સૂચના: 1. તમામ પ્રશ્નોના જવાબ ફરજિયાત છે.

- 2. જયાં સુધી ખંડિનરીક્ષક ન જણાવે ત્યાં સુધી જવાબ લખવાનું શરૂ કરવું નહિ.
- 3. જવાબપત્રકની પાછળ આપેલ સૂચનાઓ કાળજીપૂર્વક વાંચ્યા બાદ જવાબ લખવાનું શરૂ કરવું
- 4. પરીક્ષાર્થીઓએ પ્રશ્નપત્ર અને જવાબપત્ર બંને ખંડ-નિરીક્ષકને એક સાથે પરત કરવાનું અનિવાર્ય છે. આથી કોઈપણ પરીક્ષાર્થીએ પ્રશ્નપત્ર પોતાની સાથે લઈ જવાનો આગ્રહ રાખવો નહિ. પ્રશ્નપત્ર સાથે લઈ જનાર વિદ્યાર્થી આ પરીક્ષા માટે ગેરલાયક ઠરશે.
- 5. વૈકલ્પિક પસંદગીના દરેક પ્રશ્નના ઉત્તર માટે ચાર વિકલ્પ જણાવ્યા છે. જેમાંથી એક સાચો હોવાની શક્યતા છે. સાચો જવાબ પસંદ કરી જવાબપત્રકમાં યોગ્ય ખાનામાં (x) નિશાની કરો.
- 6. જે વિદ્યાર્થી પોતાનો સાચો નોંધણી નંબર નહીં દર્શાવે તેનું પરિણામ રદ થશે.

| Course | : Certificate in Teaching of English (CTE) | | | |
|--------|--|---------|---|--|
| | | Roll No | : | |

Subject : Teaching English-Elementary School (CTE-01)

Date : 21/07/2014
Time : 11 00 to 12 3

Time : 11.00 to 12.30 Total Marks : 50

| | **** | | | | | | | | |
|----|---|-----------------------|---------|--------------------------|--------|---------------------|--------|---------------|--|
| 1 | | - | - | racteristics of the hun | _ | | | | |
| | (A) | To sing | (B) | To dance | (C) | To learn languag | ge | (D) To laugh | |
| 2 | Which | n term is used for th | ne gro | wth and development | of the | child into an ado | lescer | nt? | |
| | (A) | Maturation | (B) | Development | (C) | Nutrition | (D) | None of any | |
| 3 | Who a | are more likely to a | nalyse | e a given situation and | see p | arts and relationsh | nip an | nong parts? | |
| | (A) | Field-dependent | (B) | Field-independent | (C) | Risk takers | (D) | Risk givers | |
| 4 | Which | n elementary form i | is used | d with children between | n the | ages of eight and | eleve | n? | |
| | (A) | MLAT | (B) | EMLAT | (C) | LAB | (D) | All | |
| 5 | Who s | suggested that 20 to | 30 p | ercent of children und | er ach | ieve in foreign lar | nguag | e learning. | |
| | (A) | Pimsleur | (B) | Pavlov | (C) | Skinner | (D) | None | |
| 6 | What | is used to convey i | deas, i | its structure and functi | on? | | | | |
| | (A) | Language | (B) | Phoneme | (C) | Phonetic | (D) | Communication | |
| 7 | Who said that man's language came from a more primitive form, probably expressions of emotions? | | | | | | | | |
| | (A) | E-sapir | (B) | Darwin | (C) | G-Trager | (D) | N.Chomsky | |
| 8 | What | can we use to com | munic | ate our thoughts and i | deas? | | | | |
| | (A) | Language | (B) | Communication | (C) | Input | (D) | Output | |
| 9 | Which | n level of communi | cation | is found in all anima | ls? | | | | |
| | (A) | Instinctive-intuiti | ve | (B) Formal | (| (C) Both | | (D) None | |
| 10 | A spec | ech sound that fund | tions | at the margins of sylla | bles i | s called | | | |
| | (A) | Vowel | (B) | Consonant | (C) | Creativity | (D) | Phonology | |
| 11 | Air vi | bration in the vocal | tract | that are set in motion | by ph | onation is called _ | | · | |
| | (A) | Onomato poetic | (B) | Resonance | (C) | Vowel | (D) | Fricative | |
| 12 | Who i | managed to find too | ols to | do scientifically? | | | | | |
| | (A) | William Labov | (B) | Skinner | (C) | Skiper | (D) | Pavlov | |
| 13 | Who h | nas suggested that o | one re | ason why girls seen to | perfo | rm better than boy | ys? | | |
| | (A) | Mukherjee | (B) | Muller | (C) | Hudson | (D) | Robinson | |

| 14 | | • | | ding to variability? | | | | |
|----|---------------|---------------------------------|----------------|---|----------------|-----------------------------|----------|-----------------------------------|
| | (A) | Sex difference | (B) | Age | (C) | Both | (D) | None |
| 15 | What i | is responsible for v Mode | variation (B) | on in communication? Sense | (C) | Feeling | (D) | Thought |
| 16 | Extren | ne care in speech o | or writ | ing is called | | | | |
| | (A) | Dialect | (B) | Ideolect | (C) | Hypercorrection | (Γ |) purist |
| 17 | | om skinner did ex | - | | | | | |
| | (A) | | ` ′ | Rat | (C) | Elephant | ` ′ | Dog |
| 18 | | | | ttacked the behaviour | | | | |
| | (A) | Chomsky | (B) | Hudson | (C) | Pavlov | (D) | Skinner |
| 19 | | language learning | | = | (G) | | (D) | |
| | (A) | | (B) | | (C) | | (D) | All |
| 20 | | - | | an use three or more la | | | (D) | A 11 |
| | (A) | Monolingual | ` ′ | Bilingual | ` ′ | Multilingual | (D) | All |
| 21 | | | _ | receiving messages by | _ | | (D | N. Toward |
| | (A) | Bilingual | | Monolingual | | Communication | ` |) Input |
| 22 | | • | | of the problems given | | • | • | Commont thinking |
| | (A) | Cognitive style | (B) | | | | , | Convergent thinking |
| 23 | | test emphasises e | | ve language learning o | | ty and auditory at LAB | - | |
| | (A) | | ` ′ | EMLAT | ` ′ | | (D) | |
| 24 | Specia (A) | - | _ | s the sounds of an actu Phonetic (C) | _ | | | netic natation |
| 25 | Who s (A) | aid that language i E. Sapir | s the i (B) | nstitution whereby hu G. Trager | man c (C) | ommunicate and a N. Chomsky | | ct with each other? R. A. Hall |
| 26 | Where (A) | did Adam and evo Earth | | Heaven | (C) | Garden of Eden | (D |) Sky |
| 27 | | | | nus was the original la Greek | | e? Phrygian | (D) | Sanskrit |
| 28 | Who p | roposed that there | is onl | y a difference of degre | ee betv | ween the language | of m | an and the cries of |
| | animal | | | | | | | |
| | (A) | Darwin | (B) | Muller | (C) | Trager | (D) | R. A. Hall |
| 29 | | word is used for ' | | | | | | |
| | ` ′ | Kutta | ` ′ | Chien | (C) | Hund | (D) | Kutara |
| 30 | | | | or audible friction is | | | (D) | ** 1 1'1 |
| | (A) | Consonant | (B) | Vowel | (C) | Dipthong | (D) | Vowel glide |
| 31 | | Hindi is used in E | | | (C) | D 4 | (D) | N |
| | (A) | Telangana | | Bhojpuri | (C) | Both | (D) | None |
| 32 | When (A) | was "The social st 1966 | ratific (B) | ation of English in Ne 1950 | w yor (C) | k city" published' 1980 | ? (D) | 1998 |
| 33 | Who to | alks of three gener | al type | es of dimensions of la | nguage | e? | | |
| | (A) | Michael Holliday | (B |) Muller | (\mathbf{C}) |) Labov | (D |) skinner |
| 34 | | _ is concerned with | h the p | ourpose and subject m | atter o | f communication | | |
| | (A) | Field | (B) | Mode | (C) | Tenor | (D) | All |
| 35 | Who v | vas the first to form | nulate | the conditioned respo | nse pr | inciple? | | |
| | (A) | Skinner | (B) | Chomsky | (C) | Pavlov | (D) | Hudson |
| 36 | | | | the operating principle | | | | |
| | (A) | Slabin | (B) | Clark and Clark | (C) | Skinner | (D) | De villers |

