

CTET 2019 Exam

English Language

Model Paper with Solution



Direction (1-9): Read the passage given below and answer the questions that follow by selecting the correct/most appropriate options.

For intellectual history most certainly is a part of history, part of the attempt to understand past human experience. Its role in the division of labour is the understanding of those ideas, thoughts, arguments, beliefs, assumptions, attitudes and preoccupations that together made up the intellectual or reflective life of previous societies. This intellectual life was continuous with, and not rigidly separable from, the political life, the economic life, and so on, of the same societies, but in practice a rough and ready distinction is intuitively recognisable: where the economic historian may, for example, want to know about the kinds of crops grown on the lands of medieval monasteries, the intellectual historian will characteristically be more interested in the ideas to be seen at work in the monastic chronicles or in the theological basis of ideals of the contemplative life. Similarly, it is true that all historians are in practice interpreters of texts, whether they be private letters, government records, parish registers, sales lists, or whatever. But for most kinds of historians these texts are only the necessary means to understanding something other than the texts themselves, such as a political action or a demographic trend, whereas for the intellectual historian a full understanding of his chosen texts is itself the aim of his enquiries. For this reason, intellectual history is particularly prone to draw on the contributions of those other disciplines that are habitually concerned with interpreting texts for purposes of their own, probing the reasoning that ostensibly connects premises and conclusions. Furthermore, the boundaries with adjacent sub-disciplines are necessarily shifting and indistinct: the history of art and the history of science both claim a certain autonomy, partly just because they require specialised technical skills, but both can also be seen as part of a wider

intellectual history, as is evident when one considers, for example, the common stock of knowledge about cosmological beliefs or moral ideals of a period upon which both may need to draw. Like all historians, the intellectual historian is a consumer rather than producer of 'methods'. His distinctiveness lies in which aspect of the past he is trying to illuminate, not in having exclusive possession of either a corpus of evidence or a body of techniques. That being said, it does seem that the label 'intellectual historian' attracts a disproportionate share of misunderstanding. It alleges that intellectual history is the history of something that never really mattered. The long dominance of the historical profession by political historians bred a kind of philistinism, an unspoken belief that power and its exercise was what 'mattered.' This prejudice was reinforced by the assertion that political action was never really the outcome of principles or ideas, which were 'mere flappedoodle'. The legacy of this prejudice is still discernible in the tendency to require ideas to have 'influenced' the political class before they can be deemed worthy of historical attention, as if there were some reason why the history of art or of science, of philosophy or of literature, were somehow of less interest and significance than the history of parties or parliaments. Perhaps in recent years, the mirror image of this philistinism has become more common in the form of the claim that ideas of any degree of systematic expression or sophistication do not matter because they were, by definition, only held by a minority.

1. Study the following statements:
 - I. An intellectual historian does not claim exclusive possession of any corpus of evidence.
 - II. Philistinism is the fabrication of reasons.
 - III. The history of art such as moral ideals of a period and the history of science such as cosmological beliefs are part of intellectual history.

- IV. Only a religious historian can interpret a handwritten volume in which certain details of religious ceremonies marking major events, church goods, the parish's response to briefs, and notes on various happenings in the parish are recorded.
Which of the above statements is true?
A. Both II and III B. I, II and IV
C. II, III and IV D. None of these
2. Most historians aim to understand something other than the texts themselves, but an intellectual historian aims to ____
I. Fully understand the chosen text of his own
II. Understand ideas from the past by understanding them in context.
III. His enquiries
IV. Understand historical trends and political actions
A. Only I B. Both I and III
C. Both I and II D. I, III, and IV
3. The claim about intellectual history stem from ____
A. Politicians
B. The long dominance of political historians.
C. Influential political class
D. A body of historians
4. "Perhaps in recent years the mirror image"
The word "perhaps" is
A. An interjection B. A preposition
C. A conjuncture D. An adverb
5. "the reasoning that ostensibly connects premises and conclusions."
The word "ostensibly" means the same as
A. Ironically B. Consequently
C. Apparently D. Genuinely
6. "either a corpus of evidence or a body of techniques"
Here, the word "corpus" means
A. A collection of written texts
B. An entity
C. The body of a human or animal
D. A dead body
7. Which of the following statements is not true about intellectual life?
A. Ideas, thoughts, arguments, beliefs, assumptions, attitudes and preoccupations of human together made up the intellectual life
B. Economic life and intellectual life are not separable of the same societies.
C. While practising political life and intellectual life, a rough and ready distinction is intuitively recognisable
D. By understanding the intellectual life of previous societies through intellectual history, one can of the attempt to understand past human experience.
8. "prejudice is still discernible in the tendency to"
The word "discernible" is the antonym of
A. Perceptible B. Conspicuous
C. Axiomatic D. Subtle
9. Study the following statements and choose the one which is untrue.
A. Intellectual history is prone to draw on the contributions of those other disciplines.
B. All historians are consumers of the methods, but the distinctiveness between them lies in which aspect of the past they are trying to illuminate.
C. The assertion that political action made were foolish.
D. The history of art or of science, of philosophy or of literature, were somehow of less interest and significance than the history of parties or parliaments.

