

CTET L1 Sanskrit L2 English P1

Topic:- CDP_P1_CTET

1) Concept of critical period assumes :

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

क्रांतिक अवधि के संप्रत्यय की क्या अवधारणा है ?

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

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

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

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

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

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

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

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_108_Q2]

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

3) _____ is a primary agent/agency of socialisation for very young children.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_108_Q10]

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

11) **Assertion (A) :**

When a student is not able to solve a problem initially, he/she should be encouraged to think aloud.

Reason (R) :

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

Choose the correct option :

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

अभिकथन (A) :

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

तर्क (R) :

मौखिकीकरण और बोल-बोल कर सोचना विचारों को क्रमित करता है और दी गई समस्या का हल ढूँढने में मदद करता है।

सही विकल्प चुनिए :

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

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_108_Q11]

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

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

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

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

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

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

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

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

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

(1) (I), (II) only

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

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

(4) (II) and (IV) only

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

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

(1) केवल(I), (II)

(2) केवल(I), (II) और (III)

(3) केवल (II), (III) और (IV)

(4) केवल (II) और (IV)

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

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

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

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

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

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

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

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

15) 'Assessment for learning' should be :

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

‘अधिगम हेतु मूल्यांकन’ किस प्रकार का होना चाहिए ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_108_Q18]

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

19) Which of the following statement is **not** correct in context of students having Attention Deficit Hyperactivity Disorder (ADHD) ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22) Students should be facilitated to be _____.

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

विद्यार्थियों को _____ बनने के लिए सुसाधित करना चाहिए।

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

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

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

23) **Assertion (A) :**

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

Reason (R) :

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

Choose the correct option :

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

अभिकथन (A) :

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

तर्क (R) :

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

सही विकल्प चुनिए :

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

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_108_Q23]

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

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

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

अधिगम अधिक प्रभावशाली होता है, जब :

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

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

- 1. 1 [Option ID = 93]

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

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

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

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

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

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

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

26) **Assertion (A) :**

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

Reason (R) :

Errors have no significance in the process of learning.

Choose the correct option :

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

अभिकथन (A) :

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

तर्क (R) :

त्रुटियों का अधिगम प्रक्रिया में कोई महत्त्व नहीं होता है ।

सही विकल्प चुनिए :

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

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_108_Q26]

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

27) School should :

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

विद्यालयों को :

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_108_Q29]

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

30) Which of the following factor does **not** contribute to effective and meaningful learning for students ?

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

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

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

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_108_Q30]

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

Topic:- MATH_Q31-45_P1_CTET

1) If sum of 2·027 and 4·450 is subtracted from the sum of 4·004 and 6·121, then obtained result will be

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Expected result is :

(1) 21342

(2) 12345

(3) 41235

(4) 12354

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

अपेक्षित उत्तर है :

(1) 21342

(2) 12345

(3) 41235

(4) 12354

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

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

6) The numbers written in decreasing order are :

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

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

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

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

घटते हुए क्रम में लिखी संख्याएँ हैं :

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

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

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

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

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

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

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

(1) 4

(2) 3

(3) 2

(4) 1

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

(1) 4

(2) 3

(3) 2

(4) 1

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

1. 1 [Option ID = 145]

2. 2 [Option ID = 146]

3. 3 [Option ID = 147]

4. 4 [Option ID = 148]

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

(1) 120

(2) 60

(3) 480

(4) 240

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

(1) 120

(2) 60

(3) 480

(4) 240

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

1. 1 [Option ID = 149]

2. 2 [Option ID = 150]

3. 3 [Option ID = 151]

4. 4 [Option ID = 152]

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

(1) 270°

(2) 300°

(3) 310°

(4) 330°

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

(1) 270°

(2) 300°

(3) 310°

(4) 330°

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

1. 1 [Option ID = 153]

2. 2 [Option ID = 154]

3. 3 [Option ID = 155]

4. 4 [Option ID = 156]

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

(1) 33

(2) 80

(3) 100

(4) 110

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

(1) 33

(2) 80

(3) 100

(4) 110

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

1. 1 [Option ID = 157]

2. 2 [Option ID = 158]

3. 3 [Option ID = 159]

4. 4 [Option ID = 160]

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

(1) 18 minutes 45 seconds

(2) 20 minutes 15 seconds

(3) 20 minutes 5 seconds

(4) 19 minutes 35 seconds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15) Value of 101.01×0.001 is

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

101.01×0.001 का मान है

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

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_108_Q45]

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

Topic:- MATH_Q46-60_P1_CTET

1) A teacher has given some objects to class I children and asked them to identify which objects roll and which objects slide. Which of the following is **not** an objective of the above activity ?

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

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

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

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

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

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

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

"बोझ रहित अधिगम" को सर्वप्रथम किसमें अवधान मिला ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Choose the correct option :

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

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

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

सही विकल्प का चयन कीजिए :

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

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

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

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

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

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

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

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

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

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

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

(1) A, B and E

(2) A, B, C and D

(3) D and E

(4) B and E

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

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

(1) A, B और E

(2) A, B, C और D

(3) D और E

(4) B और E

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1) Solve the following riddle :

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

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

नीचे दी गयी पहेली को हल कीजिए :

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

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

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

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

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

Grass → Deer → Tiger

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

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

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

घास → हिरण → बाघ

कुछ वर्षों बाद खाद्य श्रृंखला पर क्या प्रभाव पड़ेगा ?

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

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

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

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

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

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

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

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

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

4) Which of the following belongs to mammal family ?

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

निम्नलिखित में से कौन सा स्तनधारी परिवार का है ?

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

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

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

5) The practice of 'Langar' connotes

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

'लंगर' की प्रथा संकेत करती है

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

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

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

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

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

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

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

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

- 1. 1 [Option ID = 261]

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

7) Consider the following statements about elephants :

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

The correct statements are :

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

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

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

सही कथन हैं :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11) World Water Day is being celebrated on

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

विश्व जल दिवस मनाया जाता है

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

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

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

12) RTE Act 2009 ensures

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

RTE एक्ट 2009 सुनिश्चित करता है :

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

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

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

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

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

The correct sequence is :

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

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

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

सही क्रम है :

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

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

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

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

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

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

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

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

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

15) Highest rainfall in India is recorded in :

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

भारत में उच्चतम वर्षा रिकॉर्ड की गई :

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

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_108_Q75]

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

Topic:- EVS_Q76-90_P1_CTET

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. 3 [Option ID = 311]

4. 4 [Option ID = 312]

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

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

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

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

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

1. 1 [Option ID = 313]

2. 2 [Option ID = 314]

3. 3 [Option ID = 315]

4. 4 [Option ID = 316]

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

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

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

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

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

(1) केवल A और B

(2) केवल A और C

(3) केवल A और D

(4) केवल B और C

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

1. 1 [Option ID = 317]

2. 2 [Option ID = 318]

3. 3 [Option ID = 319]

4. 4 [Option ID = 320]

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

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

(1) A and C only

(2) B and D only

(3) A and D only

(4) B and C only

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) A and B only

(2) B and C only

(3) C and D only

(4) A and C only

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

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

(1) केवल A और B

(2) केवल B और C

(3) केवल C और D

(4) केवल A और C

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) B and C only

(2) A and B only

(3) C and D only

(4) A and D only

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

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

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

(1) केवल B और C

(2) केवल A और B

(3) केवल C और D

(4) केवल A और D

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

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

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

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

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

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

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_108_Q90]

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

Topic:- Sanskrit_Q91-99_L1_P1_CTET

1) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “साम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

‘यत्र कुत्र अपि छेदनं कुर्वन्ति ।’ अस्मिन् वाक्ये किं अव्ययपदं न अस्ति ?

(1) छेदनम्

(2) कुत्र

(3) अपि

(4) यत्र

[Question ID = 151][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q91]

1. 1 [Option ID = 601]

2. 2 [Option ID = 602]

3. 3 [Option ID = 603]

4. 4 [Option ID = 604]

2) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “साम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

व्याधेन विस्तारिते जाले कः बद्धः जातः ?

