



TET/GPSTR Notes

PEDAGOGY OF ENGLISH



ENGLISH T.E.T CHAPTERS

1. Pedagogy of language development
2. Language acquisition & learning
3. Principles of Teaching English
4. Aims and objectives of Teaching of English
5. Language skills
6. Critical perspective on the role of grammar in learning a language for communicative ideas verbally and in written form
7. Challenges of teaching language in a diverse classroom; language difficulties errors and disorders
8. Evaluating language comprehension and proficiency : Speaking, listening, reading and writing
9. Teaching learning materials : Text book, Multi-media materials, Multi-Lingual resource of the class room
10. Remedial Teaching
11. Unseen passages (Prose)
12. Unseen passages (Poetry)





1. PEDAGOGY OF LANGUAGE DEVELOPMENT

PEDAGOGY is an art or science of teaching or instructing. It is the discipline that deals with the theory and practice of education.

Etymology:

The word 'PEDAGOGY' is derived from Greek word 'PAIDAGOGIA' which means 'TO LEAD THE CHILD'.

LANGUAGE

Introduction:

Language is one of the unique creations of man. Man alone is endowed with the power of speech. Language is an essential part of human life. Language is a means of communication. It is a fundamental medium through which one can express one's ideas, thoughts feelings and messages.

The word '**LANGUAGE**' has its origin in the '**LATIN**' word '**LINGUA**' which means, '**WHICH IS PRODUCED WITH THE TONGUE**'.

Language is the means of gaining control over one's thoughts. It is the manipulation of experience.

DEFINITIONS OF LANGUAGE:

1. Allen: "Language is a means of communicating thoughts"
2. Bloch and Trager: "Language is a system of arbitrary vocal symbols by means of which a social group co-operates."

3. N. Chomsky: "Language is a set of sentences, each finite in length and constructed of finite set of elements."

4. Henry Sweet: "Language may be defined as the expression of thoughts by means of speech sounds."

5. Gleason: "Language is one of the most important and characteristic forms of human behaviour."

DIFFERENT THEORIES ABOUT ORIGIN OF LANGUAGE:

1. ONOMATOPOIEC THEORY (ALSO KNOWN AS BOW BOW THEORY): It assumes that speech originated from the sound imitation. (THE EARLIEST THEORY)

2. YO-HEAVE-YO THEORY: Physical effort caused the origin of language.

3. ORAL-GESTURE SOURCE THEORY: Language is developed through gestures along with sounds.

4. GLASSOGENETICS : Language is developed because of biographical factors.

5. THE SING-SONG THEORY: Language comes out of play, laughter, cooing, emotional muttering etc.
(Jespersen propounded)

NATURE OF LANGUAGE:

1. Important means of communication/essentially speech.
2. It is a carrier of civilization and culture.
3. It is a form of social behaviour.
4. It is a medium of instruction.
5. It is a structural system.





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6. It is an arrangement of oral and written sign, symbols and words.

7. It involves the process of thinking and speaking.

8. It is evolutionary in nature: Language is ever changing. It undergoes changes with the passage of time.

9. It adopts two main forms- Oral and written.

10. Language is learnt: Language is a behaviour that is acquired with due efforts.

11. Language is related to culture: Language develops in a cultural context and therefore meets the needs of the society in which it develops.

12. It is a unique system: Each language is unique because it has its own style of functioning. The sounds, vocabulary and structures of every language have their own speciality. One language differs from the other because of geographical and cultural diversities.

FUNCTIONS OF LANGUAGE:

1. Communication: Language is the basic means of communication.

2. Expressive: Language is used to express our thoughts, feelings and ideas.

3. Informative: Language is used to pass and receive information.

4. Directive: Language is used to direct people in daily life.

5. Preservation of thoughts: language is used to preserve our thoughts(through written form)

6. Fluency in language helps us to gain confidence.

LANGUAGE COMPONENTS:

Human language has several components which are developed through several centuries such as structures, spelling(orthography), punctuations, pronunciation, hand writing, vocabulary, grammar, several components of oral expression and written expression. Language is a skill subject and its learning depends on the degree of acquisition of skills viz. listening, speaking, reading and writing. All these skills are the components of language. The other components of language are:(Need to be read from bottom to top)

- * Sense(semantics)
- * Paragraphs
- * Sentences
- * Clauses
- * Phrases-(phraseology)
- * Words-(Morphology)
- * Symbols-(Graphology)
- * Sounds-(Phonology)

Some other components are:

* Dialects: A dialect is a regional form of a language; For example Kannada is the first language of the Karnataka State spoken by majority of the people. It is spoken differently by the people living in different regions within the state. For example Hubballi-Dharwad Kannada, Mangalore Kannada. Similarly English is spoken differently in different parts of U.K. for example Yorkshire English is different from Scottish English.