| 37 | In which | _ | egin t | o use mental operation | ns and | acquire a number | r of co | oncepts of |
|----|----------|--|------------------|--|---------------|-------------------------------|-------------|------------------------------|
| | (A) | Pre-operational | (B) | Concrete operation | al (| (C) Formal ope | ration | al (D) all |
| 38 | | language do the cl Mother tongue | | n learn to speak before Foreign language | - | enter the school? Both | (D) | none |
| 39 | purpose | cational programn e is called_ Input | ne wh (B) | ich state the context to Output | | g procedures whi | ch is n (D) | ecessary for the All |
| 40 | is calle | d | | tems and is not distractive tems and is not distractive. | _ | | | |
| 41 | languag | ge is called | _• | by second language l Inter language | | _ | | s of learning a |
| 42 | society | id, "A Language i interact in terms o Humboldt | of thei | stem of arbitrary voca r total culture"? E. Sapir | l sym | bols by means of G. Trager | | the members of a N. Chomsky |
| 43 | | rote "On the origin E. Sapir | | nnguage"? G. Trager | (C) | N. Chomsky | (D) | Johann Gottfried |
| 44 | | s normally an inter Language | | l and planned activity Communication | | Input | (D) | Output |
| 45 | What re | | ty of l | numan beings to produ | ice and | d understand an in | ndefin | itely large number |
| | ` ′ | Creativity | ` ' | Consonant | (C) | Displacement | (D) | Phonology |
| 46 | | n the past tense of Smell | of 'S (B) | mall' in American Eng Smelt | glish. (C) | Smelled | (D) | Smoll |
| 47 | | anaged to find too William Labov | | do scientifically? Skinner | (C) | Skipper | (D) | Pavlov |
| 48 | | English is more fo Written | | than spoken English? Oral | (C) | Both | (D) | None |
| 49 | | | | ear and rather conside | rable | difference betwee | en a lit | erary variety of a |
| | | ge and a colloquial Tamil | (B) | ety? Tamil and Bengali | (C) | Bengali | (D) | None |
| 50 | (A) | depends on Field | the re (B) | lations Between partic Mode | ipants (C) | s. Tenor | (D) | All |

સૂચના: 1. તમામ પ્રશ્નોના જવાબ ફરજિયાત છે.

- 2. જયાં સુધી ખંડિનરીક્ષક ન જણાવે ત્યાં સુધી જવાબ લખવાનું શરૂ કરવું નહિ.
- 3. જવાબપત્રકની પાછળ આપેલ સૂચનાઓ કાળજીપૂર્વક વાંચ્યા બાદ જવાબ લખવાનું શરૂ કરવું
- 4. પરીક્ષાર્થીઓએ પ્રશ્નપત્ર અને જવાબપત્ર બંને ખંડ–િનરીક્ષકને એક સાથે પરત કરવાનું અનિવાર્ય છે. આથી કોઈપણ પરીક્ષાર્થીએ પ્રશ્નપત્ર પોતાની સાથે લઈ જવાનો આગ્રહ રાખવો નહિ. પ્રશ્નપત્ર સાથે લઈ જનાર વિદ્યાર્થી આ પરીક્ષા માટે ગેરલાયક ઠરશે.
- 5. વૈકલ્પિક પસંદગીના દરેક પ્રશ્નના ઉત્તર માટે ચાર વિકલ્પ જણાવ્યા છે. જેમાંથી એક સાચો હોવાની શકયતા છે. સાચો જવાબ પસંદ કરી જવાબપત્રકમાં યોગ્ય ખાનામાં (x) નિશાની કરો.
- 6. જે વિદ્યાર્થી પોતાનો સાચો નોંધણી નંબર નહીં દર્શાવે તેનું પરિણામ ૨૬ થશે.

| Course | : Certificate in Teaching English (CTE) | નોંધણી નંબરઃ_ | |
|---------|---|---------------|--|
| Subject | · The Structure of English (CTF-02) | | |