(1) मृगः

(2) गजः

(3) मूषकः

(4) व्याघ्रः

[Question ID = 152][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q92]

1. 1 [Option ID = 605]

2. 2 [Option ID = 606]

3. 3 [Option ID = 607]

4. 4 [Option ID = 608]

3) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “साम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

व्याघ्रः चञ्चलम् किं न्यवेदयत् ?

(1) मया सह क्रीड

(2) माम् स्वगृहम् नय

(3) माम् मोचय

(4) मह्यम् भोजनम् यच्छ

[Question ID = 153][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q93]

1. 1 [Option ID = 609]

2. 2 [Option ID = 610]

3. 3 [Option ID = 611]

4. 4 [Option ID = 612]

4) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “साम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

चञ्चलः व्याघ्राय किं अयच्छत् ?

(1) फलानि

(2) जलम्

(3) पुष्पाणि

(4) सत्यम्

[Question ID = 154][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q94]

1. 1 [Option ID = 613]

2. 2 [Option ID = 614]

3. 3 [Option ID = 615]

4. 4 [Option ID = 616]

5) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “सम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

‘सम्प्रति पुनः पुनः कूर्दनम् कृत्वा दर्शय ।’ इति कः कम् कथयति ?

(1) चञ्चलः लोमशिकाम्

(2) लोमशिका व्याघ्रम्

(3) व्याधः व्याघ्रम्

(4) लोमशिका चञ्चलम्

[Question ID = 155][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q95]

1. 1 [Option ID = 617]

2. 2 [Option ID = 618]

3. 3 [Option ID = 619]

4. 4 [Option ID = 620]

6) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “साम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

अधोलिखितेषु पदेषु तुमुनप्रत्ययान्तं पदम् किं अस्ति ?

(1) क्लान्तः

(2) भणितम्

(3) विसृज्य

(4) प्रदर्शयितुम्

[Question ID = 156][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q96]

1. 1 [Option ID = 621]

2. 2 [Option ID = 622]

3. 3 [Option ID = 623]

4. 4 [Option ID = 624]

7) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “साम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

‘सकला’ इत्यस्य पदस्य समानार्थकं पदं किं ?

- (1) श्रान्तः
- (2) निखिलाम्
- (3) वार्ताम्
- (4) पिपासाम्

[Question ID = 157][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q97]

1. 1 [Option ID = 625]
2. 2 [Option ID = 626]
3. 3 [Option ID = 627]
4. 4 [Option ID = 628]

8) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “साम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

कः नदीजलम् उपगम्य अपृच्छत् ?

(1) लोमशिका

(2) व्याघ्रः

(3) व्याधः

(4) वृक्षः

[Question ID = 158][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q98]

1. 1 [Option ID = 629]
2. 2 [Option ID = 630]
3. 3 [Option ID = 631]
4. 4 [Option ID = 632]

9) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

आसीत् कश्चित् चञ्चलो नाम व्याधः । एकदा तेन विस्तारिते जाले एकः व्याघ्रः बद्धः जातः । सः व्याघ्रं दृष्ट्वा पलायनं कर्तुम् अचिन्तयत् । व्याघ्रः न्यवेदयत् – ‘भो मानव । यदि त्वं मां मोचयिष्यसि तर्हि अहं त्वां न हनिष्यामि ।’ तदा सः व्याधः व्याघ्रं जालात् बहिः निरसारयत् । तदनन्तरं व्याघ्रः अवदत् ‘पिपासुः अहम् । कृपया नद्याः जलमानीय मम पिपासां शमय ।’ जलं पीत्वा सः पुनः व्याधम् अवदत्, “साम्प्रतं अहम् बुभुक्षितोऽस्मि । अतएव अहं त्वां खादिष्यामि ।” “चञ्चलः उक्तवान् ‘अहं त्वत्कृते धर्मम् आचरितवान् । त्वं मां खादितुम् इच्छसि ?’ सोऽवदत् ‘अरे मूर्ख ! धर्मे धमनं पापे पुण्यं भवति एव । पृच्छ कमपि ।’

चञ्चलः नदीजलम् अपृच्छत् । नदीजलं अवदत्-एवमेव भवति । जनाः मम उपयोगं कुर्वन्ति विविधकार्येषु तथा च मलमूत्रादिकं विसृज्य निवर्तन्ते । चञ्चलः वृक्षम् उपगम्य अपृच्छत् । वृक्षः अवदत्, ‘मानवाः अस्माकम् छायायां विरमन्ति । अस्माकं फलानि खादन्ति, पुनः कुठारैः प्रहृत्य यत्र कुत्र अपि छेदनं कुर्वन्ति । अतः धर्मे धमनं पापे पुण्यं भवति एव ।’

समीपे एका लोमशिका एतां वार्ताशृणोति स्म । सा सहसा चञ्चलमुपसृत्य कथयति, ‘का वार्ता ? माम् अपि विज्ञापय ।’ सः अवदत् – ‘अहह मातृस्वसः । अवसरे त्वं समागतवती । तदनन्तरं सः लोमशिकायै निखिलां कथां न्यवेदयत् । लोमशिका चञ्चलम् अकथयत् - बाढम्, त्वं जालं प्रसारय । पुनः सा व्याघ्रं अवदत् - केन प्रकारेण त्वं जाले बद्धः इति कृपया मां प्रत्यक्षं दर्शय । व्याघ्रः तद् वृत्तान्तं प्रदर्शयितुं तस्मिन् जाले प्राविशत् । सा पुनः अकथयत्-सम्प्रति पुनः पुनः कूर्दनं कृत्वा दर्शय । सः तथैव समाचरत् । अनारतं कूर्दनेन सः श्रान्तः अभवत् । जाले बद्धः सः व्याघ्रः निःसहायो भूत्वा तत्र अपतत् प्राणभिक्षामिव च अयाचत् । लोमशिका व्याघ्रं अवदत्-सत्यं त्वया भणितम् । धर्मे धमनं पापे पुण्यम् तु भवति एव ।

‘सोऽवदत्’ इति अस्य पदस्य विच्छेदः कः भवेत् ?

(1) सो + ऽवदत्

(2) सः + अवदत्

(3) स + अवदत्

(4) सो + अवदत्

[Question ID = 159][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q99]

1. 1 [Option ID = 633]

2. 2 [Option ID = 634]

3. 3 [Option ID = 635]

4. 4 [Option ID = 636]

Topic:- Sanskrit_Q100-105_L1_P1_CTET

1) निर्देशः : अधोलिखितं श्लोकान् पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशोबलम् ॥ 1 ॥

प्रियवाक्यप्रदानेन सर्वे तुष्यन्ति जन्तवः ।

तस्मात्तदेव वक्तव्यं वचने का दरिद्रता ॥ 2 ॥

यस्मिन् देशे न सम्मानो न प्रीतिर्न च बान्धवाः ।

न च विद्यागमः कश्चित् न तत्र दिवसं वसेत् ॥ 3 ॥

सत्येन सूर्यस्तपति सत्येनाग्निः प्रदीप्यते ।

सत्येन मरुतो वान्ति सर्वं सत्ये प्रतिष्ठितम् ॥ 4 ॥

दुर्जनः परिहर्तव्यः विद्ययाऽलङ्कृतोऽपि सन् ।

माणिना भूषितः सर्पः किमसौ न भयङ्करः ॥ 5 ॥

सर्वे जन्तवः केन तुष्यन्ति ?

(1) धनेन

(2) भोजनेन

(3) प्रियवाक्यैः

(4) मिष्टान्नेन

[Question ID = 160][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q100]

1. 1 [Option ID = 637]

2. 2 [Option ID = 638]

3. 3 [Option ID = 639]

4. 4 [Option ID = 640]

2) निर्देशः : अधोलिखितं श्लोकान् पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशोबलम् ॥ 1 ॥

प्रियवाक्यप्रदानेन सर्वे तुष्यन्ति जन्तवः ।

तस्मात्तदेव वक्तव्यं वचने का दरिद्रता ॥ 2 ॥

यस्मिन् देशे न सम्मानो न प्रीतिर्न च बान्धवाः ।

न च विद्यागमः कश्चित् न तत्र दिवसं वसेत् ॥ 3 ॥

सत्येन सूर्यस्तपति सत्येनाग्निः प्रदीप्यते ।

सत्येन मरुतो वान्ति सर्वं सत्ये प्रतिष्ठितम् ॥ 4 ॥

दुर्जनः परिहर्तव्यः विद्ययाऽलङ्कृतोऽपि सन् ।

माणिना भूषितः सर्पः किमसौ न भयङ्करः ॥ 5 ॥

अभिवादनशीलस्य किं न वर्धते ?