* Register: Language register refers to a variety of language spoken by a certain group of people belonging to one profession. The group of words which are commonly used by people working in the same organization or a profession is called a register. For example department of judiciary- use terminology like suit, complaint, hearing, court fee, Indian Penal Code(IPC) witness etc. These expressions put together are called Register.



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DIFFERENCE BETWEEN A MOTHER TONGUE AND A FOREIGN LANGUAGE:

MOTHER TONGUE F O R E I G N LANGUAGE

- | | |
|---------------------------|-------------------------|
| * First language | * both first and second |
| | language |
| * natural learning | * created atmosphere |
| * learnt without practice | * learnt with practice |

ENGLISH IN INDIA

English is the 'LINGUA FRANKA' (common language) of India. It offers significant economic and social advantages to the fluent speakers. English is an assistant official language in India. 500 thousand people(Indians) have English as their first language.

HISTORY:

In India, English was introduced about two centuries ago. Charles minutes of 1835, and Wood's Dispatch of 1850 are the landmarks of English education in India. They made policy decisions to introduce formal education through English as a medium of instruction at first in schools run by East India Company and later on in indigenous schools, as well as missionary schools. Sargent Commission 1882, University Education Commission 1948, Mudaliar Commission 1952 and Kothari Commission 1964-66 have favoured the use of English in one form or other. Apart from these the social reformist Raja Ram Mohan Roy, the former President of India, Dr. S. Radhakrishnan, Pandit Jawaharlal Nehru have supported English education.

THE NEED FOR STUDY OF ENGLISH LANGUAGE IN INDIA:

1. English is a link language.
2. It is a medium of instruction.

3. It is a world language.
4. English is a language of trade and commerce.
5. English is a library language.
6. English is a window to the world.
7. It is a language of science and technology
8. Knowledge of English provides employment opportunities.
9. English is the source of better understanding.
10. English is the language of world culture.

THE ROLE OF ENGLISH IN SCHOOL CURRICULUM:

The Kothari Commission (1964-66) endorsed the three language formula. According to the commission, regional languages should be taught at the lower primary stage from classes I to IV. At the higher primary stage from classes V to VI, mother tongue or Hindi or English should be taught compulsorily and the third language should be taught on optional basis. In classes VII to X, the students should study three languages.

Thus, we find that English has to be learnt by one and all in the schooling period.

English language has a special place in Indian School Curriculum. Its impact and utility has left an indelible mark in the history of Indian education for the past almost four hundred years. At present English is taught as a second language as well as first language. It is introduced from class I as a second language up to basic degree level. And it is left to the individual student or parent to choose English as a first language. The common curriculum in second language is prepared at the national level. The N.C.E.R.T and other national level organizations are actively involved in the preparation. Generally, the language curriculum in English is prepared based on the following factors:

1. Objectives of teaching English as a second





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language viz, comprehension, expression and appreciation.

2. Entry behaviour of the language learners, in terms of mental age, vocabulary, expression etc.

3. The skills to be developed viz, (LSRW)

4. National character, history, political system, moral and human values

5. Flair for English language and love for literature.

6. Oral and written communication skills required to pursue higher education in science and technology and also to carry out day to day communicative functions.

7. Appreciation of art, science, culture, literature and to develop creativity.

PROBLEMS OF TEACHING ENGLISH IN INDIA:

In free India the same status is not given to English as it enjoyed in India before independence. Now we have included English in our curriculum as second language or as a language of practical utility. But there are certain problems which need special efforts and change. The conditions under which English is taught and learnt and the reasons for low standards of English in our schools are as under:

1. Lack of clear cut objectives
2. Lack of qualified Teachers
3. Over Crowded Classes
4. Defective methods of teaching
5. Lack of Audio-visual Aids
6. Defective examination system
7. Lack of Supplementary readers and work-books.
8. Lack of proper supervision.
9. Variation in English syllabus
10. Unsuitable Text-books.
11. Lack of suggestive Correction.