Date : 21/07/2013

Time : 03.00 to 04.30 Total Marks : 50

| 1 | | is neither s | static nor l | nomogeneous. | | | | | |
|----|--------|-------------------|--------------|-------------------------|---------|----------------|--------------|------------|--------------|
| | (A) | Language | (B) | Communication | (C) | Both | (D) | None | |
| 2 | In wh | ich group all m | embers co | nsider themselves no | t only | as using the | same langi | age but a | lso as |
| | | | | ' the same language? | - | _ | | | |
| | (A) | Language Con | nmunity | (B) Accent | | (C) Vari | ation | (D) I | Dialect |
| 3 | | are marked | by differe | nt word-collocations | or con | nbinations an | d certain g | rammatic | al features. |
| | (A) | | | Registral variation | | | _ | Accent | |
| 4 | There | are mi | llion nativ | e speakers of English | ١. | | | | |
| | (A) | 100 | (B) | 300 | (C) | 400 | (D) | 500 | |
| 5 | An A | frican user of E | nglish has | as their nativ | e lang | guage. | | | |
| | (A) | Hindi | | Urdu | (C) | | (D) | Kochi | |
| 6 | In Afı | rica, English is | used as | Language. | | | | | |
| | (A) | _ | | Non Native | (C) | Foreign | (D) | All | |
| 7 | In wh | ich language le | arning the | re is a constant social | pressi | ure to learn a | nd use? | | |
| | (A) | Native | (B) | Foreign | (C) | Non-Native | (D) | Dialect | |
| 8 | Which | h language enjo | ys official | recognition as Assoc | ciate C | official Langu | age and a | Link Lan | guage? |
| | (A) | Gujarati | (B) | Hindi | (C) | English | (D) | Sanskrit | - |
| 9 | Langu | age studied fro | m the per | ception of historical c | levelo | oment is calle | ed | _• | |
| | (A) | Dialect | (B) | Diachronic | (C) | Dynamic | (D) | Lexical | |
| 10 | Diale | cts that identify | where a p | erson can be placed i | n term | s of a social | scale is ca | lled | • |
| | (A) | Socialists | (B) | Register | (C) | Stress | (D) | Accent | |
| 11 | | refers to a | ny group t | hat shares the same la | inguag | ge and closely | , identifies | itself wit | h it. |
| | (A) | Socialists | (B) | Speech community | (C) | Accent | (D) | Syllable | ; |
| 12 | The d | egree of force u | sed in pro | ducing a syllable is c | alled _ | | | | |
| | (A) | Lexical | (B) | Accent | (C) | Stress | (D) | Dialect | |
| 13 | | refer to the | regional | varieties of a languag | e, and | are associate | ed with a p | articular | |
| | geogr | aphical area. | - | | | | - | | |
| | (A) | Dialects | (B) | Monolithic | (C) | Speech con | nmunity | (D) Ac | cent |

| 14 | The British came to Indi | | | | _ | | |
|-----|---|---------|-------------------------------------|----------|---------------------|---------|--------------------|
| | (A) Rulers | (B) | Traders | (C) | Imperialists | (D) | All |
| 15 | introduced the | Englis | sh language in India. | | | | |
| | (A) Germans | (B) | French | (C) | British | (D) | Romans |
| 16 | Who said, "A Class who | may | be interpreters betwee | n us a | nd the millions w | e gove | rn a class of |
| | persons Indian in blood | | | | | | |
| | (A) Macaulay | (B) | Lord Dehhouse | (C) | Simon | (D) | Gandhiji |
| 17 | The cline of bilingualism | n that | kachra refers to has _ | | measuring poin | nts. | |
| | (A) 1 | (B) | 2 | (C) | 3 | (D) | 4 |
| 18 | point is the | botto | m point on the axis, bu | ut is no | ot the end point at | the bo | ottom. |
| | (A) Zero | | Central | (C) | | (D) | |
| 19 | Phrases can be divided i | nto | | | | | |
| | (A) Classes | | Word classes | (C) | Morphemes | (D) | Sentence |
| 20 | is an organised | l and n | neaningful series of cl | auses/ | sentences | | |
| 20 | (A) Word classes | | Morphemes | | Sentence | (D) | Text |
| 21 | Connection, linking or g | | | , , | | , , | |
| 21 | (A) Cohesion | _ | Coherence | (C) | | | Clause |
| 22 | ` ' | ` ′ | | ` ′ | | ` ′ | |
| 22 | Who was the first to poi in the expression of mea | | mat philosophers have | e spok | en of the differen | t roies | mat language plays |
| | (A) Verma | (B) | Katchru | (C) | Shaughnessy | (D) | Wittgenstein |
| 23 | Someone speaks and the | ` ' | | | | | |
| 23 | (A) Turn-taking | | Top-down | | Bottom-up | | None |
| 24 | ` ′ | | - | | <u> </u> | | |
| 24 | In which approach, we v (A) Bottom-up | | Top-down | | Turn-taking | | None |
| 25 | • • • | | | , , | | (D) | TVOIC |
| 25 | Giving directions, orders (A) Elicitation | | naking requests are ca Directive | | Informative | (D) | A 11 |
| 2.5 | ` ′ | | | | Informative | (D) | All |
| 26 | Informing, directing and | | | | Directions | (D) | None |
| | (A) Transactions | | | | Directions | (D) | None |
| 27 | The highest unit of class | | | | T | (D) | Classes |
| | (A) Text | , , | Sentence | (C) | | | Clause |
| 28 | The study of how words | comb | ine to form sentences | and th | e rules which gov | ern th | e formation of |
| | sentences is called (A) Phrase | (B) | Clause | (C) | Syntax | (D) | Force |
| • | ` ′ | | | (C) | Symax | (D) | Torce |
| 29 | is the study of m | | 9 | (C) | C | (D) | A1 |
| | (A) Anthropology | , , | Semiotics | (C) | Semantics | (D) | Arbitrary |
| 30 | What is the largest unit | _ | _ | _ | - | - | |
| | (A) Word | ` ′ | Phoneme | (C) | Text | (D) | Sentence |
| 31 | In which time, the study | | | | | | |
| | (A) Greek | (B) | Romans | (C) | Greek and Rom | ans | (D) Hebrew |
| 32 | When did a movement b | | | al appr | | | |
| | (A) 1835 | (B) | 1935 | (C) | 1960 | (D) | 1974 |
| 33 | deals with the m | neanin | g of utterances in cont | ext. | | | |
| | (A) Syntactic | (B) | Pragmatics | (C) | Coherence | (D) | Cohesive |
| 34 | is system of ar | bitrary | symbols used for hur | nan co | mmunication. | | |
| | (A) Sentence | | Language | (C) | | (D) | Signs |
| 35 | is the pattern | of mo | vement, gestures and l | bodv la | anguage. | | |
| - | (A) Kinesics | | Proxemics Proxemics | (C) | | (D) | None |
| | | • | | | | - | |