(1) आयुः

(2) बलम्

(3) विद्या

(4) धनम्

[Question ID = 161][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q101]

1. 1 [Option ID = 641]
2. 2 [Option ID = 642]
3. 3 [Option ID = 643]
4. 4 [Option ID = 644]

3) निर्देशः : अधोलिखितं श्लोकान् पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशोबलम् ॥ 1 ॥

प्रियवाक्यप्रदानेन सर्वे तुष्यन्ति जन्तवः ।

तस्मात्तदेव वक्तव्यं वचने का दरिद्रता ॥ 2 ॥

यस्मिन् देशे न सम्मानो न प्रीतिर्न च बान्धवाः ।

न च विद्यागमः कश्चित् न तत्र दिवसं वसेत् ॥ 3 ॥

सत्येन सूर्यस्तपति सत्येनाग्निः प्रदीप्यते ।

सत्येन मरुतो वान्ति सर्वं सत्ये प्रतिष्ठितम् ॥ 4 ॥

दुर्जनः परिहर्तव्यः विद्ययाऽलङ्कृतोऽपि सन् ।

माणिना भूषितः सर्पः किमसौ न भयङ्करः ॥ 5 ॥

दुर्जनस्य तुलना केन सह कृता ?

(1) चौरैण सह

(2) उल्लूकेन सह

(3) सर्पेण सह

(4) बालकेन सह

[Question ID = 162][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q102]

1. 1 [Option ID = 645]
2. 2 [Option ID = 646]
3. 3 [Option ID = 647]
4. 4 [Option ID = 648]

4) निर्देशः : अधोलिखितं श्लोकान् पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशोबलम् ॥ 1 ॥

प्रियवाक्यप्रदानेन सर्वे तुष्यन्ति जन्तवः ।

तस्मात्तदेव वक्तव्यं वचने का दरिद्रता ॥ 2 ॥

यस्मिन् देशे न सम्मानो न प्रीतिर्न च बान्धवाः ।

न च विद्यागमः कश्चित् न तत्र दिवसं वसेत् ॥ 3 ॥

सत्येन सूर्यस्तपति सत्येनाग्निः प्रदीप्यते ।

सत्येन मरुतो वान्ति सर्वं सत्ये प्रतिष्ठितम् ॥ 4 ॥

दुर्जनः परिहर्तव्यः विद्ययाऽलङ्कृतोऽपि सन् ।

माणिना भूषितः सर्पः किमसौ न भयङ्करः ॥ 5 ॥

अस्मिन् संसारे सर्वं कस्मिन् प्रतिष्ठितिम् ?

(1) भूतले

(2) सत्ये

(3) सागरे

(4) गृहे

[Question ID = 163][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q103]

1. 1 [Option ID = 649]
2. 2 [Option ID = 650]
3. 3 [Option ID = 651]
4. 4 [Option ID = 652]

5) निर्देशः : अधोलिखितं श्लोकान् पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशोबलम् ॥ 1 ॥

प्रियवाक्यप्रदानेन सर्वे तुष्यन्ति जन्तवः ।

तस्मात्तदेव वक्तव्यं वचने का दरिद्रता ॥ 2 ॥

यस्मिन् देशे न सम्मानो न प्रीतिर्न च बान्धवाः ।

न च विद्यागमः कश्चित् न तत्र दिवसं वसेत् ॥ 3 ॥

सत्येन सूर्यस्तपति सत्येनाग्निः प्रदीप्यते ।

सत्येन मरुतो वान्ति सर्वं सत्ये प्रतिष्ठितम् ॥ 4 ॥

दुर्जनः परिहर्तव्यः विद्ययाऽलङ्कृतोऽपि सन् ।

माणिना भूषितः सर्पः किमसौ न भयङ्करः ॥ 5 ॥

आदर्शदेशे किं न भवति ?

(1) प्रीतिः

(2) शत्रुः

(3) विद्यागमः

(4) बान्धवाः

[Question ID = 164][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q104]

1. 1 [Option ID = 653]
2. 2 [Option ID = 654]
3. 3 [Option ID = 655]
4. 4 [Option ID = 656]

6) निर्देशः : अधोलिखितं श्लोकान् पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशोबलम् ॥ 1 ॥

प्रियवाक्यप्रदानेन सर्वे तुष्यन्ति जन्तवः ।

तस्मात्तदेव वक्तव्यं वचने का दरिद्रता ॥ 2 ॥

यस्मिन् देशे न सम्मानो न प्रीतिर्न च बान्धवाः ।

न च विद्यागमः कश्चित् न तत्र दिवसं वसेत् ॥ 3 ॥

सत्येन सूर्यस्तपति सत्येनाग्निः प्रदीप्यते ।

सत्येन मरुतो वान्ति सर्वं सत्ये प्रतिष्ठितम् ॥ 4 ॥

दुर्जनः परिहर्तव्यः विद्ययाऽलङ्कृतोऽपि सन् ।

माणिना भूषितः सर्पः किमसौ न भयङ्करः ॥ 5 ॥

‘तस्मात्तदेव वक्तव्यं’ – इति अस्मिन् वाक्ये कस्य वर्णनं कृतम् ?

(1) प्रियवचनस्य

(2) असत्यस्य

(3) हासस्य

(4) कटुवचनस्य

[Question ID = 165][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q105]

1. 1 [Option ID = 657]
2. 2 [Option ID = 658]
3. 3 [Option ID = 659]
4. 4 [Option ID = 660]

Topic:- Sanskrit_Q106-120_L1_P1_CTET

1) विचारः भाषायाः अतिरिच्यते इति मतः केन समर्थितः ?

(1) बेंजामिन व्होर्फ (Benjamin Whorf)

(2) पिआजे (Piaget)

(3) व्यागोत्सकी (Vygotsky)

(4) स्किनर (Skinner)

[Question ID = 166][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q106]

1. 1 [Option ID = 661]
2. 2 [Option ID = 662]
3. 3 [Option ID = 663]
4. 4 [Option ID = 664]

2) क्लेशानस्य सिद्धान्ते 'i + 1' इत्यस्य आशयः

(1) शिक्षार्थिनः स्व सबलताः दुर्बलताः च अभिज्ञातुं समर्थाः भवेयुः

(2) भाषा अधिगता यदा शिक्षार्थिनः अन्यजनेन सह योजिताः

(3) सामग्र्याः स्तरः शिक्षार्थिनः वर्तमानयोग्यतास्तरात् किञ्चित् उच्चतरः भवितव्यः

(4) कक्षाकार्यस्य अभ्यासः गृहे कर्तव्यः

[Question ID = 167][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q107]

1. 1 [Option ID = 665]

2. 2 [Option ID = 666]

3. 3 [Option ID = 667]

4. 4 [Option ID = 668]

3) “वाक्यस्खलनपूर्वकं सम्भाषते येन यदा कदा सम्प्रेषणे व्यवधानं उद्भवति” इति कस्य आकलनाय मापदण्डः भवेत् ?

