहचानना
- B. परिकल्पनाएँ बनाना
- C. दिए गए सूत्र का उपयोग कर समस्याओं का समाधान करना

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4) Animals that lay eggs have following characteristics :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) केवल A

(2) A, C और D

(3) A, B और C

(4) A और C

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

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

7) Work is something we do to

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

(1) A and B

(2) B and C

(3) C only

(4) C and D

कार्य ऐसी चीज़ है जो हम करते हैं

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

(1) A और B

(2) B और C

(3) केवल C

(4) C और D

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

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

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

Choose the correct option :

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

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

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

सही विकल्प का चयन कीजिए :

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

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

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

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

Scale 1 cm = 110 metre

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

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

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

पैमाना 1 सेमी = 110 मीटर

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

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

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

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

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

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

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

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

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

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

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

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

पेट्रोलियम तथा कोयले को अनवीकरणीय ईंधन कहा जाता है क्योंकि ये

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

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

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

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

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

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

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

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

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

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

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

अरब सागर के तीन भारतीय तटवर्ती प्रदेश (राज्य) हैं

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

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

1. 1 [Option ID = 289]

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

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

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

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

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

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

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

15) Madhubani is a famous

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

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

मधुबनी एक प्रसिद्ध

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

(1) A और B

(2) B और C

(3) B, D और E

(4) D और E

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_102_Q75]

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

Topic:- EVS_Q76-90_P1_CTET

- 1) Shobhit observes a picture in a book where girls are shown playing with pebbles and boys are shown playing cricket. He asks his teacher that why are boys and girls playing separately ? Why are boys not playing pebbles ? Why are girls not playing cricket ? Which of the following EVS teaching objectives are included in this event ?

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

(1) A, B and C

(2) B, C and D

(3) A, B and D

(4) A, C and D

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

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

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

(1) A, B और C

(2) B, C और D

(3) A, B और D

(4) A, C और D

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

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

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

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

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

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

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

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

3. 3 [Option ID = 307]

4. 4 [Option ID = 308]

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

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

(1) A, B and C

(2) B, C and D

(3) A, C and D

(4) A, B and D

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

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

(1) A, B और C

(2) B, C और D

(3) A, C और D

(4) A, B और D

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

1. 1 [Option ID = 309]

2. 2 [Option ID = 310]

3. 3 [Option ID = 311]

4. 4 [Option ID = 312]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) A और B

(2) B और C

(3) C और D

(4) A और D

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

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

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

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

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

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

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

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

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

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

(1) A, B and D

(2) A, B and C

(3) C and D

(4) A and D

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

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

(1) A, B और D

(2) A, B और C

(3) C और D

(4) A और D

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) A और B

(2) B और C

(3) C और D

(4) A और D

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

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

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

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

(1) A and B

(2) B and C

(3) C and D

(4) A, B, C and D

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

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

(1) A और B

(2) B और C

(3) C और D

(4) A, B, C और D

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिह्नित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काबिच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । गिस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

वास्तविक रूपले आकाशमा उड्ने पहिला व्यक्ति को हुन् ?

(1) डी ड्यालस र ई क्यारस

(2) बगदादका राजकुमार

(3) जे चार्ल्स

(4) रोजियर र एरल्यान्ड्स

[Question ID = 451][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q91]

1. 1 [Option ID = 1801]

2. 2 [Option ID = 1802]

3. 3 [Option ID = 1803]

4. 4 [Option ID = 1804]

2) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिह्नित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काविच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । ग्रीस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

मानिसलाई अन्तरिक्षमा उड्न कुन कुराले बाधा दिएको थियो ?

- (1) कल्पना र विज्ञानले
- (2) गुरुत्वाकर्षणले
- (3) तातो हावाको अभावले
- (4) पृथ्वीको सतहले

[Question ID = 452][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q92]

1. 1 [Option ID = 1805]
2. 2 [Option ID = 1806]
3. 3 [Option ID = 1807]
4. 4 [Option ID = 1808]

3) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काबिच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । ग्रीस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

'कल्पनातीत' भन्नाले के बुझिन्छ ?

- (1) कल्पना गरिएको
- (2) कल्पना मात्रको
- (3) कल्पना बाहिरको
- (4) दन्त्यकथामा भएको

[Question ID = 453][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q93]

1. 1 [Option ID = 1809]
2. 2 [Option ID = 1810]
3. 3 [Option ID = 1811]
4. 4 [Option ID = 1812]

4) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काबिच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । ग्रीस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

‘पुष्पक’ को हो वा के हो ?

- (1) रामायणको एउटा पात्र
- (2) रावणको दास
- (3) एक किसिमको पक्षी
- (4) विमानको नाम

[Question ID = 454][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q94]

1. 1 [Option ID = 1813]
2. 2 [Option ID = 1814]
3. 3 [Option ID = 1815]
4. 4 [Option ID = 1816]

5) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काविच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । ग्रीस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

चिनियाँहरूले उडाएका ड्र्यागन कुन कारणले उड्न सम्भव भएको थियो ?

- (1) बलुन आकारको भएकाले
- (2) तातो हावाका कारणले
- (3) धार्मिक आस्थाले
- (4) तिलस्मी शक्तिले

[Question ID = 455][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q95]

1. 1 [Option ID = 1817]
2. 2 [Option ID = 1818]
3. 3 [Option ID = 1819]
4. 4 [Option ID = 1820]

6) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिह्नित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काबिच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । ग्रीस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

'जलजन' भनेको के हो ?

(1) पानीको प्रकार

(2) पानी र व्यक्ति

(3) वायुको प्रकार

(4) व्यक्तिको नाम

[Question ID = 456][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q96]

1. 1 [Option ID = 1821]

2. 2 [Option ID = 1822]

3. 3 [Option ID = 1823]

4. 4 [Option ID = 1824]

7) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काविच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । ग्रीस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

'पृथ्वीदेखि चन्द्रमासम्म' के हो ?

(1) प्रकाशित कथा

(2) दन्त्यकथा

(3) पौराणिक कथा

(4) लोकगाथा

[Question ID = 457][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q97]

1. 1 [Option ID = 1825]

2. 2 [Option ID = 1826]

3. 3 [Option ID = 1827]

4. 4 [Option ID = 1828]

8) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काविच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । ग्रीस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

तलका मध्ये 'स्पर्धा' शब्दको पर्यायवाची कुन हो ?