12. Interference of mother-tongue.

SUGGESTION FOR IMPROVEMENT OF ENGLISH LANGUAGE IN OUR SCHOOLS:

1. Arrangement for Teachers' Training
2. Provision of Audio-Visual Aids
3. Provision of Supplementary Readers and work-books
4. Reducing overcrowding of classes
5. Improving Text-books
6. Careful planning of School Curriculum
7. Emphasis on Research work.
8. Orientation programme for Inspection Staff
9. Reforms in Examination system and Evaluation.

RECOMMENDATIONS OF NCF 2005

NCF 2005 gives a fresh impetus to Language Education:

* A renewed attempt should be made to implement the three language formula.

* Children's mother tongues, including tribal languages should be considered as the best medium of instruction.

* Proficiency in multiple languages including English should be encouraged in children.

* Reading should be emphasized throughout the primary classes.

The three-language formula is an attempt to address the challenges and opportunities of the linguistic situation in India. The primary aim of the formula is to promote multilingualism and national harmony.

Second Language - English

The goals for second language curriculum are two fold: attainment of a basic proficiency such as is acquired in natural



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language learning and the development of language into an instrument for abstract thought and knowledge acquisition through literacy. Improving linguistic skills in one language improves it in others, while reading failure in one's own languages adversely affects second language reading. Other Indian languages need to be valorized to reduce the perceived hegemony of English.

Language across the curriculum

English in India is a global language in a multilingual country (22 languages recognized by the Constitution, 1652 mother tongues, over 3000 dialects.) multilingual context. (no monolingual state, diglossic situations, language continuity, language preservation, language protectionism, etc.)

Language education is not confined to the language classroom. A science, social science or mathematics class is ipso-facto a language class. Such a policy of languages across the curriculum will foster genuine multilingualism in the school. It is important to view language education as everybody's concern at school and not as a responsibility of the language teacher alone.

Many students who have to switch over to English, having had their earlier education through their mother tongues face barriers of language.. Teachers would be doing them a service by being bilingual to some extent for the first few weeks.

Teachers should make themselves aware of their students' first language or mother tongue so that in times of difficulty they can explain to the students in a simple and comprehensible language, may be mother tongue. Teachers of other subjects such as History, Economics, Physics, Botany, etc. should also have knowledge of the dialect spoken around their area. Students may be corrected in an unobtrusive manner, not authoritatively. A proper atmosphere in the

classroom should be created even for teaching the mother tongue or the first language.

By talking to students outside the classroom on topics other than the text or the school, students will take to the standard language and understand the subtle difference between home language and school/ standard language. Language thus learnt will go a long way in helping the students not only with the language but also with other subjects as well. They will also be able to use the language outside the classroom, in the society with confidence without the teacher, thus fulfilling the basic purpose of language.

Therefore, a language across the curriculum approach is required. This brings down the barriers between English and other subjects, and other Indian languages. All learning, it must be emphasized occurs through language. English does not stand-alone. The aim of English teaching is the creation of multilinguals who can enrich all our languages which has been an abiding national vision.

QUESTIONS

1. In linguistics 'syntax' means
 - a) Study of principles of sentence construction
 - b) Analysing the meaning of sentences
 - c) The rules of how sentences are transformed
 - d) Study of use of idioms accurately.(CTET-NOV-2012)
2. When children first start to speak in sentences, their speech may be described as
 - a) Babbling
 - b) Exceptionally soft
 - c) Telegraphic
 - d) Multi-lingual(CTET-JULY-2013)
3. What is the system of rules that governs how words can be meaningfully arranged to form



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phrases and sentences?

- a) Language
- b) Syntax
- c) Morpheme
- d) Phoneme

(CTET-JULY-2013)

4. Noam Chomsky's reference to "deep structures" means a

- a) Hidden set of grammatical rules learnt through intensive study.
- b) Transformational grammar that has led in term to increased interest in comparative linguistics
- c) A trend that English is the most common auxiliary language in the world.
- d) Universal grammar underlying all languages and corresponding to an innate capacity of the human brain

(CTET-JULY-2013)

5. Constructivism is a theory where students

- a) Study a variety of dissimilar samples and draw a well founded conclusion
- b) Form their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.
- c) Are facilitated by the teacher and use a variety of media to research and create their own theories.
- d) Construct their own learning aids, thereby gaining hands-on experience

(CTET-JULY-2013)

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

- a) Using methods and strategies to motivate and make learning more challenging in the class
- b) Taking the help of an academic counsellor who will address the class
- c) Identifying the students who are unmotivated and taking a special class for them.

d) Encouraging learners to take their own time to complete assignments.