(1) उच्चारणम्

(2) व्याकरणम्

(3) धाराप्रवाहिता

(4) शब्दावलिः

[Question ID = 168][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q108]

1. 1 [Option ID = 669]

2. 2 [Option ID = 670]

3. 3 [Option ID = 671]

4. 4 [Option ID = 672]

4) एका प्रथमश्रेण्याः शिक्षिका कक्षायां वस्तुषु नामसूचकपत्राणि आरोपयत् । सा कक्षाभित्तिषु छात्राणाम् मातृभाषायाम् लिखिताभिः कथाभिः कविताभिः च अंकितानि पत्राणि स्थापितवती । अनया विधिना सा शिक्षिका

(1) आंग्लभाषाशिक्षितुं छात्रं साहाय्यं करोति ।

(2) मुद्रणबहुलपरिवेशस्य निर्माणं करोति ।

(3) स्वकक्षायाः परिसज्जां करोति ।

(4) स्वरचनात्मकतायाः प्रदर्शनं करोति ।

[Question ID = 169][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q109]

1. 1 [Option ID = 673]

2. 2 [Option ID = 674]

3. 3 [Option ID = 675]

4. 4 [Option ID = 676]

5) एका तृतीयश्रेण्याः अध्यापिका स्व छात्राणाम् सम्भाषणकुशलतां आकलयितुं इच्छति । एतदर्थं तया कः गतिविधिः न विधेयः ?

- (1) छात्रेभ्यः पठितगद्यांशे शब्दानाम् अर्थज्ञापनाय कथनम् ।
- (2) छात्रात् तस्य प्रियतमभोजनविषये प्रश्नकरणम् ।
- (3) छात्रम् चतुर्पञ्चवाक्येषु स्वपरिचयं दातुं निर्देशनम् ।
- (4) तम्/ताम् दर्शितस्य चित्रस्य वर्णनं त्रिषु वाक्येषु कर्तुम् निर्देशनम् ।

[Question ID = 170][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q110]

1. 1 [Option ID = 677]
2. 2 [Option ID = 678]
3. 3 [Option ID = 679]
4. 4 [Option ID = 680]

6) भाषाकुशलताविषये अधोलिखितेषु कथनेषु कम् सत्यम् अस्ति ?

- (1) श्रवणं पठनं च उत्पादकताकौशलम् ।
- (2) श्रवणं सम्भाषणं च ग्राह्यताकौशलम् ।
- (3) श्रवणं उत्पादकताकौशलं किन्तु पठनं ग्राह्यताकौशलम् अस्ति ।
- (4) श्रवणं ग्राह्यताकौशलम् किन्तु सम्भाषणम् उत्पादकता-कौशलम् अस्ति ।

[Question ID = 171][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q111]

1. 1 [Option ID = 681]
2. 2 [Option ID = 682]
3. 3 [Option ID = 683]
4. 4 [Option ID = 684]

7) एकस्याम् भाषा-कक्षायां अध्यापकः एकं गतिविधिं समाचरति, यस्मिन् छात्राः पाठ्यं पठन्ति, अनन्तरं सहपाठिनम् प्रत्यागच्छन्ति पाठस्य कथनाय च । एषः गतिविधिः कथ्यते

- (1) पाठ्यपठनम् (Running text)
- (2) श्रुतलेखपठनम् (Running dictation)
- (3) मूक-प्रवहिलका (Dumb charades)
- (4) शब्दसम्मिश्रणश्रुतलेखः (Jigsaw dictation)

[Question ID = 172][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q112]

1. 1 [Option ID = 685]
2. 2 [Option ID = 686]
3. 3 [Option ID = 687]
4. 4 [Option ID = 688]

8) एका सञ्चारिका विकलता (Motor disorder) यस्याम् ध्वनेः उत्पादने जिह्वायाः ओष्ठयोः च समन्वयः प्रभावितः भवति, कथ्यते

- (1) डिस्प्रेक्सिया (Dyspraxia)
- (2) डिस्फ्रेसिया (Dysphrasia)
- (3) डिस्आर्थ्रिया (Dysarthria)
- (4) डिस्कैल्कुलिया (Dyscalculia)

[Question ID = 173][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q113]

- 1. 1 [Option ID = 689]
- 2. 2 [Option ID = 690]
- 3. 3 [Option ID = 691]
- 4. 4 [Option ID = 692]

9) मौलिककौशलं (Foundational skills) साधयितुं राष्ट्रीयः प्रत्युत्क्रमः - 'निपुण' (NIPUN) इति केन्द्रितः अस्ति

- (1) पठने, सम्भाषणे, लेखने, श्रवणे, अङ्कज्ञाने च ।
- (2) पठने, लेखने च ।
- (3) पठने, लेखने, अङ्कगणिते च ।
- (4) सावबोधपठने अङ्कज्ञाने च ।

[Question ID = 174][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q114]

- 1. 1 [Option ID = 693]
- 2. 2 [Option ID = 694]
- 3. 3 [Option ID = 695]
- 4. 4 [Option ID = 696]

10) _____ इति एका भाषापरीक्षा अस्ति यया छात्रस्य विशिष्टकार्यविषयिका उपलब्धिः मायते (Measured) यं कार्यम् सः उत्तरकाले कर्तुम् अपेक्षितः ।

- (1) विषयनिष्ठ परीक्षा (Objective test)
- (2) कार्यक्षमता परीक्षा (Efficiency test)
- (3) प्रवीणता परीक्षा (Proficiency test)
- (4) उत्पादकता परीक्षा (Productive test)

[Question ID = 175][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q115]

- 1. 1 [Option ID = 697]
- 2. 2 [Option ID = 698]
- 3. 3 [Option ID = 699]
- 4. 4 [Option ID = 700]

11) चतुर्थकक्षायाः छात्राणाम् लेखनकौशलं आकलयितुं या परीक्षाप्रविधिः प्रकल्पितः तेन आधृत्य मूल्यांकनेन अपेक्ष्यते यत् छात्रः समर्थः भवेत्

- (1) श्रुतलेखग्रहणे
- (2) सुन्दरहस्तलेखनमवलम्ब्य उत्तरलेखने
- (3) उपयुक्तरूपेण व्यवस्थितरूपेण च विचाराणाम् अभिव्यक्तौ
- (4) प्रश्नानां अवबोधने तेषां उत्तराणि च लेखने

[Question ID = 176][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q116]

1. 1 [Option ID = 701]
2. 2 [Option ID = 702]
3. 3 [Option ID = 703]
4. 4 [Option ID = 704]

12) जनानाम् एकः समूहः यः भाषाप्रयोगविषये भाषिकमानकानाम् विषये सम्मिलित्वा सहभागः करोति, एषः समूहः कथ्यते

- (1) भाषा पञ्जिका (Language register)
- (2) वाक् समुदायः (Speech community)
- (3) विभाषा समुदायः (Dialect community)
- (4) वाक् पञ्जिका (Speech register)

[Question ID = 177][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q117]

1. 1 [Option ID = 705]
2. 2 [Option ID = 706]
3. 3 [Option ID = 707]
4. 4 [Option ID = 708]

13) पठनावबोधनस्य संवर्धनाय अध्यापकेन किं लेखनकार्यम् दातव्यम् ?

- (1) तेषां शब्दानां श्रुतलेखनिर्देशनं यान् छात्राः पाठे पठन्ति ।
- (2) छात्रान् पठितांशस्य संक्षेपणाय निर्देशनम् ।
- (3) छात्रान् पठनक्रमे आगतानाम् कठिनशब्दानाम् अर्थान् स्मृत्वा, लेखनाय च निर्देशनम् ।
- (4) छात्रान् पठनक्रमे आगतान् नवीनशब्दान् अधिकृत्य वाक्यान् रचयितुं निर्देशनम् ।

[Question ID = 178][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q118]

1. 1 [Option ID = 709]
2. 2 [Option ID = 710]
3. 3 [Option ID = 711]
4. 4 [Option ID = 712]

14) सामग्र्याः सामान्यावबोधं प्राप्तुं द्रुतगत्या पठनं कथ्यते

- (1) सूक्ष्मनिरीक्षणम् (Scanning)
- (2) गहनपठनम् (Intensive reading)
- (3) द्रुतपठनम् (Skimming)
- (4) सार्थकपठनम् (Meaningful reading)

[Question ID = 179][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q119]

1. 1 [Option ID = 713]
2. 2 [Option ID = 714]
3. 3 [Option ID = 715]
4. 4 [Option ID = 716]

15) लेखनप्रक्रमे अधोलिखितेषु उत्तमाप्राक्-लेखनपद्धतिः भवेत्

(1) मानसचित्रणम् (Mind mapping)

(2) समीक्षणम् (Reviewing)

(3) सम्पादनम् (Editing)

(4) पुनरावर्तनम् (Revising)

[Question ID = 180][Question Description = CTET_P1_PART_4_L1_SET_108_SANSKRIT_Q120]

1. 1 [Option ID = 717]
2. 2 [Option ID = 718]
3. 3 [Option ID = 719]
4. 4 [Option ID = 720]

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.