Directions (10-15) : Read the given passage and answer the questions that follow by selecting the **most appropriate** option.

Charity

I can hear them
And they're no longer there,
Crying for a hand
That I couldn't spare.
I can see them,
Though I will not look,
Reaching for the time
That I never took.

I can feel them
Pulling at my sleeve,
Asking me to stay,
Knowing that I'd leave.
And there's no way
That I could help them all.
But can I even say,
When all is said and done,
That when I had a way
I stopped to help just one?

10. "Charity" means
 - A. an act of humility
 - B. an act of generosity
 - C. an act of stupidity
11. "Crying for hand" means
 - A. asking for a hand
 - B. asking for help
 - C. asking for a favour
 - D. asking for money
12. Who is "them" referred to in the poem?
 - A. the needy
 - B. the rich
 - C. the givers
 - D. the general public
13. What has the narrator done?
 - A. He gave his hand
 - B. He gave time
 - C. He didn't wait for them
 - D. He helped one person
14. How does the narrator feel?
 - A. feels happy
 - B. feels sad
 - C. feels helpless
 - D. feels left out
15. The meaning of "no longer" is
 - A. Inescapable
 - B. Immediate
 - C. Not now
 - D. Petite
16. **Directions:** Answer the following question by selecting the **most appropriate** option.
Micro-teaching is a technique used by teacher-educators when trainees
 - A. watch a live demonstration
 - B. watch an audio-visual presentation
 - C. received individualized, programmed instruction
 - D. use the simulation technique to develop their skills.

17. Which of the following is NOT an advantage of using audio-visual aids in classroom?
 - A. Helps to convey message clearly
 - B. Helps to make class boring
 - C. Helps to present subject in a condensed form
 - D. Helps to impress ideas better
18. A language textbook for class 1 starts with poems and stories (complete text) and ends with the alphabet. Which approach does this kind of arrangement reflect in language pedagogy?
 - A. Top-down approach
 - B. Aesthetic approach
 - C. Bottom-up approach
 - D. Eclectic approach
19. The question "Will the shy child who never speaks turn into a quiet, shy adult or will the child become a sociable, talkative person?" is concerned with which developmental issue?
 - A. Maturation
 - B. Continuity and discontinuity
 - C. Cultural universals versus cultural relativism
 - D. Nature and nurture
20. Unit test is an expression of
 - A. Effective Evaluation
 - B. Formative Evaluation
 - C. Summative Evaluation
 - D. Normative Evaluation
21. When teacher makes a situation with the help of objects, pictures, model flash cards, actions, gestures and black board drawings, this way of teaching is known as:
 - A. Direct way
 - B. Deductive way
 - C. Situational way
 - D. Translation way
22. Traditional method goes against the
 - A. Prescriptive grammar
 - B. Simulation
 - C. Pedagogic principles
 - D. Generalization
23. Which among the following is the best technique of teaching at primary stage?
 - A. Self-learning
 - B. Practical training
 - C. Game technique