- (1) विजय
- (2) प्रतियोगिता
- (3) सम्मान
- (4) तिरस्कार

[Question ID = 458][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q98]

1. 1 [Option ID = 1829]
2. 2 [Option ID = 1830]
3. 3 [Option ID = 1831]
4. 4 [Option ID = 1832]

9) **निर्देश :** दिइएको अनुच्छेद पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

अन्तरिक्षमा उड्ने रहर मानिसको धेरै पुरानो रहर हो । यही रहरले त होला उसले कल्पनातीत उडानका कथाहरू लेखेर छाडिराखेको, रामायणको कथामा कुबेरको पुष्पक-विमानको उल्लेख छ । अलकापुरी र लङ्काविच ओहोर दोहोर गर्दा कुबेर विमानमा बसेर ओहोर दोहोर गर्थे । पछि रावणले खोसेर पुष्पकलाई आफ्नो बनाएको थियो । गिस र रोमका दन्त्यकथामा बाबु-छोरा डी ड्यालस र ई क्यारस भुत्लाका पखेटा बनाए उडेका थिए भन्ने वर्णन छ । मध्य-पूर्वका कथाहरूमा जादुका दरीको प्रसङ्ग छ । जादुका दरीमा बसेर बगदादका राजकुमार इच्छा अनुसार कतै पनि जान सक्थे । जुल्स भन्नेले लेखेको 'पृथ्वीदेखि चन्द्रमासम्म' भन्ने कथामा तीनजना अन्तरिक्ष यात्रीहरू तोपको खोक्रो गोलाभित्र बसेर चन्द्रमाका छेउसम्म पुगी फर्केको वर्णन छ । कथामा कल्पना र विज्ञानको अनौठो मिश्रण छ । मानिसलाई अन्तरिक्षमा उड्ने रहर जति नै भए पनि उसले 1783 सम्म भुइँ छोड्न सकेको थिएन । गुरुत्वाकर्षणको साङ्गाले बाँधिएर बन्दी झैं ऊ पृथ्वीको सतहमा बसेको थियो । 21 नोभेम्बर 1783 मा रोजिएर र एरल्यान्ड्स भन्ने दुईजना फ्रान्सका निवासीहरू तातो हावा भरेको बलुनमा बसी आकाशमा उडे । त्यही साल फ्रेन्च वैज्ञानिक जे चार्ल्स पनि रेसमको बलुनमा चढेर आकाशमा उडे । रोजिएर र एरल्यान्ड्सको बलुन बनिनु भन्दा धेरै वर्ष अघिदेखि नै चिनियाँहरूले तातो हावा भरिएका ड्र्यागनहरू उडाइरहेका थिए । तिनीहरूलाई थाहा थियो, तातो हावा चिसो हावा भन्दा हलुको हुन्छ अनि तातो हावा भरेको ड्र्यागन आकाशमा उड्न सक्छ । तर रोजिएर र एरल्यान्ड्स नै यस्ता मानिस थिए जसले आफू आकाशमा उडी तेस्रो विमितिको अनुभव प्राप्त गरेका थिए । चराहरूसँग स्पर्धा राख्दै तातो हावा, जलजन आदिले भरिएका बलुनहरूमा बसी आकाशमा उड्ने प्रयास सफल भएपछि मानिसहरूले डिरिजिबल र जेपलिन बनाउन थाले ।

'आकाश' शब्दको विपरीतार्थक चिन्नु होस्

- (1) तल
- (2) भूतल
- (3) पाताल
- (4) समुद्र

[Question ID = 459][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q99]

1. 1 [Option ID = 1833]
2. 2 [Option ID = 1834]
3. 3 [Option ID = 1835]
4. 4 [Option ID = 1836]

Topic:- Nepali_Q100-105_L1_P1_CTET

1) **निर्देश :** दिइएको कविता पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

आयो फागुनको फुको बिरसिलो हावा हुरीको दिन
उडे पात उजारियो वरिपरी बारी बगैँचा वन ।
कुरीमण्डल मेदिनीमय धुलो मैलो धमीलोपन
छर्दै फुङ्ग उराठिलो पवन यो चल्दो छ रातोदिन ।
सङ्गलो शीतल ब्रह्मपुत्र जलको राशी बिलायो सब
शोभाशून्य सुखाउरो तट दुवै देखिन्छ धूलोमय ।
वैलायो लहराउँदो हृदयको सौदा हरियो वन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
वारीपारि किनार फेरि भुँवरी पारी लतारो वन
उर्लिन्थे जुन ठाउँमा नद नदी गर्दै ठुलो गर्जन ।
त्यो ठाउँ अब बालुवामय सबै देख्छु कठै दुर्दिन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
कविले कुन ठाउँको दृश्य हेरेर कविता लेखेका हुन् ?

- (1) पश्चिम बङ्गालको डुबर्स क्षेत्र
- (2) दार्जिलिङ जिल्लाको समतल क्षेत्र
- (3) असम प्रदेशको कुनै क्षेत्र
- (4) आफ्नो घरदेखि टाढाको कुनै ठाउँ

[Question ID = 460][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q100]

1. 1 [Option ID = 1837]
2. 2 [Option ID = 1838]
3. 3 [Option ID = 1839]
4. 4 [Option ID = 1840]

2) **निर्देश :** दिइएको कविता पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

आयो फागुनको फुको बिरसिलो हावा हुरीको दिन
उडे पात उजारियो वरिपरी बारी बगैँचा वन ।
कुरीमण्डल मेदिनीमय धुलो मैलो धमीलोपन
छर्दै फुङ्ग उराठिलो पवन यो चल्दो छ रातोदिन ।
सङ्गलो शीतल ब्रह्मपुत्र जलको राशी बिलायो सब
शोभाशून्य सुखाउरो तट दुवै देखिन्छ धूलोमय ।
वैलायो लहराउँदो हृदयको सौदा हरियो वन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
वारीपारि किनार फेरि भुँवरी पारी लतारो वन
उर्लिन्थे जुन ठाउँमा नद नदी गर्दै ठुलो गर्जन ।
त्यो ठाउँ अब बालुवामय सबै देख्छु कठै दुर्दिन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
कवितामा प्रयुक्त 'उजारियो' शब्दले के बुझाउँछ ?

- (1) उजाड भयो
- (2) हुरी चल्यो
- (3) सुकौरो लाग्यो
- (4) अचिनारु भयो

[Question ID = 461][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q101]

- 1. 1 [Option ID = 1841]
- 2. 2 [Option ID = 1842]
- 3. 3 [Option ID = 1843]
- 4. 4 [Option ID = 1844]

3) **निर्देश :** दिइएको कविता पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

आयो फागुनको फुको बिरसिलो हावा हुरीको दिन
उडे पात उजारियो वरिपरी बारी बगैँचा वन ।
कुरीमण्डल मेदिनीमय धुलो मैलो धमीलोपन
छर्दै फुङ्ग उराठिलो पवन यो चल्दो छ रातोदिन ।
सङ्गलो शीतल ब्रह्मपुत्र जलको राशी बिलायो सब
शोभाशून्य सुखाउरो तट दुवै देखिन्छ धूलोमय ।
वैलायो लहराउँदो हृदयको सौदा हरियो वन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
वारीपारि किनार फेरि भुँवरी पारी लतारो वन
उर्लिन्थे जुन ठाउँमा नद नदी गर्दै ठुलो गर्जन ।
त्यो ठाउँ अब बालुवामय सबै देख्छु कठै दुर्दिन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।

कवितामा कविले वर्णन गरेको दृश्य कविलाई कस्तो लागेको छ ?