Aladdin lived a long time ago in China. He and his mother lived in a little house because they were very poor. Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a richly dressed man came along the road and watched Aladdin playing.

"Who are you?" he asked.

"I am Aladdin," replied the boy.

"I am your uncle," said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard. Aladdin took the wizard home.

"Look mother," he said. "He is my uncle. He has come from Africa." Aladdin's mother fetched food and they all had supper.

"Aladdin," said the wizard, "I shall buy you some beautiful clothes."

The next day Aladdin and the wizard went to the market. The wizard bought some beautiful clothes for Aladdin, and Aladdin was very pleased. Then they went for a long walk. After some time they came to the bottom of a hill.

"We will stop here," said the wizard. "Fetch some wood and make a fire."

The wizard threw something on the fire, and cast a magic spell. The ground shook and suddenly a hole opened in the ground. At the bottom of the hole there was a big stone.

"Under that stone is a lamp," said the wizard. "Go down and fetch it. Here is my ring to keep you safe."

Aladdin took the wizard's ring, and went into the hole. He lifted the stone, and saw some steps. Aladdin went down the steps. He came to a beautiful garden. In the garden were lot of trees covered with wonderful jewels. Aladdin picked up a lot of jewels. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp.

Choose a title for the story.

- (1) Aladdin and the Wizard
- (2) Aladdin and his Mother
- (3) How Aladdin got the Magic Lamp
- (4) Aladdin and his Uncle

[Question ID = 361][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q121]

- 1. 1 [Option ID = 1441]
- 2. 2 [Option ID = 1442]
- 3. 3 [Option ID = 1443]
- 4. 4 [Option ID = 1444]

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

Aladdin lived a long time ago in China. He and his mother lived in a little house because they were very poor. Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a richly dressed man came along the road and watched Aladdin playing.

"Who are you?" he asked.

"I am Aladdin," replied the boy.

"I am your uncle," said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard. Aladdin took the wizard home.

"Look mother," he said. "He is my uncle. He has come from Africa." Aladdin's mother fetched food and they all had supper.

"Aladdin," said the wizard, "I shall buy you some beautiful clothes."

The next day Aladdin and the wizard went to the market. The wizard bought some beautiful clothes for Aladdin, and Aladdin was very pleased. Then they went for a long walk. After some time they came to the bottom of a hill.

"We will stop here," said the wizard. "Fetch some wood and make a fire."

The wizard threw something on the fire, and cast a magic spell. The ground shook and suddenly a hole opened in the ground. At the bottom of the hole there was a big stone.

"Under that stone is a lamp," said the wizard. "Go down and fetch it. Here is my ring to keep you safe."

Aladdin took the wizard's ring, and went into the hole. He lifted the stone, and saw some steps. Aladdin went down the steps. He came to a beautiful garden. In the garden were lot of trees covered with wonderful jewels. Aladdin picked up a lot of jewels. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp.

Aladdin and his mother lived in a _____ house in China.

- (1) thatched
- (2) little
- (3) single-storeyed
- (4) palatial

[Question ID = 362][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q122]

- 1. 1 [Option ID = 1445]
- 2. 2 [Option ID = 1446]
- 3. 3 [Option ID = 1447]
- 4. 4 [Option ID = 1448]

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

Aladdin lived a long time ago in China. He and his mother lived in a little house because they were very poor. Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a richly dressed man came along the road and watched Aladdin playing.

"Who are you?" he asked.

"I am Aladdin," replied the boy.

"I am your uncle," said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard. Aladdin took the wizard home.

"Look mother," he said. "He is my uncle. He has come from Africa." Aladdin's mother fetched food and they all had supper.

"Aladdin," said the wizard, "I shall buy you some beautiful clothes."

The next day Aladdin and the wizard went to the market. The wizard bought some beautiful clothes for Aladdin, and Aladdin was very pleased. Then they went for a long walk. After some time they came to the bottom of a hill.

"We will stop here," said the wizard. "Fetch some wood and make a fire."

The wizard threw something on the fire, and cast a magic spell. The ground shook and suddenly a hole opened in the ground. At the bottom of the hole there was a big stone.

"Under that stone is a lamp," said the wizard. "Go down and fetch it. Here is my ring to keep you safe."

Aladdin took the wizard's ring, and went into the hole. He lifted the stone, and saw some steps. Aladdin went down the steps. He came to a beautiful garden. In the garden were lot of trees covered with wonderful jewels. Aladdin picked up a lot of jewels. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp.

The wizard wanted to take advantage of Aladdin's

- (1) poverty
- (2) simplicity
- (3) foolishness
- (4) cunningness

[Question ID = 363][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q123]

- 1. 1 [Option ID = 1449]
- 2. 2 [Option ID = 1450]
- 3. 3 [Option ID = 1451]
- 4. 4 [Option ID = 1452]

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

Aladdin lived a long time ago in China. He and his mother lived in a little house because they were very poor. Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a richly dressed man came along the road and watched Aladdin playing.

"Who are you?" he asked.

"I am Aladdin," replied the boy.

"I am your uncle," said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard. Aladdin took the wizard home.

"Look mother," he said. "He is my uncle. He has come from Africa." Aladdin's mother fetched food and they all had supper.

"Aladdin," said the wizard, "I shall buy you some beautiful clothes."

The next day Aladdin and the wizard went to the market. The wizard bought some beautiful clothes for Aladdin, and Aladdin was very pleased. Then they went for a long walk. After some time they came to the bottom of a hill.

"We will stop here," said the wizard. "Fetch some wood and make a fire."

The wizard threw something on the fire, and cast a magic spell. The ground shook and suddenly a hole opened in the ground. At the bottom of the hole there was a big stone.

"Under that stone is a lamp," said the wizard. "Go down and fetch it. Here is my ring to keep you safe."

Aladdin took the wizard's ring, and went into the hole. He lifted the stone, and saw some steps. Aladdin went down the steps. He came to a beautiful garden. In the garden were lot of trees covered with wonderful jewels. Aladdin picked up a lot of jewels. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp.

The wizard asked Aladdin to get into a _____ hole.

(1) narrow

(2) big

(3) wide

(4) hidden

[Question ID = 364][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q124]

1. 1 [Option ID = 1453]
2. 2 [Option ID = 1454]
3. 3 [Option ID = 1455]
4. 4 [Option ID = 1456]

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

Aladdin lived a long time ago in China. He and his mother lived in a little house because they were very poor. Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a richly dressed man came along the road and watched Aladdin playing.

"Who are you?" he asked.

"I am Aladdin," replied the boy.

"I am your uncle," said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard. Aladdin took the wizard home.

"Look mother," he said. "He is my uncle. He has come from Africa." Aladdin's mother fetched food and they all had supper.

"Aladdin," said the wizard, "I shall buy you some beautiful clothes."

The next day Aladdin and the wizard went to the market. The wizard bought some beautiful clothes for Aladdin, and Aladdin was very pleased. Then they went for a long walk. After some time they came to the bottom of a hill.

"We will stop here," said the wizard. "Fetch some wood and make a fire."

The wizard threw something on the fire, and cast a magic spell. The ground shook and suddenly a hole opened in the ground. At the bottom of the hole there was a big stone.

"Under that stone is a lamp," said the wizard. "Go down and fetch it. Here is my ring to keep you safe."

Aladdin took the wizard's ring, and went into the hole. He lifted the stone, and saw some steps. Aladdin went down the steps. He came to a beautiful garden. In the garden were lot of trees covered with wonderful jewels. Aladdin picked up a lot of jewels. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp.