| 36 | act requires an interactive exchange which involves stating, promising, warning, betting | | | | | | | | |
|----|--|-----------------------|---------|-------------------------|--------|--------------------|---------|-------------------|--|
| | etc. | | | | | | | | |
| | (A) | Locutionary | (B) | Illocutionary | (C) | Perlocutionary | (D) | All | |
| 37 | The st | udy of language in | relati | on to social factors is | called | · | | | |
| | (A) | Ethnography | (B) | Stylistic variation | (C) | Sociolinguistics | (D |) Deviant | |
| 38 | Any p | ronunciation, word | l or se | ntence structure which | n does | not conform to th | e nor | m is called | |
| | (A) | Rhetoric | (B) | Authenticity | (C) | Deviant | (D) | Feedback | |
| 39 | "The 1 | tailor stitched the d | ress" | is a statement of | voic | e. | | | |
| | (A) | | | Passive | | Both | (D) | None | |
| 40 | I | to college yeste | rday. | | | | | | |
| | (A) | Go | (B) | Went | (C) | Gone | (D) | Had gone | |
| 41 | Words | s which function as | modi | fiers of nouns by occu | ırring | before them is cal | led | • | |
| | (A) | Noun | (B) | Pronoun | (C) | Adjectives | (D) | Degree | |
| 42 | The st | udy of the internal | struct | ure of the word is call | ed | | | | |
| | (A) | Morphology | (B) | Affix | (C) | Prefix | (D) | Suffix | |
| 43 | An ele | ement added to the | end o | f an existing word is c | alled | • | | | |
| | (A) | Prefix | (B) | Suffix | (C) | Both | (D) | None | |
| 44 | Cow i | s useful anii | nal. | | | | | | |
| | (A) | A | (B) | An | (C) | The | (D) | None | |
| 45 | Nutan | died cance | er. | | | | | | |
| | (A) | At | (B) | Of | (C) | Under | (D) | Ву | |
| 46 | | refers to the gro | oup as | a whole without draw | ing at | tention to the num | ibers (| of a group. | |
| | (A) | All | (B) | Each | (C) | Every | (D) | None | |
| 47 | | clauses are kn | own a | s content clauses. | | | | | |
| | (A) | Appositional | (B) | Relative | (C) | Both | (D) | None | |
| 48 | You a | ren's going then, _ | | ? | | | | | |
| | (A) | Are you? | (B) | Aren't you | (C) | Are they | (D) | Aren't they? | |
| 49 | | serves as both | the su | bject or the object of | a verb | and can occur at | the be | ginning or end of | |
| | the se | ntence. | | | | | | | |
| | (A) | None clause | (B) | Relative clauses | (C) | Adverbial clause | es (| D) none | |
| 50 | | Ramayana is a | holy | book. | | | | | |
| | (A) | A | (B) | An | (C) | The | (D) | None | |

સૂચના : 1. તમામ પ્રશ્નોના જવાબ ફરજિયાત છે.

- 2. જયાં સુધી ખંડિનરીક્ષક ન જણાવે ત્યાં સુધી જવાબ લખવાનું શરૂ કરવું નહિ.
- 3. જવાબપત્રકની પાછળ આપેલ સૂચનાઓ કાળજીપૂર્વક વાંચ્યા બાદ જવાબ લખવાનું શરૂ કરવું
- 4. પરીક્ષાર્થીઓએ પ્રશ્નપત્ર અને જવાબપત્ર બંને ખંડ-નિરીક્ષકને એક સાથે પરત કરવાનું અનિવાર્ય છે. આથી કોઈપણ પરીક્ષાર્થીએ પ્રશ્નપત્ર પોતાની સાથે લઈ જવાનો આગ્રહ રાખવો નહિ. પ્રશ્નપત્ર સાથે લઈ જનાર વિદ્યાર્થી આ પરીક્ષા માટે ગેરલાયક ઠરશે.
- 5. વૈકલ્પિક પસંદગીના દરેક પ્રશ્નના ઉત્તર માટે ચાર વિકલ્પ જણાવ્યા છે. જેમાંથી એક સાચો હોવાની શક્યતા છે. સાચો જવાબ પસંદ કરી જવાબપત્રકમાં યોગ્ય ખાનામાં (x) નિશાની કરો.
- 6. જે વિદ્યાર્થી પોતાનો સાચો નોંધણી નંબર નહીં દર્શાવે તેનું પરિણામ રદ થશે.

| Course | : Certificate in Teaching English (CTE) | Enrollment: |
|---------|---|-------------|
| Subject | : Teaching Strategies (CTE-03) | |
| Date | : 22/07/2014 | |

Time : 11.00 to 12.30 Total Marks : 50

| 1 | | and | are | productive skills. | | | | |
|----|-------|------------------------|---------|---------------------------------------|---------|--------------------|-------|---------------------|
| | (A) | Reading & writing | (B) S | Speaking & listening | (C) L | anguage & writing | g (D) | Reading & listening |
| 2 | Most | learners spend mor | e time | in to the for | eion 1 | anguage | | |
| 2 | | - | | Speaking | _ | | (D) | Reading |
| | | | ` ′ | | (C) | Listening | (D) | Reading |
| 3 | | _ different types of | | | | | | |
| | (A) | 2 | (B) | 3 | (C) | 4 | (D) | 1 |
| 4 | The f | irst type of listening | can t | be called liste | ening. | | | |
| | (A) | | | Intensive | | Effective | (D) | Comprehensive |
| 5 | The | econd types of liste | ning o | an be called | | | | - |
| 3 | (A) | | | Extensive | | Receptive | (D) | Light |
| | ` ' | | ` ′ | | | | | |
| 6 | | | | s perhaps the more wi | | | | |
| | (A) | Intensive | (B) | Extensive | (C) | Comprehensive | (D) |) Receptive |
| 7 | | means quickly | runnin | g one's eye over a tex | t to ge | et the gist of it. | | |
| Ţ | | Intensive | | Comprehensive | _ | • | (D) | None |
| 8 | ` ′ | | ` ' | - | ` ' | | ` ' | |
| ð | | | | g through a text to find | | | | |
| | (A) | · · | , , | Skimming | (C) | Retrieving | (D) | Recognizing |
| 9 | Readi | ng & listening mea | ns | skills. | | | | |
| | (A) | Scanning | (B) | Extensive | (C) | Receptive | (D) | Recognizing |
| 10 | | is by definition | on a tv | vo sided process. | | | | |
| 10 | | | | Reading | (C) | Writing | (D) | Listening |
| 11 | | | | | | | | |
| 11 | | | | ted unless there is son | | | (D) | XX |
| | (A) | Message | (B) | Reading | (C) | Listening | (D) | Writing |
| 12 | The n | | | comprehensive become | | | | |
| | (A) | Message | (B) | Reading | (C) | Listening | (D) | Writing |
| 13 | To ea | uip and to deal our | stude | nts with communication | n in r | eal life all these | | skills need to be |
| | _ | with in a classroom | | · · · · · · · · · · · · · · · · · · · | | _ | | _ |
| | (A) | | | Compound | (C) | Conductive | (D) | None |
| | | r · | ` / | r | (-) | | () | - |