(1) मनोहारी

(2) मन नपर्दो

(3) अपूर्व

(4) प्रलयकारी

[Question ID = 462][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q102]

1. 1 [Option ID = 1845]
2. 2 [Option ID = 1846]
3. 3 [Option ID = 1847]
4. 4 [Option ID = 1848]

4) **निर्देश :** दिइएको कविता पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

आयो फागुनको फुको बिरसिलो हावा हुरीको दिन
उडे पात उजारियो वरिपरी बारी बगैँचा वन ।
कुरीमण्डल मेदिनीमय धुलो मैलो धमीलोपन
छर्दै फुङ्ग उराठिलो पवन यो चल्दो छ रातोदिन ।
सङ्गलो शीतल ब्रह्मपुत्र जलको राशी बिलायो सब
शोभाशून्य सुखाउरो तट दुवै देखिन्छ धूलोमय ।
बैलायो लहराउँदो हृदयको सौदा हरियो वन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
वारीपारि किनार फेरि भुँवरी पारी लतारो वन
उर्लिन्थे जुन ठाउँमा नद नदी गर्दै ठुलो गर्जन ।
त्यो ठाउँ अब बालुवामय सबै देख्छु कठै दुर्दिन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।

‘फुको’ शब्दको अर्थ के हो ?

- (1) फुकेको
- (2) फुस्किएको
- (3) छोटो
- (4) सुक्खा

[Question ID = 463][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q103]

- 1. 1 [Option ID = 1849]
- 2. 2 [Option ID = 1850]
- 3. 3 [Option ID = 1851]
- 4. 4 [Option ID = 1852]

5) **निर्देश :** दिइएको कविता पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

आयो फागुनको फुको बिरसिलो हावा हुरीको दिन
उडे पात उजारियो वरिपरी बारी बगैँचा वन ।
कुरीमण्डल मेदिनीमय धुलो मैलो धमीलोपन
छर्दै फुङ्ग उराठिलो पवन यो चल्दो छ रातोदिन ।
सङ्गलो शीतल ब्रह्मपुत्र जलको राशी बिलायो सब
शोभाशून्य सुखाउरो तट दुवै देखिन्छ धूलोमय ।
बैलायो लहराउँदो हृदयको सौदा हरियो वन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
वारीपारि किनार फेरि भुँवरी पारी लतारो वन
उर्लिन्थे जुन ठाउँमा नद नदी गर्दै ठुलो गर्जन ।
त्यो ठाउँ अब बालुवामय सबै देख्छु कठै दुर्दिन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
यस कविताको वर्ण्य विषय के हो ?

(1) ऋतु वर्णन

(2) वियोगी मनको चित्रण

(3) विषादपूर्ण जीवन

(4) मानसिक संकष्ट

[Question ID = 464][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q104]

1. 1 [Option ID = 1853]
2. 2 [Option ID = 1854]
3. 3 [Option ID = 1855]
4. 4 [Option ID = 1856]

6) निर्देश : दिइएको कविता पढेर तल भएका प्रश्नहरू का उपयुक्त उत्तर चिन्हित गर्नु होस् ।

आयो फागुनको फुको बिरसिलो हावा हुरीको दिन
उडे पात उजारियो वरिपरी बारी बगैँचा वन ।
कुरीमण्डल मेदिनीमय धुलो मैलो धमीलोपन
छर्दै फुङ्ग उराठिलो पवन यो चल्दो छ रातोदिन ।
सङ्गलो शीतल ब्रह्मपुत्र जलको राशी बिलायो सब
शोभाशून्य सुखाउरो तट दुवै देखिन्छ धूलोमय ।
बैलायो लहराउँदो हृदयको सौदा हरियो वन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
वारीपारि किनार फेरि भुँवरी पारी लतारो वन
उर्लिन्थे जुन ठाउँमा नद नदी गर्दै ठुलो गर्जन ।
त्यो ठाउँ अब बालुवामय सबै देख्छु कठै दुर्दिन
आँधीको नरमाइलो भुँवरिमा हुरिन्छ मेरो मन ।
कवि नदीका दुई किनार कस्तो देख्छन् ?

- (1) पानी भरिएको
- (2) बालुवा बालुवा भएको
- (3) धुलो धुलो चलिरहेको
- (4) ढुङ्गा भरिएर उराठिलो भएको

[Question ID = 465][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q105]

1. 1 [Option ID = 1857]
2. 2 [Option ID = 1858]
3. 3 [Option ID = 1859]
4. 4 [Option ID = 1860]

Topic:- Nepali_Q106-120_L1_P1_CTET

1) तलका मध्ये कुन एउटा आधारभूत पठन कौशल होइन ?

- (1) अर्थ खुलाउनु
- (2) शब्द चिन्नु
- (3) रूपविज्ञान
- (4) शब्दभण्डार पठन

[Question ID = 466][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q106]

1. 1 [Option ID = 1861]
2. 2 [Option ID = 1862]
3. 3 [Option ID = 1863]
4. 4 [Option ID = 1864]

2) प्रारम्भिक अवस्थामा आदेश वा उत्साहका रूपमा एउटी शिक्षिकाले साना नानीहरूलाई भाषा सिक्र लाउँदैछिन् अनि उसै गरी काम गर्न लाउँदैछिन् । शिक्षिकाले अनुसरण गर्दैछिन्

- (1) आफै युक्ति जिक
- (2) समग्र शारीरिक प्रतिक्रिया विधि
- (3) गरेर सिक्रे विधि
- (4) कथा सुनाउने विधि

[Question ID = 467][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q107]

- 1. 1 [Option ID = 1865]
- 2. 2 [Option ID = 1866]
- 3. 3 [Option ID = 1867]
- 4. 4 [Option ID = 1868]

3) भाषा एउटा सामाजिक उपकरण हो । के को ?

- (1) भाषान्तरण
- (2) अन्तर्क्रिया
- (3) सञ्चारण
- (4) अवरोधन

[Question ID = 468][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q108]

- 1. 1 [Option ID = 1869]
- 2. 2 [Option ID = 1870]
- 3. 3 [Option ID = 1871]
- 4. 4 [Option ID = 1872]

4) पाठ पढ्दै गर्दा विवरण, ठाउँ, नाम, मिति/समय आदि जान्ने क्षमतालाई के भनिन्छ ?