The wizard gave Aladdin a _____ ring.

- (1) silver
- (2) golden
- (3) magical
- (4) metal

[Question ID = 365][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q125]

- 1. 1 [Option ID = 1457]
- 2. 2 [Option ID = 1458]
- 3. 3 [Option ID = 1459]
- 4. 4 [Option ID = 1460]

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

Aladdin lived a long time ago in China. He and his mother lived in a little house because they were very poor. Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a richly dressed man came along the road and watched Aladdin playing.

"Who are you?" he asked.

"I am Aladdin," replied the boy.

"I am your uncle," said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard. Aladdin took the wizard home.

"Look mother," he said. "He is my uncle. He has come from Africa." Aladdin's mother fetched food and they all had supper.

"Aladdin," said the wizard, "I shall buy you some beautiful clothes."

The next day Aladdin and the wizard went to the market. The wizard bought some beautiful clothes for Aladdin, and Aladdin was very pleased. Then they went for a long walk. After some time they came to the bottom of a hill.

"We will stop here," said the wizard. "Fetch some wood and make a fire."

The wizard threw something on the fire, and cast a magic spell. The ground shook and suddenly a hole opened in the ground. At the bottom of the hole there was a big stone.

"Under that stone is a lamp," said the wizard. "Go down and fetch it. Here is my ring to keep you safe."

Aladdin took the wizard's ring, and went into the hole. He lifted the stone, and saw some steps. Aladdin went down the steps. He came to a beautiful garden. In the garden were lot of trees covered with wonderful jewels. Aladdin picked up a lot of jewels. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp.

Study the following statements :

- (a) Once inside the hole Aladdin became greedy.
- (b) The wizard seemed to be a rich man.

- (1) (a) is correct and (b) is incorrect.
- (2) (b) is correct and (a) is incorrect.
- (3) Both (a) and (b) are correct.
- (4) Both (a) and (b) are incorrect.

[Question ID = 366][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q126]

- 1. 1 [Option ID = 1461]
- 2. 2 [Option ID = 1462]
- 3. 3 [Option ID = 1463]
- 4. 4 [Option ID = 1464]

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

Aladdin lived a long time ago in China. He and his mother lived in a little house because they were very poor. Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a richly dressed man came along the road and watched Aladdin playing.

"Who are you?" he asked.

"I am Aladdin," replied the boy.

"I am your uncle," said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard. Aladdin took the wizard home.

"Look mother," he said. "He is my uncle. He has come from Africa." Aladdin's mother fetched food and they all had supper.

"Aladdin," said the wizard, "I shall buy you some beautiful clothes."

The next day Aladdin and the wizard went to the market. The wizard bought some beautiful clothes for Aladdin, and Aladdin was very pleased. Then they went for a long walk. After some time they came to the bottom of a hill.

"We will stop here," said the wizard. "Fetch some wood and make a fire."

The wizard threw something on the fire, and cast a magic spell. The ground shook and suddenly a hole opened in the ground. At the bottom of the hole there was a big stone.

"Under that stone is a lamp," said the wizard. "Go down and fetch it. Here is my ring to keep you safe."

Aladdin took the wizard's ring, and went into the hole. He lifted the stone, and saw some steps. Aladdin went down the steps. He came to a beautiful garden. In the garden were lot of trees covered with wonderful jewels. Aladdin picked up a lot of jewels. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp.

He was a bad wizard.

The underlined word means the same as :

- (1) artist
- (2) sorcerer
- (3) sharper
- (4) specialist

[Question ID = 367][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q127]

- 1. 1 [Option ID = 1465]
- 2. 2 [Option ID = 1466]
- 3. 3 [Option ID = 1467]
- 4. 4 [Option ID = 1468]

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

Aladdin lived a long time ago in China. He and his mother lived in a little house because they were very poor. Every day Aladdin played in the street with other boys. He was lazy and did not work.

One day a richly dressed man came along the road and watched Aladdin playing.

"Who are you?" he asked.

"I am Aladdin," replied the boy.

"I am your uncle," said the man.

This was not true. The man was not Aladdin's uncle. He was a bad wizard. Aladdin took the wizard home.

"Look mother," he said. "He is my uncle. He has come from Africa." Aladdin's mother fetched food and they all had supper.

"Aladdin," said the wizard, "I shall buy you some beautiful clothes."

The next day Aladdin and the wizard went to the market. The wizard bought some beautiful clothes for Aladdin, and Aladdin was very pleased. Then they went for a long walk. After some time they came to the bottom of a hill.

"We will stop here," said the wizard. "Fetch some wood and make a fire."

The wizard threw something on the fire, and cast a magic spell. The ground shook and suddenly a hole opened in the ground. At the bottom of the hole there was a big stone.

"Under that stone is a lamp," said the wizard. "Go down and fetch it. Here is my ring to keep you safe."

Aladdin took the wizard's ring, and went into the hole. He lifted the stone, and saw some steps. Aladdin went down the steps. He came to a beautiful garden. In the garden were lot of trees covered with wonderful jewels. Aladdin picked up a lot of jewels. At the end of the garden there was a wall. There was a lamp hanging on the wall. Aladdin climbed a ladder and took down the lamp.

'Covered with wonderful jewels'.

The word opposite in meaning to the underlined word is :

- (1) complex
- (2) complicated
- (3) ordinary
- (4) weird

[Question ID = 368][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q128]

- 1. 1 [Option ID = 1469]
- 2. 2 [Option ID = 1470]
- 3. 3 [Option ID = 1471]
- 4. 4 [Option ID = 1472]

Topic:- ENG_Q129-135_L2_P1_CTET

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

1. Some insects live in groups or colonies. Ants live like this and so do some wasps. Insects that live and work together are called social insects and one of the best known social insects is the honey bee. There are many different kinds of bees and some live on their own. Honey bees, however, have been kept by men for hundreds of years for their honey. These insects will live happily in a specially made wooden box called a hive, so they are sometimes known as hive bees.

2. In a hive of bees, there is a queen, some drones and thousands of workers. The queen is there to lay eggs and do nothing else. At certain times, she may lay up to fifteen hundred eggs every day! All the tasks of the hive are done by the workers. They look after the queen and each new larva that hatches from the eggs that she lays. They make layers of 'six-sided compartments, or cells', in which eggs are laid and food stored. They keep the hive cool in summer if it gets too hot, by fanning it with their wings. They guard the hive so that no robber bees can get in, and they gather food. In summer there is so much for the workers to do that they live only for about four or five weeks. The bees that start their lives in the autumn do not have to work so hard and usually live right through the winter.

3. Go into the garden on a hot summer day and you will be able to watch bees gathering food. They fly from flower to flower collecting nectar, which is sweet and sugary, and pollen. Both nectar and pollen are used for food, but it is nectar that the bees turn into honey.

Social insects are those insects which

- (1) live and work in groups.
- (2) live on their own.
- (3) are kept by men.
- (4) are parasites.

[Question ID = 369][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q129]

- 1. 1 [Option ID = 1473]
- 2. 2 [Option ID = 1474]
- 3. 3 [Option ID = 1475]
- 4. 4 [Option ID = 1476]

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

1. Some insects live in groups or colonies. Ants live like this and so do some wasps. Insects that live and work together are called social insects and one of the best known social insects is the honey bee. There are many different kinds of bees and some live on their own. Honey bees, however, have been kept by men for hundreds of years for their honey. These insects will live happily in a specially made wooden box called a hive, so they are sometimes known as hive bees.

2. In a hive of bees, there is a queen, some drones and thousands of workers. The queen is there to lay eggs and do nothing else. At certain times, she may lay up to fifteen hundred eggs every day! All the tasks of the hive are done by the workers. They look after the queen and each new larva that hatches from the eggs that she lays. They make layers of 'six-sided compartments, or cells', in which eggs are laid and food stored. They keep the hive cool in summer if it gets too hot, by fanning it with their wings. They guard the hive so that no robber bees can get in, and they gather food. In summer there is so much for the workers to do that they live only for about four or five weeks. The bees that start their lives in the autumn do not have to work so hard and usually live right through the winter.