- D. The traditional black-board and chalk technique
24. A dual-language classroom consisting of students speaking a native language and the target language is beneficial because it
- A. motivates target language speaking students learn another language and vice versa
 - B. offers an opportunity for separate project work
 - C. justifies conducting more activities in each language
 - D. causes less distractions in the class as students will talk less
25. Communicative competence is a subset of functional grammar and its approach in teaching will allow students to
- A. learn structures and use them accurately
 - B. use structures in a range of output texts
 - C. learn grammar through meaningful communication
 - D. enable teachers expose students to grammar in the lower classes
26. What should be observed by a remedial teacher when dealing with behavioral problem of pupil?
- A. Complain with principal
 - B. Invite parents to help children improve their behaviour
 - C. Establish a close relationship with pupil, develop mutual trust and listen carefully
 - D. Give them an assignment related to practical word
27. The workshop can be an essential aid in language teaching. Which of the following is correct about the importance of workshops?
- A. Interaction
 - B. Independent thinking
 - C. Innovativeness
 - D. All of the above
28. Which of the following is the disadvantage of Language laboratory?
- A. Students detect errors themselves
 - B. Learning at own pace
 - C. Scope of reading and writing skills
 - D. Active listener and speaker
29. Ranjan although a bright student but finds it hard to concentrate till the end in the class. Which of the following disability is he suffering from?
- A. poor memory
 - B. short attention span and are easily distracted by other things
 - C. relatively poor comprehensive power
 - D. lack of learning motivation
30. If a student is making pronunciation errors, the best way to help him/her is to
- A. Call his/her parents and complain.
 - B. Scold him/her in class for incorrect pronunciation.
 - C. Mock at him/her in class for incorrect pronunciation.
 - D. Provide him/her with correct pronunciation without any humiliation.

ANSWERS

1. Ans. D.

Option I: From ‘..Like all historians, the intellectual historian is a consumer rather than producer of ‘methods’. His distinctiveness lies in which aspect of the past he is trying to illuminate, not in having exclusive possession of either a corpus of evidence or a body of techniques..,’ one can’t say that intellectual historian does not claim exclusive possession of any corpus of evidence.

Option II: From ‘..a kind of philistinism, an unspoken belief that power and its exercise was what ‘mattered..,’one can’t say that philistinism is the fabrication of reasons. Instead, it should be philistinism is the belief that power and its exercise matter.

Option III: It is stated in the following lines, ‘..the history of art and the history of science both claim a certain autonomy, partly just because they require specialised technical skills, but both can also be seen as part of a wider intellectual history, as is evident when one considers, for example, the common stock of knowledge about cosmological beliefs or moral ideals of a period upon which both may need to draw.’

Option IV: From ‘..Similarly, it is true that all historians are in practice interpreters of texts, whether they be private letters, government records, parish registers, sales lists, or whatever...,’ we can decipher that the statement is incorrect.

Therefore, option D is the correct answer.

2. Ans. C.

Option I: It is stated in the following lines, ‘..But for most kinds of historians, these texts are only the necessary means to understanding something other than the texts themselves, such as a political action or a demographic trend, whereas for the intellectual historian a full understanding of his chosen texts is itself the aim of his enquiries.’

Option II: It can be deciphered from the following lines, ‘..the intellectual historian will characteristically be more interested in the ideas to be seen at work in the monastic chronicles or in the theological basis of ideals of the contemplative life.’

Therefore, option C is the correct answer.

3. Ans. B.

It is stated in the following lines, ‘..‘intellectual historian’ attracts a disproportionate share of misunderstanding. It alleges that intellectual history is the history of something that never really mattered. The long dominance of the historical profession by political historians bred a kind of philistinism..’

Therefore, option B is the correct answer.

4. Ans. D.

Perhaps is an adverb which is used to express uncertainty or possibility.

Therefore, option D is the correct answer.

5. Ans. C.

Ostensibly is an adverb which means ‘as appears or is stated to be true, though not necessarily so; apparently.’

Therefore, option C is the correct answer.

6. Ans. A.

Corpus is a noun which refers to a collection of written texts, especially the entire works of a particular author or a body of writing on a particular subject.

Therefore, option A is the correct answer.

7. Ans. B.

‘For intellectual history most certainly is a part of history, part of the attempt to understand past human experience. Its role in the division of labour is the understanding of those ideas, thoughts, arguments, beliefs, assumptions, attitudes and preoccupations that together made up the intellectual or reflective life of previous societies. This intellectual life was continuous with, and not rigidly separable from, the political life, the economic life, and so on, of the same societies, but in practice a rough and ready distinction is intuitively recognisable..’

From the above-mentioned passage, one can decipher options A, C and D. Option B is untrue because the passage says ‘not RIGIDLY separable.’

Therefore, option B is the correct answer.

8. Ans. D.

Discernible is an adjective which means ‘able to be discerned; perceptible.’ So, option A is a synonym of ‘perceptible.’

Option B: Conspicuous means clearly visible.

Option C: Axiomatic means self-evident or unquestionable.

Option D: Subtle refers to a change or a

distinction that is so delicate or precise as to be difficult to analyse or describe.

Therefore, option D is the correct answer.