- (1) भूमण्डलीय रचना
- (2) स्थानीय रचना
- (3) चित्राङ्कन अनुमिति
- (4) पाठको व्याख्यान

[Question ID = 469][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q109]

- 1. 1 [Option ID = 1873]
- 2. 2 [Option ID = 1874]
- 3. 3 [Option ID = 1875]
- 4. 4 [Option ID = 1876]

5) पाँचौँ श्रेणीका सिकारुहरूलाई लामो लेख पढेर आनन्दित हुन र कुरा बुझेर राम्रो ज्ञान पाउन गुरुले आग्रह गरे

- (1) विस्तृत पठन
- (2) गहन पठन
- (3) जिगस पठन
- (4) सह पठन

[Question ID = 470][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q110]

1. 1 [Option ID = 1877]
2. 2 [Option ID = 1878]
3. 3 [Option ID = 1879]
4. 4 [Option ID = 1880]

6) नयाँ सिकारुहरूलाई नयाँ शब्द पढाउँदा अध्यापकले वास्तविक वस्तु प्रयोग गर्दछन्, किनभने

- (1) यसले शब्दका उचित वर्तनी सिकाउन सहयोग गर्दछ ।
- (2) वस्तुको माध्यमबाट मात्र हामी शब्दभण्डार सिकाउन सक्दछौं ।
- (3) नयाँ सिकारुहरू अमूर्त सोच सक्षम हुँदैनन् ।
- (4) यसले सिकारुहरूले यथार्थ जीवनमा देखेका वस्तुसित शब्द जोड्न सहयोग गर्दछ ।

[Question ID = 471][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q111]

1. 1 [Option ID = 1881]
2. 2 [Option ID = 1882]
3. 3 [Option ID = 1883]
4. 4 [Option ID = 1884]

7) विद्यार्थीले नयाँ भाषा लिँदा बोल्नसक्ने हुँदैनन् । यस अवधिलाई के अवधि भनिन्छ ?

- (1) नवोदित बोली
- (2) मौन
- (3) प्रारम्भिक उत्पादन
- (4) नवोदय

[Question ID = 472][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q112]

1. 1 [Option ID = 1885]
2. 2 [Option ID = 1886]
3. 3 [Option ID = 1887]
4. 4 [Option ID = 1888]

8) प्रभावकारी भाषा अध्यापकले

- (1) नानीहरूलाई पाठ्यपुस्तकमा भएका सबै प्रश्नका उत्तर पढ्न लगाउँदछन् ।
- (2) पढाउनाका लागि पाठ्यपुस्तकका साथै अरु स्रोत-सामग्री उपयोग गर्दछन् ।
- (3) पाठ्यपुस्तकमै भएका प्रश्नहरू टिपेर प्रश्नपत्र बनाउँदछन् ।
- (4) निर्दिष्ट पुस्तकमा मात्र पुरा विश्वास राख्दछन् ।

[Question ID = 473][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q113]

1. 1 [Option ID = 1889]
2. 2 [Option ID = 1890]
3. 3 [Option ID = 1891]
4. 4 [Option ID = 1892]

9) एकजना शिक्षकले विद्यार्थीहरूका काम एउटा फोल्डरमा राख्दछन् अनि पछि सिकारुका भाषा उपलब्धि मूल्याङ्कन गर्नमा प्रयोग गर्दछन् । यो हो

- (1) खुट्याउने जाँच
- (2) कथा रेकर्ड
- (3) संक्षेपी मूल्याङ्कन
- (4) पोर्टफोलियो मूल्याङ्कन

[Question ID = 474][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q114]

- 1. 1 [Option ID = 1893]
- 2. 2 [Option ID = 1894]
- 3. 3 [Option ID = 1895]
- 4. 4 [Option ID = 1896]

10) लक्ष्य भाषा सिक्दा मातृभाषाले नखल्बल्याओस् भन्ने शिक्षण पद्धति हो

- (1) सोझो पद्धति
- (2) व्याकरण अनुवाद पद्धति
- (3) द्विभाषी पद्धति
- (4) स्थितिगत पद्धति

[Question ID = 475][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q115]

- 1. 1 [Option ID = 1897]
- 2. 2 [Option ID = 1898]
- 3. 3 [Option ID = 1899]
- 4. 4 [Option ID = 1900]

11) यीमध्ये कुनचाहिँ टप-टाउन पद्धतिमा आधारित छैन ?

- (1) भाषाका अर्थ निकाल्न सिकारुले पहिलेका ज्ञान उपयोग गर्दछन् ।
- (2) पढे र सुनेपछि पछि के हुनेछ भनी सिकारुले अगम वक्तव्य दिँदछन् ।
- (3) प्रत्येक शब्द र वाक्यांशमा ध्यान दिएर भाषा बुझ्दछन् ।
- (4) उनीहरू कविता र कथादेखि थाल्दछन् अनि वर्णमालामा आउँदछन् ।

[Question ID = 476][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q116]

- 1. 1 [Option ID = 1901]
- 2. 2 [Option ID = 1902]
- 3. 3 [Option ID = 1903]
- 4. 4 [Option ID = 1904]

12) निदानात्मक शिक्षणले

- (1) घस्त्री घस्त्री पढ्नेहरूलाई बुझाइदिँदछ ।
- (2) नबुझिने कुराको गाँठो खोलिदिँदछ ।
- (3) श्रेणीमा समानता बचाइराख्दछ ।
- (4) नयाँ भाषा सामग्री चिनिन्छ ।

[Question ID = 477][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q117]

- 1. 1 [Option ID = 1905]

2. 2 [Option ID = 1906]
3. 3 [Option ID = 1907]
4. 4 [Option ID = 1908]

13) पढ्ने, बुझाउने र वर्ण चित्र, शब्द र प्रतीकमा प्रभाव पार्ने सिक्को अक्षमता हो

- (1) डिसलेक्सिया
- (2) डिसक्याल्कुलिया
- (3) डिसफासिया
- (4) डिसप्रेक्सिया

[Question ID = 478][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q118]

1. 1 [Option ID = 1909]
2. 2 [Option ID = 1910]
3. 3 [Option ID = 1911]
4. 4 [Option ID = 1912]

14) तलका कुन एउटा भाषा श्रेणीमा मुद्रण सम्पन्न वातावरणभित्र पर्दछ ?