3. Go into the garden on a hot summer day and you will be able to watch bees gathering food. They fly from flower to flower collecting nectar, which is sweet and sugary, and pollen. Both nectar and pollen are used for food, but it is nectar that the bees turn into honey.

During summers how do the bees keep their hive cool ?

- (1) They keep it under a thick tree.
- (2) They sprinkle water on it.
- (3) They fan it with their wings.
- (4) Drones spread green leaves over it.

[Question ID = 370][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q130]

- 1. 1 [Option ID = 1477]
- 2. 2 [Option ID = 1478]
- 3. 3 [Option ID = 1479]
- 4. 4 [Option ID = 1480]

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

1. Some insects live in groups or colonies. Ants live like this and so do some wasps. Insects that live and work together are called social insects and one of the best known social insects is the honey bee. There are many different kinds of bees and some live on their own. Honey bees, however, have been kept by men for hundreds of years for their honey. These insects will live happily in a specially made wooden box called a hive, so they are sometimes known as hive bees.

2. In a hive of bees, there is a queen, some drones and thousands of workers. The queen is there to lay eggs and do nothing else. At certain times, she may lay up to fifteen hundred eggs every day! All the tasks of the hive are done by the workers. They look after the queen and each new larva that hatches from the eggs that she lays. They make layers of 'six-sided compartments, or cells', in which eggs are laid and food stored. They keep the hive cool in summer if it gets too hot, by fanning it with their wings. They guard the hive so that no robber bees can get in, and they gather food. In summer there is so much for the workers to do that they live only for about four or five weeks. The bees that start their lives in the autumn do not have to work so hard and usually live right through the winter.

3. Go into the garden on a hot summer day and you will be able to watch bees gathering food. They fly from flower to flower collecting nectar, which is sweet and sugary, and pollen. Both nectar and pollen are used for food, but it is nectar that the bees turn into honey.

Study the following statements :

(a) The worker bees do most of the work in the hive.

(b) The bees born in autumn live a long life.

(1) (a) is correct and (b) is incorrect.

(2) (b) is correct and (a) is incorrect.

(3) Both (a) and (b) are correct.

(4) Both (a) and (b) are incorrect.

[Question ID = 371][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q131]

1. 1 [Option ID = 1481]

2. 2 [Option ID = 1482]

3. 3 [Option ID = 1483]

4. 4 [Option ID = 1484]

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

1. Some insects live in groups or colonies. Ants live like this and so do some wasps. Insects that live and work together are called social insects and one of the best known social insects is the honey bee. There are many different kinds of bees and some live on their own. Honey bees, however, have been kept by men for hundreds of years for their honey. These insects will live happily in a specially made wooden box called a hive, so they are sometimes known as hive bees.

2. In a hive of bees, there is a queen, some drones and thousands of workers. The queen is there to lay eggs and do nothing else. At certain times, she may lay up to fifteen hundred eggs every day! All the tasks of the hive are done by the workers. They look after the queen and each new larva that hatches from the eggs that she lays. They make layers of 'six-sided compartments, or cells', in which eggs are laid and food stored. They keep the hive cool in summer if it gets too hot, by fanning it with their wings. They guard the hive so that no robber bees can get in, and they gather food. In summer there is so much for the workers to do that they live only for about four or five weeks. The bees that start their lives in the autumn do not have to work so hard and usually live right through the winter.

3. Go into the garden on a hot summer day and you will be able to watch bees gathering food. They fly from flower to flower collecting nectar, which is sweet and sugary, and pollen. Both nectar and pollen are used for food, but it is nectar that the bees turn into honey.

Food of the bee is

(1) Nectar

(2) Pollen

(3) Nectar and Pollen

(4) Honey

[Question ID = 372][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q132]

1. 1 [Option ID = 1485]
2. 2 [Option ID = 1486]
3. 3 [Option ID = 1487]
4. 4 [Option ID = 1488]

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

1. Some insects live in groups or colonies. Ants live like this and so do some wasps. Insects that live and work together are called social insects and one of the best known social insects is the honey bee. There are many different kinds of bees and some live on their own. Honey bees, however, have been kept by men for hundreds of years for their honey. These insects will live happily in a specially made wooden box called a hive, so they are sometimes known as hive bees.

2. In a hive of bees, there is a queen, some drones and thousands of workers. The queen is there to lay eggs and do nothing else. At certain times, she may lay up to fifteen hundred eggs every day! All the tasks of the hive are done by the workers. They look after the queen and each new larva that hatches from the eggs that she lays. They make layers of 'six-sided compartments, or cells', in which eggs are laid and food stored. They keep the hive cool in summer if it gets too hot, by fanning it with their wings. They guard the hive so that no robber bees can get in, and they gather food. In summer there is so much for the workers to do that they live only for about four or five weeks. The bees that start their lives in the autumn do not have to work so hard and usually live right through the winter.

3. Go into the garden on a hot summer day and you will be able to watch bees gathering food. They fly from flower to flower collecting nectar, which is sweet and sugary, and pollen. Both nectar and pollen are used for food, but it is nectar that the bees turn into honey.

All the bees

(1) are drones.

(2) are social insects.

(3) are honey-producing.

(4) are busy throughout the year.

[Question ID = 373][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q133]

1. 1 [Option ID = 1489]
2. 2 [Option ID = 1490]
3. 3 [Option ID = 1491]
4. 4 [Option ID = 1492]

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

1. Some insects live in groups or colonies. Ants live like this and so do some wasps. Insects that live and work together are called social insects and one of the best known social insects is the honey bee. There are many different kinds of bees and some live on their own. Honey bees, however, have been kept by men for hundreds of years for their honey. These insects will live happily in a specially made wooden box called a hive, so they are sometimes known as hive bees.

2. In a hive of bees, there is a queen, some drones and thousands of workers. The queen is there to lay eggs and do nothing else. At certain times, she may lay up to fifteen hundred eggs every day! All the tasks of the hive are done by the workers. They look after the queen and each new larva that hatches from the eggs that she lays. They make layers of 'six-sided compartments, or cells', in which eggs are laid and food stored. They keep the hive cool in summer if it gets too hot, by fanning it with their wings. They guard the hive so that no robber bees can get in, and they gather food. In summer there is so much for the workers to do that they live only for about four or five weeks. The bees that start their lives in the autumn do not have to work so hard and usually live right through the winter.

3. Go into the garden on a hot summer day and you will be able to watch bees gathering food. They fly from flower to flower collecting nectar, which is sweet and sugary, and pollen. Both nectar and pollen are used for food, but it is nectar that the bees turn into honey.

Study the following statements :

- (a) A few bees don't live in groups.
- (b) In a hive there are an equal number of drones and workers.
- (c) In a bee hive, cells are circular in shape.

(1) (a) and (b) are correct but (c) is incorrect.

(2) (b) and (c) are correct but (a) is incorrect.

(3) (b) and (c) are incorrect but (a) is correct.

(4) (a) and (c) are correct but (b) is incorrect.

[Question ID = 374][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q134]

- 1. 1 [Option ID = 1493]
- 2. 2 [Option ID = 1494]
- 3. 3 [Option ID = 1495]
- 4. 4 [Option ID = 1496]

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

1. Some insects live in groups or colonies. Ants live like this and so do some wasps. Insects that live and work together are called social insects and one of the best known social insects is the honey bee. There are many different kinds of bees and some live on their own. Honey bees, however, have been kept by men for hundreds of years for their honey. These insects will live happily in a specially made wooden box called a hive, so they are sometimes known as hive bees.

2. In a hive of bees, there is a queen, some drones and thousands of workers. The queen is there to lay eggs and do nothing else. At certain times, she may lay up to fifteen hundred eggs every day! All the tasks of the hive are done by the workers. They look after the queen and each new larva that hatches from the eggs that she lays. They make layers of 'six-sided compartments, or cells', in which eggs are laid and food stored. They keep the hive cool in summer if it gets too hot, by fanning it with their wings. They guard the hive so that no robber bees can get in, and they gather food. In summer there is so much for the workers to do that they live only for about four or five weeks. The bees that start their lives in the autumn do not have to work so hard and usually live right through the winter.