| 14 | | | ading | it at the same time is | somet | hing that is usuall | y don | e in the language |
|----|---------|--------------------|---------|--------------------------|----------|---------------------|-------|--------------------|
| | classro | | (D) | Canalia | (C) | Tietania e | (D) | None |
| | | | | Speaking | | | (D) | None |
| 15 | | | | eech recorded in real s | | | · (D) | Authortic reading |
| | (A) | <u> </u> | | Authentic speaking | | | g (D) | Authentic reading |
| 16 | (A) | | | elassroom find their w | | | (D) | Emation |
| | ` / | | | | | Thoughts | | Emotion |
| 17 | | | | vide both pas | | | | D 4" |
| | ` ′ | | | Writing | | Speaking | (D) | Reading |
| 18 | | | | ed in conversation me | | | (D) | N |
| | | | | Interpersonal | | Personal | (D) | None |
| 19 | | | | me form and appearan | | • | (D) | |
| | ` ′ | • | ` ′ | | | Interpersonal | (D) | Interlocutors |
| 20 | | | | gs done are called | | | | |
| | | | | 3) Transactional | | | | |
| 21 | | | | on different aspects of | | | | |
| | (A) | Reading | (B) | Writing | (C) | Speaking | (D) | Listening |
| 22 | | | | a wide verity of tasks | | | _ | |
| | (A) | Writing | (B) | Listening | (C) | Reading | (D) | Speaking |
| 23 | | g occurs of | | | | | | |
| | (A) | Same | (B) | Different | (C) | Personal | (D) | Interpersonal |
| 24 | | involves looking | at a te | ext and saying the wor | d to y | ourself. | | |
| | (A) | Writing | (B) | Reading | (C) | Listening | (D) | Speaking |
| 25 | To und | erstand a text you | need 1 | to know the | of all t | the words in the te | ext. | |
| | (A) | Listening | (B) | Meaning | (C) | Emotions | (D) | Ideas |
| 26 | | involves look | ing at | a text understanding | it and | also saying it. | | |
| | (A) | • • | | Reading aloud (C | | ading silently (| D) I | Reading meekly |
| 27 | | _ discovered germs | and _ | killed them. | | | | |
| | (A) | Pasteur & Lister | (B) | Arnold & Stevenson | on (C | C) Jack & jill | (D) | John & Abraham |
| 28 | | is one such | antis | eptic used by listed. | | | | |
| | (A) | Carbon monoxide | (B |) Benta oxide | (C | C) Carbolic acid | (D |) Sulphuric acid |
| 29 | | _ can be destroyed | d by h | eat. | | | | |
| | (A) | Germs | (B) | Pesticides | (C) | Antioxidant | (D) | Diseases |
| 30 | | is an active p | rocess | | | | | |
| | (A) | Writing | (B) | Reading | (C) | Speaking | (D) | Listening |
| 31 | | interact with th | ne text | that they read. | | | | |
| | (A) | Bad readers | (B) | Good readers | (C) | Light readers | (D) | Medium readers |
| 32 | Reader | s have network of | prior | understanding about a | topic | what theorists cal | 1 | · |
| | | Schemata | (B) | Scanning | (C) | Skimming | | None |
| 33 | The ter | ms 'top-down' and | d 'boti | tom-up' are use to exp | lain th | ne process | of re | ading. |
| | | Interactive | | Intensive | | Extensive | | Receptive |
| 34 | | processing re | fers to | the use of predictions | s based | d on one's prior k | nowle | edge. |
| | (A) | Top-down | | Up-down | (C) | | | Bottom-up |
| | | * | | | | | | |
| 35 | | processing refe | ers to | the role of text in prov | | input through dec | oding | or latter and word |
| 35 | recogn | | ers to | the role of text in prov | | input through dec | oding | or latter and word |

| 36 | | ad either for | | | | | | |
|----|--------|---------------------|--------|------------------------|---------|---------------------|--------|---------------------|
| | (A) | Information | (B) | Pleasure | (C) | Emotion | (D) | Ideas |
| 37 | | is selective. | | | | | | |
| | (A) | Writing | (B) | Reading | (C) | Speaking | (D) | Listening |
| 38 | | ng speed varies acc | | | · | _ | | |
| | ` ' | · · | , , | Content & meaning | ` ' | | | |
| 39 | | | | number of clues in | | | | - |
| | (A) | Maximum | (B) | Minimum | (C) | Different | (D) | Same |
| 40 | | | | decoding the whole of | | _ | | |
| | (A) | Intensively | (B) | Extensively | (C) | Receptively | (D) | Imaginatively |
| 41 | | seldom involv | es the | mere decoding of ind | ividua | l sentences isolate | ed fro | m context. |
| | (A) | Writing | (B) | Reading | (C) | Listening | (D) | Speaking |
| 42 | | ng involves | | | | | | |
| | | • | | omplex in cognitive (C | C)Con | nplex cognitive (D | O) Cor | npound in cognitive |
| 43 | Readi | ng is based on | info | ormation. | | | | |
| | (A) | Comprehension | (B) | Complex | (C) | Selection | (D) | Production |
| 44 | | involves chunl | _ | | | | | |
| | (A) I | neffective reading | (B) | Effective reading (C) | Peac | ceful reading (D) | Con | nprehensive reading |
| 45 | | | h peo | ple we use the | | | | |
| | (A) | Oral | (B) | Writing | (C) | Listening | (D) | Speaking |
| 46 | | interaction ta | kes pl | ace between two or m | ore sp | eakers of the lang | uage. | |
| | (A) | Written | (B) | Oral | (C) | Speaking | (D) | Listening |
| 47 | The se | econd medium that | invol | ves the use of languag | e for c | communication is | the m | edium. |
| | (A) | Oral | (B) | Written | (C) | Listening | (D) | Speaking |
| 48 | The fi | rst source between | spoke | n and written languag | e is _ | • | | |
| | (A) | Situational | (B) | Direct | (C) | Indirect | (D) | Occasional |
| 49 | Anoth | er basic difference | | een spoken language a | | | | |
| | (A) | Societal | (B) | Situational | (C) | Occasional | (D) | Direct |
| 50 | | is a means of o | comm | unicating with people. | | | | |
| | (A) | Medium | (B) | Direct | (C) | Societal | (D) | Situational |

સૂચના: 1. તમામ પ્રશ્નોના જવાબ ફરજિયાત છે.