- (1) चार्टर, पोस्टर, क्लासमा चाहिने थोक श्रेणीमा देखाइन्छ ।
- (2) वातावरणमा साइनबोर्ड, प्लेकार्ड्स, लेबल, न्यापर ।
- (3) श्रेणी ग्रन्थालयको आलमिरामा पुस्तक राखिएको छ ।
- (4) टिभी, संगणक, स्मार्ट फोन आदि वैद्युतिक माध्यम ।

[Question ID = 479][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q119]

1. 1 [Option ID = 1913]
2. 2 [Option ID = 1914]
3. 3 [Option ID = 1915]
4. 4 [Option ID = 1916]

15) सिकारुका पहिलो पिँढी तिनीहरू हुन्

- (1) उसको परिवारबाट स्कूल जाने पहिलो ।
- (2) भर्ना भएर पहिलोपल्ट स्कूल जाने ।
- (3) स्कूलमा स्कूल प्रिपेडेनस प्रोग्राममा उपस्थित हुने ।
- (4) स्कूलमा पहिलोपल्ट भाषा सिक्ने ।

[Question ID = 480][Question Description = CTET_P1_PART_4_L1_SET_102_NEPALI_Q120]

1. 1 [Option ID = 1917]
2. 2 [Option ID = 1918]
3. 3 [Option ID = 1919]
4. 4 [Option ID = 1920]

Topic:- ENG_Q121-128_L2_P1_CTET

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

1. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

2. Now, Persia was ruled by one man. In Athens, however, all citizens helped to rule. Emboldened by the participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

3. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their Gods to expedite their victory. The Athenians refurbished their weapons and moved to the plains of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

4. The Athenian army attacked, and Greek soldiers fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persians ships and burned them and thus the Persians fled in terror.

Athens had ____ the other Greek city-states to fight against the Persians.

- (1) refused help to
- (2) intervened on behalf of
- (3) refused help of
- (4) ignored the plea of

[Question ID = 1261][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q121]

- 1. 1 [Option ID = 5041]
- 2. 2 [Option ID = 5042]
- 3. 3 [Option ID = 5043]
- 4. 4 [Option ID = 5044]

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

1. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

2. Now, Persia was ruled by one man. In Athens, however, all citizens helped to rule. Emboldened by the participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

3. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their Gods to expedite their victory. The Athenians refurbished their weapons and moved to the plains of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

4. The Athenian army attacked, and Greek soldiers fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persians ships and burned them and thus the Persians fled in terror.

Darius took extreme steps to ____ the rebellious Athenians.

(1) reconcile

(2) appease

(3) mollify

(4) destroy

[Question ID = 1262][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q122]

1. 1 [Option ID = 5045]

2. 2 [Option ID = 5046]

3. 3 [Option ID = 5047]

4. 4 [Option ID = 5048]

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

1. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

2. Now, Persia was ruled by one man. In Athens, however, all citizens helped to rule. Emboldened by the participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

3. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their Gods to expedite their victory. The Athenians refurbished their weapons and moved to the plains of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

4. The Athenian army attacked, and Greek soldiers fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persians ships and burned them and thus the Persians fled in terror.

The fight against Persians brought much _____ to the Athenians.

(1) glory

(2) disaster

(3) fear

(4) wealth

[Question ID = 1263][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q123]

1. 1 [Option ID = 5049]

2. 2 [Option ID = 5050]

3. 3 [Option ID = 5051]

4. 4 [Option ID = 5052]

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

1. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

2. Now, Persia was ruled by one man. In Athens, however, all citizens helped to rule. Emboldened by the participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

3. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their Gods to expedite their victory. The Athenians refurbished their weapons and moved to the plains of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

4. The Athenian army attacked, and Greek soldiers fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persians ships and burned them and thus the Persians fled in terror.

The people of Delos did not want to _____ the conquest of Greece.

- (1) thwart
- (2) impede
- (3) assist in
- (4) hinder

[Question ID = 1264][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q124]

- 1. 1 [Option ID = 5053]
- 2. 2 [Option ID = 5054]
- 3. 3 [Option ID = 5055]
- 4. 4 [Option ID = 5056]

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

1. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

2. Now, Persia was ruled by one man. In Athens, however, all citizens helped to rule. Emboldened by the participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

3. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their Gods to expedite their victory. The Athenians refurbished their weapons and moved to the plains of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

4. The Athenian army attacked, and Greek soldiers fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persians ships and burned them and thus the Persians fled in terror.

The Athenians were ____ by the soldiers from Plataea.

- (1) opposed
- (2) captured
- (3) disheartened
- (4) strengthened

[Question ID = 1265][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q125]

- 1. 1 [Option ID = 5057]
- 2. 2 [Option ID = 5058]
- 3. 3 [Option ID = 5059]
- 4. 4 [Option ID = 5060]

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

1. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

2. Now, Persia was ruled by one man. In Athens, however, all citizens helped to rule. Emboldened by the participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

3. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their Gods to expedite their victory. The Athenians refurbished their weapons and moved to the plains of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

4. The Athenian army attacked, and Greek soldiers fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persians ships and burned them and thus the Persians fled in terror.

Athenians were experts in _____.

(1) shooting

(2) archery

(3) hand combat

(4) both archery and hand combat

[Question ID = 1266][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q126]

1. 1 [Option ID = 5061]

2. 2 [Option ID = 5062]

3. 3 [Option ID = 5063]

4. 4 [Option ID = 5064]

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

1. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

2. Now, Persia was ruled by one man. In Athens, however, all citizens helped to rule. Emboldened by the participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

3. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their Gods to expedite their victory. The Athenians refurbished their weapons and moved to the plains of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

4. The Athenian army attacked, and Greek soldiers fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persians ships and burned them and thus the Persians fled in terror.

'expedite' in para 3 is used as a/an

(1) noun

(2) verb

(3) adverb

(4) adjective

[Question ID = 1267][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q127]

1. 1 [Option ID = 5065]

2. 2 [Option ID = 5066]

3. 3 [Option ID = 5067]

4. 4 [Option ID = 5068]

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

1. The victory of the small Greek democracy of Athens over the mighty Persian Empire in 490 B.C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger, the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire.

2. Now, Persia was ruled by one man. In Athens, however, all citizens helped to rule. Emboldened by the participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

3. Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their Gods to expedite their victory. The Athenians refurbished their weapons and moved to the plains of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

4. The Athenian army attacked, and Greek soldiers fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persians ships and burned them and thus the Persians fled in terror.

The underlined words in 'was furious because Athens had interceded' is used as a/an _____ clause.

(1) adverb

(2) adjective

(3) noun

(4) coordinate

[Question ID = 1268][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q128]

1. 1 [Option ID = 5069]
2. 2 [Option ID = 5070]
3. 3 [Option ID = 5071]
4. 4 [Option ID = 5072]

Topic:- ENG_Q129-135_L2_P1_CTET

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

1. The pandemic and the subsequent lockdowns around the world brought the travel and tourism sector to a standstill, putting a major dent on the economy. However, with COVID-19 cases declining and things opening up gradually, the sector is looking forward to brighter times.

2. The travel and tourism sector's contribution on the global economy could reach \$8.6 trillion this year, just 6.4 per cent behind pre-pandemic levels, new research from the World Travel & Tourism Council (WTTC) stated. As per the latest release by WTTC, the sector contributed \$9.2 trillion to the global economy in 2019, before the pandemic wreaked havoc. In 2020, however, there was a massive drop of 49.1 per cent, representing a loss of nearly \$4.5 trillion.