(CTET-FEB-2014)

7. In a diverse classroom, learners find it difficult to speak and write good English and often lapse into their mother-tongue because

- a) They are not motivated to learn
- b) They lack enough competence as the structures of the two languages are different
- c) They do not have the ability to learn English
- d) They are slow learners

(CTET- JAN-2011)

8. _____ education is to use the student's native language to teach some academic content while simultaneously providing an additional L2 instruction.

- a) Multilingual
- b) Bilingual
- c) Basic
- d) Humanistic

(CTET-FEB-2014)

9. what is a phoneme?

- a) The smallest unit of speech sound
- b) The smallest unit that has meaning
- c) A symbol representing a sound
- d) A letter that has a fixed meaning

(Kerala TET 2012)

10. 'what do you think about this idea?' The language function here is:

- a) Checking meaning
- b) Asking opinions
- c) Persuading
- d) Seeking permission

(Kerala TET 2012)

11. 'Let's....', 'Why don't we....', 'How about...', 'It might be a good idea to...'. The language function common for all these above utterances is:

- a) Directing
- b) Requesting



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- c) Narrating
- d) Suggesting

12. According to research quoted by NCF 2005,

- a) Education in the mother tongue enhances levels of cognitive growth and scholastic achievement.
- b) An English medium education ensures social tolerance and divergent thinking
- c) Bilingual or multilingual proficiency raises the levels of cognitive growth and scholastic achievement
- d) The three language formula ensures a focused growth of India's primary languages of communication.

(CTET NOV 2012)

13. According to NCF 2005, One of the goals for a second-language curriculum is the attainment of _____ such as is acquired in natural language learning.

- a) An average competency
- b) A reasonably high proficiency
- c) A basic proficiency
- d) Acceptable competence

(CTET NOV 2012 MUMBAI)

14. The idea of Basic Education is propounded by-

- a) Dr. Zakir Hussain
- b) Dr. Rajendra Prasad
- c) Mahatma Gandhi
- d) Rabindranath Tagore

(KTET-2015)

15. 'National Council of Educational Research and Training' was established in-

- a) 1961
- b) 1962
- c) 1963
- d) 1964

(KTET 2015)

16. The Right of Children to Free and Compulsory Education Act, 2009 has included 'all round development of the child' as one of the aims of

education because

- a) Every child grows rapidly between six to fourteen years
- b) Proper health care is essential
- c) It nurtures the physical, mental and emotional aspects of the child
- d) It ensures that every child is a part of a workforce

(CTET JUNE 2011)

17. India is a multilingual country; English continued as a language of administration, judiciary and medium of instruction in the universities. This aspect implies that _____

- a) English is a link language in India.
- b) English is a library language in India.
- c) English is a language of opportunity
- d) English is an international language.

(AP TET JULY 2011)

18. One of the problems of teaching learning English is _____

- a) The supplementary reader prescribed
- b) The English reader prescribed
- c) The lack of a conscious effort on the part of the learner.
- d) The work book prescribed.

(AP TET MARCH 2014)

19. Which of the following recommended the 'Three Language Formula'?

- a) National Policy on Education 1968
- b) National Policy on Education 1986
- c) Kothari Commission 1964
- d) Chattopadhyaya Commission 1985.

20) The word 'language' has its origin in the language

- a) French
- b) Greek
- c) Latin
- d) English

21) Lingua means.....

- a) Which is produced with the tongue
- b) Which is produced with the mouth
- c) Which produces thoughts
- d) Which explains.



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- 22) The theory that assumes that speech originated from the sound imitation is.....
a) Yo-heave-yo theory
b) Onomatopoeic theory
c) Glassogenetics theory
d) Oral-gesture source theory
- 23) Who said: "Mother tongue is the basic of all work".?
a) Gleason b) Ryburn
c) Henry sweet d) Allen
- 24) The theory that assumes that speech originated from the physical effort is known as
a) Bow bow theory
b) Oral- gesture source theory
c) Yo-have -yo theory
d) Glassogenetics
- 25) Oral-gesture source theory assumes that
a) Language is developed through gestures
b) Language is developed through gestures and sounds
c) Language is developed through imitation
d) Language is developed through biographical factors
- 26) Who said : "Language is one of the most important &characteristic forms of human behavior"?
a) