



SAFALTA CLASS<sup>TM</sup>

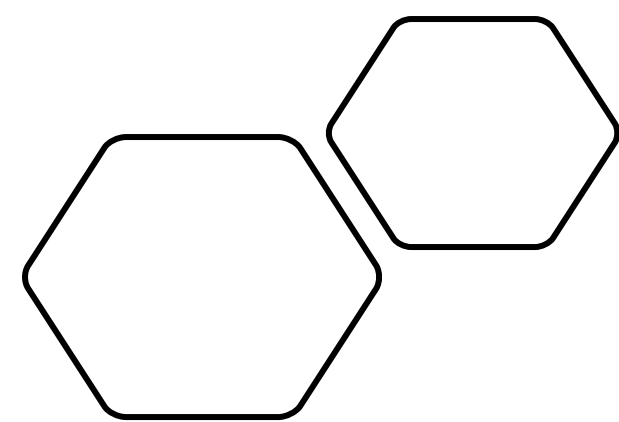
An Initiative by **अमरउजाला**

# ENGLISH PRACTICE

## ENGLISH

**CTET**  
**/UPTET/UTET/HTET/RTET**

**04<sup>th</sup> AUG 2020 | 06:30 PM – 07:30 PM**



# PRACTICE SESSION-3

By: Santosh Sir



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Ernest Rutherford was the son of a Scot emigrant to New Zealand. His parents had 12 children, of whom Ernest was the fourth. His education was in a state primary school from which children at the age of 13 could get grants of scholarships to secondary schools and to the universities. Rutherford had no intention of following an academic career. He was no book-worm. He was good in any rough-and-tumble and a keen football player. But he was good at Latin and he had a passion for music and a mechanical bent of mind. At Nelson College, a state boarding school, he was an outstanding pupil, he sat for a scholarship to Canterbury College and this was because his masters expected it of him and he won it. There, Rutherford as a student was fascinated by Hertz's work on radio waves and he began to conduct his own experiments in the cloakroom of the college, where the students hung their gowns.

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- . 1. Rutherford was his parent's ..... child.  
(a) last      (b) only      ✓ (c) fourth      (d) second



2. Nelson College was a
- ✓ (a) state boarding school In New Zealand
  - (b) college in England
  - (c) school in Scotland
  - (d) school in the United States

- . 3. Rutherford sat for a scholarship test because
- (a) he was an outstanding student
  - (b) he was a book-worm
  - (c) he thought of following an academic career
  - ✓ (d) his masters wanted him to do that



- . 4. Rutherford carried out his own private experiments in
- (a) some corner of the cloakroom of Nelson College
  - ✓ (b) some corner of the cloakroom of Canterbury College
  - (c) a corner of the room allotted to him in the boarding house
  - (d) in the laboratory of Nelson College

- . 5. The phrase 'mechanical bent' suggests that Rutherford
- (a) was quite mechanical
  - (b) was devoid of human warmth, emotion, feeling, intelligence etc.
  - (c) did things and lived as thoughtlessly as a machine
  - ☒ (d) had an aptitude for the Science of machinery

6. Choose the word which is opposite in meaning to 'Fascinated'.

- ✓ (a) Uninterested      (b) Hindered  
(c) Enthralled      (d) Perturbed

hypnotised

7. 'Rutherford had no intention of following an academic career..'

What is the parts of speech of the underlined word?

- ✓ A. Noun
- B. Adjective
- C. Adverb
- D. Verb

.8. “he was an outstanding pupil.....”The underlined word is:

A. Noun

✓ B. Adjective

C. Adverb

D. Verb

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. One day Nandu rode his horse to the village fair. On his way back he met Somendra, the merchant. The merchant was a crafty man, ready to do anything to earn some money. The villagers knew this. In fact no one knew what trick he would be up to next. Now, Nandu was poor and had no one in the world to call his own except a beautiful, white horse. He loved it more than anything else in the world. The merchant had his eye on the horse for a long time and tried to think of a way to get it for himself. Seeing Nandu, the merchant thought, "Nandu is a simpleton. Let me see if I can trick him out of his horse." So he said to Nandu. "You live all alone. How do you manage? What does a young boy like you need with a horse? Sell it to me and I shall make you rich in return." Nandu replied, "No, I don't want to sell my horse." But the merchant refused to give up so easily. He offered Nandu more money. Finally, when the offer reached five hundred gold coins, Nandu paused and said. "Five hundred gold coins seems like a good price."