3. "Latest research from WTTC shows that as the world finally begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year," a press release by WTCC said. Further, the global tourism body highlighted that the sector could create 58 million jobs in 2022, to reach more than 330 million, just 1 per cent below pre-pandemic levels and up by 21.5 per cent of 2020 levels if — the vaccine and booster rollout continue at pace this year, and international travel restrictions are eased around the world throughout the year.

4. "Over the past two years, the global travel and tourism sector has suffered tremendous losses. 2022 is poised for a strong recovery if governments continue to open up and remove restrictions to travel," Julia Simpson, WTTC President and CEO, said. Simpson added: "As people start traveling again, governments must implement simplified rules, including the use of digital solutions. Travel of the future should be contactless while guaranteeing safety."

5. To reach close to pre-pandemic levels this year — generating 10.4 per cent of global GDP — WTTC asked governments around the world to continue focusing on the vaccine and booster rollout, allowing fully vaccinated travellers to move freely without testing restrictions.

Which of the following words is similar in meaning to the word 'havoc' as used in para 2 of the passage?

- (1) calamity
- (2) chaos
- (3) disruption
- (4) destruction

[Question ID = 1269][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q129]

- 1. 1 [Option ID = 5073]
- 2. 2 [Option ID = 5074]
- 3. 3 [Option ID = 5075]
- 4. 4 [Option ID = 5076]

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

1. The pandemic and the subsequent lockdowns around the world brought the travel and tourism sector to a standstill, putting a major dent on the economy. However, with COVID-19 cases declining and things opening up gradually, the sector is looking forward to brighter times.

2. The travel and tourism sector's contribution on the global economy could reach \$8.6 trillion this year, just 6.4 per cent behind pre-pandemic levels, new research from the World Travel & Tourism Council (WTTC) stated. As per the latest release by WTTC, the sector contributed \$9.2 trillion to the global economy in 2019, before the pandemic wreaked havoc. In 2020, however, there was a massive drop of 49.1 per cent, representing a loss of nearly \$4.5 trillion.

3. "Latest research from WTTC shows that as the world finally begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year," a press release by WTCC said. Further, the global tourism body highlighted that the sector could create 58 million jobs in 2022, to reach more than 330 million, just 1 per cent below pre-pandemic levels and up by 21.5 per cent of 2020 levels if — the vaccine and booster rollout continue at pace this year, and international travel restrictions are eased around the world throughout the year.

4. "Over the past two years, the global travel and tourism sector has suffered tremendous losses. 2022 is poised for a strong recovery if governments continue to open up and remove restrictions to travel," Julia Simpson, WTTC President and CEO, said. Simpson added: "As people start traveling again, governments must implement simplified rules, including the use of digital solutions. Travel of the future should be contactless while guaranteeing safety."

5. To reach close to pre-pandemic levels this year — generating 10.4 per cent of global GDP — WTTC asked governments around the world to continue focusing on the vaccine and booster rollout, allowing fully vaccinated travellers to move freely without testing restrictions.

Which of the following words is the most suitable antonym of 'tremendous' as used in para 4 of the passage?

(1) little

(2) wonderful

(3) expected

(4) ordinary

[Question ID = 1270][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q130]

1. 1 [Option ID = 5077]
2. 2 [Option ID = 5078]
3. 3 [Option ID = 5079]
4. 4 [Option ID = 5080]

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

1. The pandemic and the subsequent lockdowns around the world brought the travel and tourism sector to a standstill, putting a major dent on the economy. However, with COVID-19 cases declining and things opening up gradually, the sector is looking forward to brighter times.

2. The travel and tourism sector's contribution on the global economy could reach \$8.6 trillion this year, just 6.4 per cent behind pre-pandemic levels, new research from the World Travel & Tourism Council (WTTC) stated. As per the latest release by WTTC, the sector contributed \$9.2 trillion to the global economy in 2019, before the pandemic wreaked havoc. In 2020, however, there was a massive drop of 49.1 per cent, representing a loss of nearly \$4.5 trillion.

3. "Latest research from WTTC shows that as the world finally begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year," a press release by WTCC said. Further, the global tourism body highlighted that the sector could create 58 million jobs in 2022, to reach more than 330 million, just 1 per cent below pre-pandemic levels and up by 21.5 per cent of 2020 levels if — the vaccine and booster rollout continue at pace this year, and international travel restrictions are eased around the world throughout the year.

4. "Over the past two years, the global travel and tourism sector has suffered tremendous losses. 2022 is poised for a strong recovery if governments continue to open up and remove restrictions to travel," Julia Simpson, WTTC President and CEO, said. Simpson added: "As people start traveling again, governments must implement simplified rules, including the use of digital solutions. Travel of the future should be contactless while guaranteeing safety."

5. To reach close to pre-pandemic levels this year — generating 10.4 per cent of global GDP — WTTC asked governments around the world to continue focusing on the vaccine and booster rollout, allowing fully vaccinated travellers to move freely without testing restrictions.

Which part of speech is the underlined word in the following sentence?

With COVID-19 cases declining and things opening up gradually, the sector is looking forward to brighter times.

(1) Conjunction

(2) Preposition

(3) Adverb

(4) Adjective

[Question ID = 1271][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q131]

1. 1 [Option ID = 5081]
2. 2 [Option ID = 5082]
3. 3 [Option ID = 5083]
4. 4 [Option ID = 5084]

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

1. The pandemic and the subsequent lockdowns around the world brought the travel and tourism sector to a standstill, putting a major dent on the economy. However, with COVID-19 cases declining and things opening up gradually, the sector is looking forward to brighter times.

2. The travel and tourism sector's contribution on the global economy could reach \$8.6 trillion this year, just 6.4 per cent behind pre-pandemic levels, new research from the World Travel & Tourism Council (WTTC) stated. As per the latest release by WTTC, the sector contributed \$9.2 trillion to the global economy in 2019, before the pandemic wreaked havoc. In 2020, however, there was a massive drop of 49.1 per cent, representing a loss of nearly \$4.5 trillion.

3. "Latest research from WTTC shows that as the world finally begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year," a press release by WTCC said. Further, the global tourism body highlighted that the sector could create 58 million jobs in 2022, to reach more than 330 million, just 1 per cent below pre-pandemic levels and up by 21.5 per cent of 2020 levels if — the vaccine and booster rollout continue at pace this year, and international travel restrictions are eased around the world throughout the year.

4. "Over the past two years, the global travel and tourism sector has suffered tremendous losses. 2022 is poised for a strong recovery if governments continue to open up and remove restrictions to travel," Julia Simpson, WTTC President and CEO, said. Simpson added: "As people start traveling again, governments must implement simplified rules, including the use of digital solutions. Travel of the future should be contactless while guaranteeing safety."