3. Go into the garden on a hot summer day and you will be able to watch bees gathering food. They fly from flower to flower collecting nectar, which is sweet and sugary, and pollen. Both nectar and pollen are used for food, but it is nectar that the bees turn into honey.

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

- (1) The honey bees live happily in their hives.
- (2) Man has been eating honey for hundreds of years.
- (3) Pollen collected by bees is sweet and sugary.
- (4) The queen bee lays eggs and protects them from robber bees.

[Question ID = 375][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q135]

- 1. 1 [Option ID = 1497]
- 2. 2 [Option ID = 1498]
- 3. 3 [Option ID = 1499]
- 4. 4 [Option ID = 1500]

Topic:- ENG_Q136-150_L2_P1_CTET

1) A teacher is telling a story to class-2 students using gestures and facial expressions. She asks the students to retell the story in their mother tongue. She is assessing their

- (1) Thinking skill
- (2) Listening skill
- (3) Reading skill
- (4) Creative skill

[Question ID = 376][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q136]

- 1. 1 [Option ID = 1501]
- 2. 2 [Option ID = 1502]
- 3. 3 [Option ID = 1503]
- 4. 4 [Option ID = 1504]

2) A teacher is encouraging learners to predict what will be there in the text based on clues (illustrations, title, subtitles, etc.). She is practising the sub-skill of

- (1) Listening
- (2) Speaking
- (3) Reading
- (4) Writing

[Question ID = 377][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q137]

- 1. 1 [Option ID = 1505]
- 2. 2 [Option ID = 1506]
- 3. 3 [Option ID = 1507]
- 4. 4 [Option ID = 1508]

3) Children love to see pictures and describe them in their own way. As a teacher you should use picture books because

- (1) it will engage your learners.
- (2) it motivates learners to draw such pictures.
- (3) it will help learners to understand and analyze the pictures.
- (4) it will give learners exposure to different colours.

[Question ID = 378][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q138]

- 1. 1 [Option ID = 1509]
- 2. 2 [Option ID = 1510]
- 3. 3 [Option ID = 1511]
- 4. 4 [Option ID = 1512]

4) A child hears English language in his immediate surroundings and often uses its vocabulary with his L1. This is

- (1) Code mixing
- (2) Code switching
- (3) Multilingualism
- (4) Dialect

[Question ID = 379][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q139]

- 1. 1 [Option ID = 1513]
- 2. 2 [Option ID = 1514]
- 3. 3 [Option ID = 1515]
- 4. 4 [Option ID = 1516]

5) The classroom wall of class-1 is displayed with charts, posters, notices, name tags, bulletin boards showing students' work etc. All these things provide learners with a

- (1) drawing and painting rich environment.
- (2) print rich environment.
- (3) fun filled environment.
- (4) colourful environment.

[Question ID = 380][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q140]

- 1. 1 [Option ID = 1517]
- 2. 2 [Option ID = 1518]
- 3. 3 [Option ID = 1519]
- 4. 4 [Option ID = 1520]

6) A teacher gave an activity "one minute free writing" to class-5 learners. The purpose of this writing task is that the learners

- (1) have the freedom to write or skip.
- (2) have the freedom to be creative.
- (3) assess their language accuracy.
- (4) do not feel that they have to write much and feel free after doing it.

[Question ID = 381][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q141]

- 1. 1 [Option ID = 1521]
- 2. 2 [Option ID = 1522]
- 3. 3 [Option ID = 1523]
- 4. 4 [Option ID = 1524]

7) Language learning can be enhanced if the

- (1) maximum number of teaching aids are used by the teacher.
- (2) teachers conduct weekly paper-pencil tests to check student's progress.
- (3) teachers give real-life situations in the class in which students can interact with each other.
- (4) teacher gives students dialogues to memorise and then asks them to enact the same.

[Question ID = 382][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q142]

- 1. 1 [Option ID = 1525]
- 2. 2 [Option ID = 1526]
- 3. 3 [Option ID = 1527]
- 4. 4 [Option ID = 1528]

8) A teacher of class-4 has given a task on role play where the learners are asked to exchange their ideas in a given situation. Which skill is she trying to enhance?

- (1) Acting
- (2) Vocabulary
- (3) Speaking
- (4) Reading

[Question ID = 383][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q143]

- 1. 1 [Option ID = 1529]
- 2. 2 [Option ID = 1530]
- 3. 3 [Option ID = 1531]
- 4. 4 [Option ID = 1532]

9) A teacher is accepting the learner's response in their mother tongue and trying to understand their language while teaching the target language. She believes that

- (1) each child will learn at the same pace.
- (2) in this way she can promote multilingualism in her class.
- (3) understanding child's language is not possible so ignores their language.
- (4) by doing this children will stay quiet in class.

[Question ID = 384][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q144]

- 1. 1 [Option ID = 1533]
- 2. 2 [Option ID = 1534]
- 3. 3 [Option ID = 1535]
- 4. 4 [Option ID = 1536]

10) Storytelling, as a strategy for language learning, aims at

- (1) teaching morals of the story to learners.
- (2) enabling learners to learn the story by heart.
- (3) engaging learners with language.
- (4) enabling learners to read the story.

[Question ID = 385][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q145]

- 1. 1 [Option ID = 1537]
- 2. 2 [Option ID = 1538]
- 3. 3 [Option ID = 1539]
- 4. 4 [Option ID = 1540]

11) A language teacher promotes learners to read a short story of other narratives from the prescribed supplementary reader. What is the major purpose of promoting the learners to read from the supplementary reader?

- (1) Develop intensive reading
- (2) Develop oral learning skill
- (3) Develop extensive reading
- (4) Enhance academic skills

[Question ID = 386][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q146]

- 1. 1 [Option ID = 1541]
- 2. 2 [Option ID = 1542]
- 3. 3 [Option ID = 1543]
- 4. 4 [Option ID = 1544]

12) A teacher is teaching a poem "Our Festivals" to class-4 learners. After completing the poem which of them need **not** be discussed in a poetry classroom ?

- (1) Ideas and themes of the poem
- (2) Rhyming words of the poem
- (3) Reference to context of the poem
- (4) Grammatical items in the poem

[Question ID = 387][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q147]

- 1. 1 [Option ID = 1545]
- 2. 2 [Option ID = 1546]
- 3. 3 [Option ID = 1547]
- 4. 4 [Option ID = 1548]

13) A teacher of class-5 observed that the learners of her class are using the words and sentences of their home language with the second language, which she is teaching in the class. What is this known as?

- (1) New generation learners
- (2) Socio-linguistic behaviour
- (3) Code switching and code mixing
- (4) Language transmission

[Question ID = 388][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q148]

- 1. 1 [Option ID = 1549]
- 2. 2 [Option ID = 1550]
- 3. 3 [Option ID = 1551]
- 4. 4 [Option ID = 1552]

14) A teacher saw some posters on COVID-19 lying in the staff room. She carried them to the class and used them in a language activity. These posters

- (1) are authentic material for language learning.
- (2) should not be carried out in the language class, rather the textbook should be completed.
- (3) are for the COVID-19 patients, not for the students.
- (4) are not a relevant material for the language class.

[Question ID = 389][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q149]

- 1. 1 [Option ID = 1553]
- 2. 2 [Option ID = 1554]
- 3. 3 [Option ID = 1555]
- 4. 4 [Option ID = 1556]

15) A teacher of class-2 wishes to assess her students during her teaching learning process. What do you think would be one of the appropriate strategies for 'assessment for learning' of children?

- (1) Term end summative exams
- (2) Regular unit tests on every Monday
- (3) Observation of children on their multiple activities
- (4) Following the daily routine activities rather than any test

[Question ID = 390][Question Description = CTET_P1_PART_5_L2_SET_108_ENGLISH_Q150]

- 1. 1 [Option ID = 1557]
- 2. 2 [Option ID = 1558]
- 3. 3 [Option ID = 1559]
- 4. 4 [Option ID = 1560]