But I have a condition. If you agree to it, I shall give you my horse. 'What is it?' the merchant asked impatiently. "Give me the money right now and I shall give you my horse when I have given you ten lashes," said Nandu. "Is that all?" asked the merchant. He could easily bear ten lashes. After all he would resell the horse for over a thousand gold coins in the market. He would take twenty lashes for such a gain. He agreed instantly. He ran home and got the money for Nandu and brought along his whip as well. Nandu counted the money carefully. He then took the whip and the lashes fell on the merchant's back in quick succession. By the eighth lash the merchant was almost in tears but he told himself that there were only two lashes to go and the horse would be his ! The merchant held his breath waiting for the final lash. But Nandu had mounted his horse and was riding off. "Wait!" shouted the merchant in anger. "What about the tenth lash?"

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Where are you going with the horse? We had a deal."

Nandu stopped and said, "I agreed to give you the horse only after I had given you ten lashes. But it is upsetting my horse. I'll give you the last lash later. Till then goodbye!" "Come back you cheat!" the merchant shouted. But the crowd that had gathered around agreed with Nandu. A deal was a deal. Till the last lash was given the horse could not belong to the merchant. Nandu rode away richer by five hundred gold coins and Somendra waited in vain for several days for the final lash which never came!

1. Why did the merchant offer to buy Nandu's horse?
- (a) He was very fond of horses and Nandu's horse was a rare breed
  - (b) It was his way of helping Nandu who was poor
  - (c) The horse would be useful for carrying goods to the market
  - ✓ (d) None of the above .



- . 2. Which of the following is true in the context of the passage?
- A. Nandu was an orphan.
  - B. The merchant was very persevering.
  - ~~C.~~ The merchant was fonder of Nandu's horse than Nandu was.
- (a) None      (b) Only A    ☒ (c) A and B    (d) All of these

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- . 3. Why did Nandu set the condition of giving the merchant ten lashes?
- (a) To discourage the merchant from buying his horse
  - (b) To demonstrate how painful a whipping was so that the merchant would never hit the horse
  - (c) To bargain with the merchant to offer more money
  - ✓ (d) To outwit the merchant who was trying to cheat him



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4. Why did the bystanders take Nandu's side in the argument?
- A. They hoped that Nandu would give them a reward from the five hundred gold coins he had earned. ✗
- B. They were sure that the merchant would ill treat the horse and wanted to prevent that from happening. ✗
- C. They knew that and would be miserable without his horse of whom he was very fond. ✗
- (a) None (b) Only A (c) A and B (d) Only C

. 5. What reason did Nandu cite for not giving the merchant the final lash?

*quote*

- (a) He was tired and not in the mood
- (b) He realised that the merchant was in great pain and took pity on him
- (c) He was following the advice of the people around
- ☒ (d) His horse was distressed by the whipping

- . 6. Which of the following can be said about Nandu?
- A. He was very cunning.
  - B. He needed money.
  - C. He was cruel to people but loved animals.
- (a) Only A      (b) A and B    (c) B and C    (d) All of these

.. By the eighth lash the merchant was almost in tears but he told himself that there were only two .....

7. The underlined word is.....

A. Relative pronoun

☒ B. Reflexive pronoun

C. Interrogative pronoun

D. Objective pronoun

. Nandu rode away richer by five hundred gold coins and Somendra waited in vain for several days for the final lash which never came!

8. The underlined part is.....

- A. Principal clause
- B. Noun clause
- ✓ C. Adjective clause
- D. Adverbial clause

↓  
(ज) - Adj clause  
for + अतः एत  
for + which  
(noun) cl.



**2. Complex Sentence** – A complex sentence consists of a principal/main clause with one or more subordinate clauses. It means that a complex sentence has more than one finite verb. Sub-ordinate clauses are joined by **sub-ordinating conjunctions** such as- 'as, because, since, before, till, after, when, if, unless, though/ although, lest, in order that (so that), as soon as, provided/ provided that, as if, that, whether, which, where, why, how, as much as, than etc.'

***For example-***

- i) I know that he is a good man.
- ii) I fear that I shall fail.
- iii) He replied that he would come.