5. To reach close to pre-pandemic levels this year — generating 10.4 per cent of global GDP — WTTC asked governments around the world to continue focusing on the vaccine and booster rollout, allowing fully vaccinated travellers to move freely without testing restrictions.

Read the following statements:

- A. The use of digital solutions during travel will help in the recovery of the tourism sector.
- B. There was a massive jump in global economy in 2020.

(1) A is true, B is false.

(2) B is true, A is false.

(3) Both A and B are false.

(4) Both A and B are true.

[Question ID = 1272][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q132]

- 1. 1 [Option ID = 5085]
- 2. 2 [Option ID = 5086]
- 3. 3 [Option ID = 5087]
- 4. 4 [Option ID = 5088]

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

1. The pandemic and the subsequent lockdowns around the world brought the travel and tourism sector to a standstill, putting a major dent on the economy. However, with COVID-19 cases declining and things opening up gradually, the sector is looking forward to brighter times.

2. The travel and tourism sector's contribution on the global economy could reach \$8.6 trillion this year, just 6.4 per cent behind pre-pandemic levels, new research from the World Travel & Tourism Council (WTTC) stated. As per the latest release by WTTC, the sector contributed \$9.2 trillion to the global economy in 2019, before the pandemic wreaked havoc. In 2020, however, there was a massive drop of 49.1 per cent, representing a loss of nearly \$4.5 trillion.

3. "Latest research from WTTC shows that as the world finally begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year," a press release by WTCC said. Further, the global tourism body highlighted that the sector could create 58 million jobs in 2022, to reach more than 330 million, just 1 per cent below pre-pandemic levels and up by 21.5 per cent of 2020 levels if — the vaccine and booster rollout continue at pace this year, and international travel restrictions are eased around the world throughout the year.

4. "Over the past two years, the global travel and tourism sector has suffered tremendous losses. 2022 is poised for a strong recovery if governments continue to open up and remove restrictions to travel," Julia Simpson, WTTC President and CEO, said. Simpson added: "As people start traveling again, governments must implement simplified rules, including the use of digital solutions. Travel of the future should be contactless while guaranteeing safety."

5. To reach close to pre-pandemic levels this year — generating 10.4 per cent of global GDP — WTTC asked governments around the world to continue focusing on the vaccine and booster rollout, allowing fully vaccinated travellers to move freely without testing restrictions.

What are the corrective measures to be taken by the tourism industry to ensure improvement in the global economy in post-pandemic times?

- A. Removal of restrictions on travel.
- B. Encouraging vaccination.
- C. Limiting the creation of jobs in tourism sector.
- D. Strict vigilance in imposing restrictions on all travellers.

(1) Only A

(2) Only D

(3) Both A and B

(4) Both C and A

[Question ID = 1273][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q133]

- 1. 1 [Option ID = 5089]
- 2. 2 [Option ID = 5090]
- 3. 3 [Option ID = 5091]
- 4. 4 [Option ID = 5092]

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

1. The pandemic and the subsequent lockdowns around the world brought the travel and tourism sector to a standstill, putting a major dent on the economy. However, with COVID-19 cases declining and things opening up gradually, the sector is looking forward to brighter times.

2. The travel and tourism sector's contribution on the global economy could reach \$8.6 trillion this year, just 6.4 per cent behind pre-pandemic levels, new research from the World Travel & Tourism Council (WTTC) stated. As per the latest release by WTTC, the sector contributed \$9.2 trillion to the global economy in 2019, before the pandemic wreaked havoc. In 2020, however, there was a massive drop of 49.1 per cent, representing a loss of nearly \$4.5 trillion.

3. "Latest research from WTTC shows that as the world finally begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year," a press release by WTCC said. Further, the global tourism body highlighted that the sector could create 58 million jobs in 2022, to reach more than 330 million, just 1 per cent below pre-pandemic levels and up by 21.5 per cent of 2020 levels if — the vaccine and booster rollout continue at pace this year, and international travel restrictions are eased around the world throughout the year.

4. "Over the past two years, the global travel and tourism sector has suffered tremendous losses. 2022 is poised for a strong recovery if governments continue to open up and remove restrictions to travel," Julia Simpson, WTTC President and CEO, said. Simpson added: "As people start traveling again, governments must implement simplified rules, including the use of digital solutions. Travel of the future should be contactless while guaranteeing safety."

5. To reach close to pre-pandemic levels this year — generating 10.4 per cent of global GDP — WTTC asked governments around the world to continue focusing on the vaccine and booster rollout, allowing fully vaccinated travellers to move freely without testing restrictions.

Which statement is **not** true in the light of the given passage.

- (1) Tourism sector can contribute to attain pre-pandemic levels in the global economy.
- (2) Tourism industry did not suffer any setbacks during the pandemic.
- (3) No traveling restrictions on fully vaccinated travellers.
- (4) The estimated number of jobs that the sector would create is phenomenal.

[Question ID = 1274][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q134]

- 1. 1 [Option ID = 5093]
- 2. 2 [Option ID = 5094]
- 3. 3 [Option ID = 5095]
- 4. 4 [Option ID = 5096]

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

1. The pandemic and the subsequent lockdowns around the world brought the travel and tourism sector to a standstill, putting a major dent on the economy. However, with COVID-19 cases declining and things opening up gradually, the sector is looking forward to brighter times.
2. The travel and tourism sector's contribution on the global economy could reach \$8.6 trillion this year, just 6.4 per cent behind pre-pandemic levels, new research from the World Travel & Tourism Council (WTTC) stated. As per the latest release by WTTC, the sector contributed \$9.2 trillion to the global economy in 2019, before the pandemic wreaked havoc. In 2020, however, there was a massive drop of 49.1 per cent, representing a loss of nearly \$4.5 trillion.
3. "Latest research from WTTC shows that as the world finally begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year," a press release by WTCC said. Further, the global tourism body highlighted that the sector could create 58 million jobs in 2022, to reach more than 330 million, just 1 per cent below pre-pandemic levels and up by 21.5 per cent of 2020 levels if — the vaccine and booster rollout continue at pace this year, and international travel restrictions are eased around the world throughout the year.
4. "Over the past two years, the global travel and tourism sector has suffered tremendous losses. 2022 is poised for a strong recovery if governments continue to open up and remove restrictions to travel," Julia Simpson, WTTC President and CEO, said. Simpson added: "As people start traveling again, governments must implement simplified rules, including the use of digital solutions. Travel of the future should be contactless while guaranteeing safety."
5. To reach close to pre-pandemic levels this year — generating 10.4 per cent of global GDP — WTTC asked governments around the world to continue focusing on the vaccine and booster rollout, allowing fully vaccinated travellers to move freely without testing restrictions.

What does the latest research from WTTC highlight?