9. Ans. C.

Option A: It is stated in the following line, '..intellectual history is particularly prone to draw on the contributions of those other disciplines that are habitually concerned with interpreting texts for purposes of their own,..'

Option B: It is stated in the following line, '..Like all historians, the intellectual historian is a consumer rather than producer of 'methods'. His distinctiveness lies in which aspect of the past he is trying to illuminate,..'

Option C: From '...This prejudice was reinforced by the assertion that political action was never really the outcome of principles or ideas, which were 'mere flapdoodle'...' we can say that this option is untrue.

Option D: It is stated in the following line, '..if there were some reason why the history of art or of science, of philosophy or of literature, were somehow of less interest and significance than the history of parties or parliaments.'

Therefore, option C is the correct answer.

10. Ans. B.

Charity is an organization set up to provide help and raise money for those in need. Hence "Charity" means an act of generosity.

11. Ans. B.

From the lines of poem "I can hear them And they're no longer there, Crying for a hand, That I couldn't spare" it is clear that poet listen someone who was in danger and he is asking for help therefore "Crying for hand" means asking for help.

12. Ans. A.

Poet looks the needy who are pulling his sleeves and asking him to stay there.

13. Ans. D.

From the last line "That when I had a way, I stopped to help just one?" it is clear that the narrator helped just one person.

14. Ans. C.

The narrator felt very helpless that he could not able to help all of them.

15. Ans. C.

"no longer" means: in the past but not now.

16. Ans. B.

Micro-teaching is a technique in which teacher uses audio/visual aids and physical activities in teaching because the utilize maximum number of senses in enhance learning and making it effective learning for students so that they can learn new idea of learning easily.

The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent.

17. Ans. B.

Audio-visual aids help in holding the attention of the receiver. When these aids move, they motivate to take action, create interest, increase permanency of learning and make the job of teaching and communication easier.

18. Ans. A.

Top down approach majorly focuses on providing a large view of the subject to the students. In this approach students gradually learns the building blocks of the language.

19. Ans. D.

The nature versus nurture debate is one of the oldest philosophical issues within psychology. Nurture refers to all the environmental variables that impact who we are, including our early childhood experiences, how we were raised, our social relationships, and our surrounding culture.

20. Ans. B.

Unit tests are a form of formative evaluation wherein students are judged on basis of questions asked in form of multiple choice.

21. Ans. C.

Proper situations are created with the help of objects, pictures, model flash cards, actions, gestures and black board drawings. The students learn English structures by associating them with the situations in which they are taught.

22. Ans. C.

Traditional method of teaching is when a teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking problem solving and decision-making skills, while modern or constructivist approach to teaching involves a more interacting, student-teacher communication.

23. Ans. C.

Game technique is the best technique of teaching at primary stage. It is a form of interactive learning and is best suited for primary class students who are still not exposed to textbook learning.

24. Ans. C.

A dual-language classroom consisting of students speaking a native language and the target language is beneficial because it justifies conducting more activities in each language

25. Ans. A.

Communicative competence is a subset of functional grammar and its approach in teaching will allow students to learn structures and use them accurately.

26. Ans. C.

Teachers can use these categories as a framework for organizing their own effective strategies for managing student problem behaviors:

* The teacher makes eye contact with the student who is misbehaving and develop a close relationship with pupil, develop mutual trust.

* The teacher approaches the off-task student to remind him/her of the specific academic task the student should be doing.

* The teacher proactively provides behavioral reminders just when the student needs to use them.

* The teacher pre-teaches challenging vocabulary to the student prior to a large-group discussion.

* The teacher adjusts the difficulty of the assigned academic work to match the student's abilities ('instructional match').

* The teacher allows the student additional time to complete an academic task.

27. Ans. D.

A language workshop can be useful in language learning as it provides a chance of interaction among students thus increasing their speaking skills. Students are provided with a chance of independent thinking and make innovative uses of language.

28. Ans. C.

In a language laboratory, students learn at their own pace repeating as many times as they need and they are also able to detect their errors. Students become an active listener and speaker and can learn correct language pronunciation. However, the demerit of language laboratory is that there is no scope of development of reading and writing skills.

29. Ans. B.

Ranjan is suffering from short attention span and easily distracted by other things. Apart from various learning difficulties, pupils may have different abilities and styles of learning. Remedial teaching, therefore it is the best remedy to deal with such pupils.

30. Ans. D.

In this situation teacher should help the student by providing him/her with the correct pronunciation and motivate him to read the text correctly.