. That fa

Why/which/what/when/where/who/how.....

fa + wh.

noun clause

.....Who/that/which.... Adjective

If/though/although/unless/when/because/ since/as/ while/

→ Adverbial  
clause



3. **Compound Sentence:** A compound sentence consists of two or more principal clauses. These clauses are joined by co-ordinating conjunctions such as- 'and, but, so, therefore, nor, for, whereas, still, yet, nevertheless, however, as well as, otherwise / or / else'. The clauses of a compound sentence are called co-ordinate clauses.

***For example-***

- i) My brother came and he handed over money to me.
- ii) She is rich but she is not vain.

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**111. It is a type of writing in which the teacher provides the situation and helps the class to prepare it. The teacher continuously provides feedback, direction and expansion of Ideas to the learners.**

(1) Controlled writing

✓ (2) Guided writing

(3) Free writing

(4) Product writing





**112. A teacher asked the students of class V to read the text thoroughly. Then she asked them to answer the questions with reference to the context (RTC). In this process she is encouraging students for**

\_\_\_\_\_

(1) skimming

(2) scanning

☒ (3) intensive reading

(4) extensive reading





**113. The term ‘Comprehensible input’ Is associated with \_\_\_\_\_**

(1) Lev vygotsky

✓ (2) Stephen Krashan

· (3) Noam Chomsky

(4) James Asher

Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. ... According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously.



**114. Which one of the following is a sub skill of reading?**

(1) Connecting

(2) Predicting

(3) Synthesizing

✓ (4) Transcribing



**115. Which one of the following is least important in enhancing speaking skill of children?**

(1) Listening patiently to children's talk.

(2) Giving them an opportunity to express their feelings and ideas.

✓ (3) Asking closed ended questions.

(4) Organizing discussions on a given topic.



**116. At primary level literature is helpful in developing language of learners as:**

(1) it encourages the learners to complete the worksheets based on it.

✓ (2) it is an authentic material covering various genres.

(3) it develops teachers' interpretative, creative and critical abilities.

(4) it is a good basis for the only expansion of vocabulary.



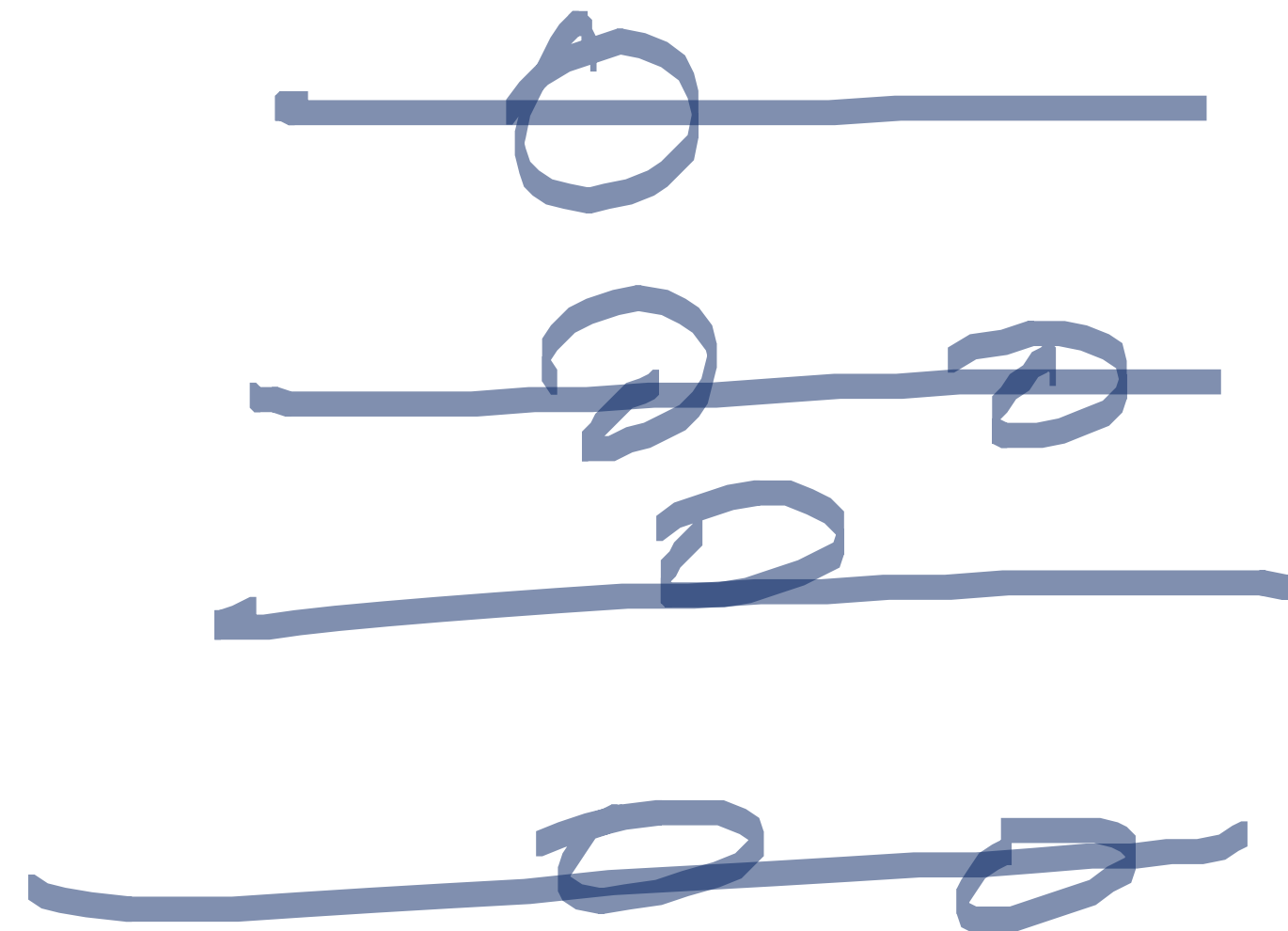
**117. A teacher prepares a worksheet and removes every seventh word from the text. Then she asks the learners to read the text after that they were asked to complete the worksheet with missing word. The task given on the worksheet is a**