- (1) The loss of \$9.2 trillion suffered by travel and tourism sector.
- (2) The tourism sector aims to create 330 million jobs in 2022.
- (3) Generating 10.4% of global GDP is not difficult if governments cooperate.
- (4) Travel and tourism sector cannot gain momentum after the pandemic.

[Question ID = 1275][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q135]

1. 1 [Option ID = 5097]
2. 2 [Option ID = 5098]
3. 3 [Option ID = 5099]
4. 4 [Option ID = 5100]

Topic:- ENG_Q136-150_L2_P1_CTET

- 1) The statements that describe the knowledge, skills, and attitudes that students should acquire by the end of a particular assignment, class, course or programme are
 - (1) Learning outcomes
 - (2) Learning styles
 - (3) Learning levels
 - (4) Learning disability

[Question ID = 1276][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q136]

1. 1 [Option ID = 5101]

2. 2 [Option ID = 5102]
3. 3 [Option ID = 5103]
4. 4 [Option ID = 5104]

2) A teacher is providing opportunities for learners to experiment with and explore both spoken and written language through learning activities. She is focusing on _____.

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

[Question ID = 1277][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q137]

1. 1 [Option ID = 5105]
2. 2 [Option ID = 5106]
3. 3 [Option ID = 5107]
4. 4 [Option ID = 5108]

3) A teacher of class 1 is playing games with students where they are asked to walk, run, sit, crawl, and do other such activities. She is developing their

- (1) gross motor skills
- (2) fine motor skills
- (3) Total Physical Response
- (4) physical education activities

[Question ID = 1278][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q138]

1. 1 [Option ID = 5109]
2. 2 [Option ID = 5110]
3. 3 [Option ID = 5111]
4. 4 [Option ID = 5112]

4) The competencies of learners to understand texts and retrieve information from them, as well as interpreting the texts is

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

[Question ID = 1279][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q139]

1. 1 [Option ID = 5113]
2. 2 [Option ID = 5114]
3. 3 [Option ID = 5115]
4. 4 [Option ID = 5116]

5) A motor disorder that affects the coordination of the tongue and lips to produce sounds :

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

[Question ID = 1280][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q140]

1. 1 [Option ID = 5117]
2. 2 [Option ID = 5118]
3. 3 [Option ID = 5119]
4. 4 [Option ID = 5120]

6) Which of the following is based on Vygotsky's theory of language development?

- (1) There is no fundamental ability for language when a child is born.
- (2) The development of language is a continuation of general cognitive development.
- (3) Language develops from social interactions.
- (4) Children learn language as the product of positive reinforcement.

[Question ID = 1281][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q141]

- 1. 1 [Option ID = 5121]
- 2. 2 [Option ID = 5122]
- 3. 3 [Option ID = 5123]
- 4. 4 [Option ID = 5124]

7) Which one of the following are **not** the principles of Task-Based Language Teaching?

- (1) Scaffolding
- (2) Active learning
- (3) Reproduction to Creation
- (4) Reflection on translation

[Question ID = 1282][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q142]

- 1. 1 [Option ID = 5125]
- 2. 2 [Option ID = 5126]
- 3. 3 [Option ID = 5127]
- 4. 4 [Option ID = 5128]

8) Constructivist approach to language teaching expects the teacher to

- (1) give pre-constructed knowledge to learner.
- (2) construct his own curriculum.
- (3) make learners prepare their own textbook.
- (4) help the learners construct knowledge using their experience.

[Question ID = 1283][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q143]

- 1. 1 [Option ID = 5129]
- 2. 2 [Option ID = 5130]
- 3. 3 [Option ID = 5131]
- 4. 4 [Option ID = 5132]

9) **Assertion (A) :**

Remedial teaching is a systematic process as the teacher first diagnoses the problem of students and then applies appropriate methods.

Reason (R) :

A teacher should be well aware of students' strengths and weaknesses before applying remedial methods.

Choose the correct answer from the following.

- (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) (A) is false, but (R) is true.

[Question ID = 1284][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q144]

- 1. 1 [Option ID = 5133]
- 2. 2 [Option ID = 5134]
- 3. 3 [Option ID = 5135]

4. 4 [Option ID = 5136]

10) **Assertion (A) :**

The younger you are the easier it is to learn another language.

Reason (R) :

Developing correct pronunciation is relatively effortless when it is learned during foundational stage.

Choose the correct answer from the following.

- (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) (A) is false, but (R) is true.

[Question ID = 1285][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q145]

- 1. 1 [Option ID = 5137]
- 2. 2 [Option ID = 5138]
- 3. 3 [Option ID = 5139]
- 4. 4 [Option ID = 5140]

11) When young children begin to learn standard grammar, they tend to over-generalise it. This is because

- (1) they cautiously learn language rules to be accurate.
- (2) they assume that common syntax rules apply in all situations.
- (3) they use the grammar to be fluent in that language.
- (4) children learn the basic rules of the language from their parents.

[Question ID = 1286][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q146]

- 1. 1 [Option ID = 5141]
- 2. 2 [Option ID = 5142]
- 3. 3 [Option ID = 5143]
- 4. 4 [Option ID = 5144]

12) Taking information from a text and creating their interpretations beyond the literal level is _____.

- (1) predicting
- (2) comparing
- (3) skimming
- (4) inferring

[Question ID = 1287][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q147]

- 1. 1 [Option ID = 5145]
- 2. 2 [Option ID = 5146]
- 3. 3 [Option ID = 5147]
- 4. 4 [Option ID = 5148]

13) A learner of class 5 says that when his friend speaks Punjabi language it's not difficult to understand but reading it seems challenging. This statement makes him assess himself as he does

- (1) assessment of learning
- (2) assessment for learning
- (3) assessment as learning
- (4) assessment in learning

[Question ID = 1288][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q148]

- 1. 1 [Option ID = 5149]
- 2. 2 [Option ID = 5150]
- 3. 3 [Option ID = 5151]
- 4. 4 [Option ID = 5152]

14) Language assessment aims at measuring _____.

- (1) how each learner achieved in comparison to his peers.
- (2) their overall or summative achievement.
- (3) language achievement of learners.
- (4) the language proficiency of learners.

[Question ID = 1289][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q149]

- 1. 1 [Option ID = 5153]
- 2. 2 [Option ID = 5154]
- 3. 3 [Option ID = 5155]
- 4. 4 [Option ID = 5156]

15) Stephen Krashen's 'comprehensible input' proposes _____.

- (1) providing learners the language to their level of language and forms.
- (2) inputs received by learners through textbook and the teacher.
- (3) exposing learners to language slightly above their level of language.
- (4) exposing learners to texts and materials above the level of learners.

[Question ID = 1290][Question Description = CTET_P1_PART_5_L2_SET_102_ENGLISH_Q150]

- 1. 1 [Option ID = 5157]
- 2. 2 [Option ID = 5158]
- 3. 3 [Option ID = 5159]
- 4. 4 [Option ID = 5160]