- 2. જયાં સુધી ખંડિનરીક્ષક ન જણાવે ત્યાં સુધી જવાબ લખવાનું શરૂ કરવું નહિ.
- 3. જવાબપત્રકની પાછળ આપેલ સૂચનાઓ કાળજીપૂર્વક વાંચ્યા બાદ જવાબ લખવાનું શરૂ કરવું
- 4. પરીક્ષાર્થીઓએ પ્રશ્નપત્ર અને જવાબપત્ર બંને ખંડ-નિરીક્ષકને એક સાથે પરત કરવાનું અનિવાર્ય છે. આથી કોઈપણ પરીક્ષાર્થીએ પ્રશ્નપત્ર પોતાની સાથે લઈ જવાનો આગ્રહ રાખવો નહિ. પ્રશ્નપત્ર સાથે લઈ જનાર વિદ્યાર્થી આ પરીક્ષા માટે ગેરલાયક ઠરશે.
- 5. વૈકલ્પિક પસંદગીના દરેક પ્રશ્નના ઉત્તર માટે ચાર વિકલ્પ જણાવ્યા છે. જેમાંથી એક સાચો હોવાની શક્યતા છે. સાચો જવાબ પસંદ કરી જવાબપત્રકમાં યોગ્ય ખાનામાં (x) નિશાની કરો.
- 6. જે વિદ્યાર્થી પોતાનો સાચો નોંધણી નંબર નહીં દર્શાવે તેનું પરિણામ ૨૯ થશે.

| Course | : Certificate in Teaching of English (CTE) |
|---------|---|
| | Roll No : |
| Subject | : Teaching English-Elementary School (CTE-04) |
| Date | : 22/07/2014 |
| Time | : 3.00 to 4.30 |

| 1 | The n | rimary goal in teacl | hing h | andwriting is to prod | uce eff | iciently a free flo | w of | into naper |
|----|---------|----------------------|---------|------------------------|----------|---------------------|----------|----------------------|
| 1 | (A) | | _ | Emotions | | Ideas | | Feelings |
| _ | | | | | . , | | (D) | T cerings |
| 2 | | | | part of the process of | | | | |
| | (A) | Handwriting | (B) | Teaching | (C) | Reading | (D) | Learning |
| 3 | Child | en start to learn ab | out | long before th | ey go t | o school. | | |
| | (A) | Writing | (B) | Walking | (C) | Reading | (D) | Playing |
| 4 | Child | en being to grasp t | he fac | t that writing in Engl | ish pro | gresses from | to | · |
| | (A) | Horizontal-vertica | al (| B) Right-left | (| C) Left-right | (| D) Middle-end |
| 5 | Childr | en develop certain | skills | in the stage | | | | |
| | | | | Post-writing | | Para-writing | (D) | Writing |
| 6 | Fine n | nuscle control mea | ns the | control over finer | n | novements. | | |
| | | Finger | | Mouth | | Toes | (D) | Tongue |
| 7 | Initial | ly children move th | rough | the space on paper r | naking | letters one after t | he oth | ner. This motion is |
| | | ·· | Ü | 1 1 1 | C | | | |
| | | | (B) | Maxis | (C) | Praxis | (D) | Faxes |
| 8 | The ar | mount of a | nd the | use of are t | he feat | ures exerted of ha | ındwri | iting. |
| | | | | Air-pace (C) | | | | _ |
| 9 | When | we write a letter, t | he pre | ssure of the | O | n the pen or penc | il is co | ontinually changing. |
| | | | - | Meaning | | | | |
| 10 | Writin | ng pressure is contr | olled | by shifting the pressu | re fron | n muscles | to the | e muscles of |
| | the fin | | | <i>J U</i> 1 | | | | |
| | | C | (B) | Larger-smaller | (C) | Bigger-larger | (D) | Smaller-bigger |
| 11 | The w | riting becomes mo | re effi | cient as the pressure | shifts t | o the n | nuscle | S. |
| | | _ | | Larger | | | | Thinner |
| 12 | The w | riting becomes ine | fficier | nt as the pressure | | | | |
| - | (A) | _ | | Increases | | Lighter | (D) | Smaller |
| | () | | (-) | | (=) | 0 | (-) | |

| 13 | | | | | | | of the larger musc | | |
|-----|---------|---------------------------|-----------|----------|------------------|-------------|--------------------|---------|----------------------|
| | (A) | Wrist | (B) | Finge | ers | (C) | Toe | (D) | Tongue |
| 14 | For the | e placement of w | ork the | paper | needs to be s | slightly ri | ght of the mid lin | e and | turned at a |
| | angle. | | | | | | | | |
| | (A) | 45° | (B) | 60° | | (C) | 35° | (D) | 55° |
| 15 | | soft pencils are | recomi | mende | d till class fir | ve. | | | |
| | | Medium | | Big | | | Small | (D) | Light |
| 16 | Proper | no | sture gr | eatly e | ffects the de | velonmer | nt & hand writing | | |
| 10 | - | - | (B) | • | | (C) | _ | | Thumb |
| 17 | ` ′ | rger the | , , | Ū | | | | | |
| 1 / | | Space | | | | _ | | (D) | pressure |
| | | - | | | - | | | (D) | pressure |
| 18 | | there problems v | | | | | y be affected. | | |
| | (A) | Hand writing-re | eading | (B) | Reading-wi | riting | | | |
| | (C) | Writing-learning | g | (D) | Handwritin | g-writing | 5 | | |
| 19 | Letters | should | in the | same d | lirection. | | | | |
| | | | | | | (C) | Diagonal | (D) | Slanting |
| 20 | | are conside | red a na | atural r | nart of the le | arning nro | ocess writing | | |
| 20 | | | | | | 0 1 | Writing | (D) | Meanings |
| 21 | | | | | | | | | 1,10,0111190 |
| 21 | Purpos | Write read | writing | 1s the | key to learni | ng to | conventional | ly. | Cnall laarn |
| | | | | | | | Spell-write | | |
| 22 | | | | | | | | | and use only pencil. |
| | (A) | Red | (B) | Black | ζ. | (C) | Blue | (D) | Green |
| 23 | The tea | acher provides _ | | _ supp | ort when the | children | require it. | | |
| | (A) | Formal | (B) | Infor | mal | (C) | Normal | (D) | Abnormal |
| 24 | | to read and wri | te is a p | rocess | of experience | cing langi | uage. | | |
| | | | | | | | Reading | (D) | Listening |
| 25 | The cle | ose relationship l | hetweer |) | and think | ing make | s valuable. | | |
| | | | | | | | | | Writing-writing |
| 26 | | vriting by young | | | | | | | |
| 20 | | Coded | | Enco | | | Decoded | (D) | Explored |
| 27 | ` ′ | | . , | | | | | | |
| 27 | | | | | | | alanguage | e infer | rence often leads to |
| | | orrect placement First | | Seco | | (C) | Third | (D) | Fourth |
| | ` ′ | | . , | | | ` ′ | 11111 u | (D) | Tourin |
| 28 | | ansition to the | | | | | | (D) | F 4 |
| | (A) | Second | (B) | Thire | 1 | (C) | First | (D) | Fourth |
| 29 | | _ | | ems to | be that the le | earner sho | ould need to use t | he | language for |
| | | unicative purpos | | ~ | | | | ,— · | |
| | (A) | First | (B) | Seco | nd | (C) | Third | (D) | Fourth |
| 30 | The cla | assroom is often | | | | nment for | r learning and usi | ng a s | econd language. |
| | | Natural | | | icial | | Original | | |
| 31 | | form used to rev | eal the | nature | of the perso | n. | | | |
| | | | | | - | | Poetic | (D) | Original |
| 32 | ` ′ | ssive form is a fro | | | | | | ` / | |
| 32 | | | | | | | this and feelings | (D) | Emotions and ideas |
| 22 | | | | | | | ins and recinigs | (D) | Emonons and ideas |
| 33 | _ | age in f | | | | | Evancesive | (D) | None |
| | (A) | Poetic | (B) | 1 ran | sacuonal | (C) | Expressive | (D) | None |
| 1 | 1 | | | | | | | | |