(1) speaking task

(2) writing task

✓ (3) cloze test

(4) open test





**118. 'Language is arbitrary' means that**

(1) something is determined by judgement and for a specific reason.

(2) it is based on a valid reason and not on chance.

(a) there is a strong relation between the words of a language and their meaning.

✓ (4) there is no inherent relation between the words of a language and their meaning.





**119. The teacher observed that Pravin could not write a paragraph on her own even after brainstorming the topic. However, she was able to write it under adult or peer guidance. This guidance is called \_\_\_\_\_**

(1) Team teaching

(2) Counselling

 (3) Scaffolding

(4) Socialization



In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.



**120. The purpose of textual exercise is to**

- (1) develop creativity among learners.
- (2) provide opportunity to express themselves.
- ✓ (3) memorise the answers to the questions.
- (4) give exposure to language learning.



**27. What is taught is not what is learnt because [CTET Nov 2012]**

- (1) a teacher or learner can never fully master any discipline
- (2) students pay attention during informal discussion
- (3) a teacher's socio-economic level may differ widely from the students'
- ✓ (4) students possess different abilities, personalities and come from a variety of backgrounds



**32.** Students who do not have the opportunities to use the target language outside the classroom, demonstrate much lower levels of language competency. This can be overcome by

**[CTET Feb 2014]**

- (1) conducting tests periodically to motivate them to learn
- (2) giving them a set of commonly used sentences and vocabulary which they are expected to use
- (3) setting separate tasks which are easier, with more time to complete them
- (4) engaging them in specific language-focused tasks which are indirectly monitored by their group leaders



**43. Stephen Krashen's theory of second language acquisition does not consist of [CTET Feb 2016]**

- (1) the Natural Order Hypothesis
- (2) the Input Hypothesis
- (3) the Acquisition Learning Hypothesis
- ✓ (4) the Learnability Hypothesis

**44. The major objective of teaching English at primary level is [CTET Feb 2016]**

- ✓ (1) using English in different situations of life
- (2) speaking English in British accent
- (3) scoring good marks in the exams
- (4) knowing the grammar of English



**38.** A foreign/non-mother tongue language teacher often faces the problem of a class full of reluctant, unmotivated learners. This can be helped by

**[CTET Feb 2014]**

- (1) using methods and strategies to motivate and make learning more challenging in the class
- (2) taking the help of an academic counsellor who will address the class
- (3) identifying the students who are 'unmotivated' and taking a special class for them
- (4) encouraging learners to take their own time to complete assignments



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