| 34 | The te | acher must focus o | n the | of the child | ren's v | writing. | | |
|----|--------|--------------------------|--------------|--------------------------|---------|--------------------|--------------|---------------------|
| | | Ideas | | Content | | Meaning | (D) | Words |
| 35 | There | is no one | sty | le of writing. | | | | |
| | (A) | Correct | (B) | Incorrect | (C) | Wrong | (D) | Right |
| 36 | Childa | en need to develop | a bas | e which can be used in | n their | writing. | | |
| | (A) | Vocabulary | (B) | Grammar | (C) | Syntax | (D) | Word-meaning |
| 37 | | en love making | | | | | | |
| | (A) | Topsy turvy | (B) | Rhyming words | (C) | Sense words | (D) | Riddles |
| 38 | | velop a meaningful to | | ng/writing programme | ed one | requires a daily t | ime sl | ot of preferably |
| | | | | 35 mins-1 hour | (C) | 45 mins-1 hour | (D) | 30 mins-1 hour |
| 39 | | | lating | classroom environme | nt the | teacher needs to | discov | er the meaning they |
| | | o Ideas | (B) | Express | (C) | Emotions | (D) | feeling |
| 40 | | is any form c | ommu | inication that involves | the w | ritten word. | | |
| | | | | Learning | | | (D) | Listening |
| 41 | Stude | nts can explore thei | r feeli | ngs and deal with | | life experience | e throu | igh writing. |
| | | Real | | Artificial | | | | Both A&B |
| 42 | Throu | gh studen | ts can | explore their feelings | and d | eal with life expe | rience | S. |
| | | | | Learning | | | | |
| 43 | | to write well red | quires | time. | | | | |
| | (A) | Learning | (B) | Writing | (C) | Reading | (D) | Listening |
| 44 | Langu | age demands are es | | shed on the basis of the | | ysis of lea | rning | tasks. |
| | (A) | School | (B) | College | (C) | Elementary | (D) | Primary |
| 45 | The co | ommunicative func | tion o | f ten determines the cl | hoice o | of the fo | rm. | |
| | (A) | Learning | (B) | Writing | (C) | Speaking | (D) | Reading |
| 46 | Writin | g of a horoscope o | r mak | ing plans for a school | trip w | ould give practice | e in wr | riting in the |
| | tense. | G: 1 . | (D) | G: 1 | (0) | Е. | (D) | D |
| | (A) | 1 1 | ` ′ | Simple present | ` ′ | Future | (D) | Present perfect |
| 47 | | _ | | for the benefit of the t | | | (D) | XX /1 11 |
| | (A) | Lonely | (B) | | (C) | Only | (D) | Wholly |
| 48 | | _task should suit t | | | (0) | * • . • | (D) | D 1' |
| | (A) | Learning | (B) | Writing | (C) | Listening | (D) | Reading |
| 49 | | | | feelings about the | | | (D) | N Y 1 |
| | (A) | Negative | (B) | Positive | (C) | Affirmative | (D) | Natural |
| 50 | | • | | _ about their writing | | | | • |
| | (A) | Insensitive | (B) | Emotional | (C) | Sensitive | (D) | Sentimental |

સ્ચના: 1. તમામ પ્રશ્નોના જવાબ ફરજિયાત છે.

- 2. જયાં સુધી ખંડિનરીક્ષક ન જણાવે ત્યાં સુધી જવાબ લખવાનું શરૂ કરવું નહિ.
- 3. જવાબપત્રકની પાછળ આપેલ સૂચનાઓ કાળજીપૂર્વક વાંચ્યા બાદ જવાબ લખવાનું શરૂ કરવું
- 4. પરીક્ષાર્થીઓએ પ્રશ્નપત્ર અને જવાબપત્ર બંને ખંડ–િનરીક્ષકને એક સાથે પરત કરવાનું અનિવાર્ય છે. આથી કોઈપણ પરીક્ષાર્થીએ પ્રશ્નપત્ર પોતાની સાથે લઈ જવાનો આગ્રહ રાખવો નહિ. પ્રશ્નપત્ર સાથે લઈ જનાર વિદ્યાર્થી આ પરીક્ષા માટે ગેરલાયક ઠરશે.
- 5. વૈકલ્પિક પસંદગીના દરેક પ્રશ્નના ઉત્તર માટે ચાર વિકલ્પ જણાવ્યા છે. જેમાંથી એક સાચો હોવાની શક્યતા છે. સાચો જવાબ પસંદ કરી જવાબપત્રકમાં યોગ્ય ખાનામાં (x) નિશાની કરો.
- 6. જે વિદ્યાર્થી પોતાનો સાચો નોંધણી નંબર નહીં દર્શાવે તેનું પરિણામ રદ થશે.

| Course : Certificate in Teaching English (CTE) | ોંધ શી નંબરઃ _ |
|--|-----------------------|
|--|-----------------------|

Subject : Teaching English-Secondary School (CTE-05)

Date : 22/07/2014 Time : 04.30 to 06.00

કુલ ગુણ : 50

| 1 | What is empathetic listening? |
|----|---|
| | (A) Listen peacefully (B) Avoid listening |
| | (C) Listen with eyes and heart besides ears (D) None of above |
| 2 | Which is one of the characteristics of Underprivileged learners? |
| | (A) Low self esteem (B) Low salary earning (C) Low housing (D) None of the above |
| 3 | Which skill is easy to develop in underprivileged learners through their first language? |
| | (A) Reading (B) Writing (C) Speaking (D) Listening |
| 4 | According to NSSO 1986, it is estimated that million children are disabled? |
| | (A) 6.2 (B) 2.6 (C) 2.2 (D) 6.6 |
| 5 | What does IEDC mean? |
| | (A) Indian Education Development Corporation (B) Integrated Education for Disabled Children |
| | (C) Indian Education Development Center (D) Indian Efficiency Development Center |
| 6 | Dyslexia is associated with difficulties in and |
| | (A) Reading and Writing (B) Speaking and Hearing |
| | (C) Speech and Reading (D) Reading and Hearing |
| 7 | is a structure that contains DNA encoded genetic information inherited from the parents. |
| | (A) Chromosome (B) Congenital (C) Natural (D) Ataxia |
| 8 | and are way of preparing to become an autonomous learner. |
| | (A) Learning at home and office (B) Learning with mother and father |
| | (C) Self-direction and psychological preparation (D) Tution and reading |
| 9 | What is Role Play? |
| | (A) Play games (B) Play Imaginary characters (C) Play with rollers (D) None of the above |
| 10 | language learners are creative and experiment with language, |
| | (A) Good (B) Fair (C) Education (D) Smart |
| 11 | is one of the different style of learning. |
| | (A) Reading story books (B) Good Memory (C) Writing good answers (D) Co-operativeness |
| | |
| 1 | |

| 12 | Intensive listening means listening with for specific information needed for a task. |
|----|--|
| | (A) Concentration (B) Class mates (C) Class teacher (D) Community |
| 13 | listening is integrated with speaking. |
| | (A) Jigshaw (B) Java (C) Joint (D) Joyous |
| 14 | means being able to use language spontaneously and confidently. |
| | (A) Frequent (B) Fast (C) Fluency (D) None of the above |
| 15 | The CBSE course A classes 9 and 10 syllabus have given weightage to skills. |
| | (A) Spoken (B) Written (C) Hearing (D) Reading |
| 16 | A file consisting of newspaper cutting, cartoons, role cards supplied by the teacher for use in class is |
| | known as file. |
| | (A) Remote (B) Rich (C) Resource (D) None of the above |
| 17 | tests of perceptions are suitable for beginners of learners from primary class. |
| | (A) Aura (B) Assisted (C) Aural (D) Oral |
| 18 | means only one person speaks. |
| | (A) Dialogue (B) Speaker (C) Monologue (D) None of the above |
| 19 | means a general impression of student's ability expressed as a number on a point scale. |
| | (A) Holistic Band (B) Rubber Band (C) Broad Band (D) Power Band |
| 20 | Listening for sound or intonation patterns means listening for |
| | (A) Perfection (B) Perception (C) Presentation (D) Reception |
| 21 | The factor that determines a person's desire to do something is known as . |
| | (A) Positivity (B) Attitude (C) Perspiration (D) Motivation |
| 22 | means one goes through the reading material quickly. |
| | (A) Skipping (B) Skimming (C) Swimming (D) Sweeping |
| 23 | is a variety of language distinguished according to the user. |
| 23 | (A) Diamond (B) Dialect (C) Direct (D) Direction |
| 24 | refers to a single word with more than one meaning. |
| 24 | (A) Polygamy (B) Polynano (C) Polysemy (D) Polysamy |
| 25 | |
| 23 | Similar means (A) Homo (B) HoBo (C) Homeno (D) BoHo |
| 26 | |
| 26 | Underprivileged learners are usually poor (A) Writer (B) Speaker (C) Reader (D) Listener |
| | |
| 27 | Who said: 'Writing is in fact a messy process'. |
| | (A) Gandhiji (B) Steve jobs (C) Frank Smith (D) Will smith |
| 28 | The focus on language teaching, these days has shifted to |
| | (A) Product (B) Process (C) Permanence (D) Primary |
| 29 | The last stage of writing where we edit, reformulate and refine is known as |
| | (A) Refugee (B) Refusal (C) Rear view (D) Review |
| 30 | The sentence containing the key idea of a paragraph is known as |
| | (A) Topic sentence (B) Sentence of topic (C) Main sentence (D) Main Topic |
| 31 | offer an interesting stimulus to develop various types of writing skills. |
| | (A) Poems (B) Paragraphs (C) Pictures (D) None of the above |
| 32 | Traditional types of writings include and |
| | (A) Letter and Essays (B) Poems and Novels (C) Articles and rules (D) None of the above |
| 33 | Language is viewed as a today. |
| = | (A) Skill (B) Scheme (C) Scale (D) None of the above |
| 34 | is one of the four linguistic skills. |
| 57 | (A) Scanning (B) Skimming (C) Speaking (D) Translating |
| | |

| 35 | is a major source of information. |
|----------|---|
| | (A) Dictionary (B) Diary (C) Document (D) Drama |
| 36 | Linguistic skills help learners to |
| | (A) Commute (B) Connect (C) Communicate (D) Consider |
| 37 | The last stage in learning process is |
| | (A) Retain (B) Refrain (C) Refresh (D) Retrieval |
| 38 | The Process of Study Involves Perception and retrieval. |
| | (A) Retain (B) Refrain (C) Retention (D) Perfection |
| 39 | Skills are acquired through |
| | (A) Teacher (B) Computer (C) Practice (D) None of the aove |
| 40 | games provide practice in grammar in an interesting way. |
| | (A) Role play (B) Co-operative (C) Grammar (D) None of the above |
| 41 | G P A Means |
| | (A) Grammar practice Activies (B) Games Play Activity |
| | (C) Grammar Games Active (D) None of the above |
| 42 | Tricia Hedge advocates involvement in the designing of a grading scheme. |
| | (A) Schools (B) Students (C) Educators (D) Listeners. |
| 43 | The ability to manipulate sentences and paragraphs is known as |
| | (A) Stylistic (B) Systematic (C) Solving (D) None of the above. |
| 44 | Teachers need to use a combination ofandassessment to measure learner ability |
| | (A) Factual and fictional (B) Fast and Furious and Informal |
| | (C) Formal and Informal (D) Form and Information. |
| 45 | Code of marking means using to correct written work. |
| | (A) Signs (B) Signals (C) Symbols (D) System. |
| 46 | Analytic marking is |
| | (A) Time consuming (B) Time bound (C) Time keeper (D) None of the above |
| 47 | System play crucial role in successful Communication of idea |
| | (A) Transfer (B) Transit (C) Grammatical (D) None of the above |
| 48 | Sentence Collage' is a game for |
| | (A) Drimary (D) Casandary (C) Tartiary (D) Any |
| | (A) Primary (B) Secondary (C) Tertiary (D) Any |
| 49 | In India, English is associated with Culture. |
| 49 | |
| 49 50 | In India, English is associated with Culture. |
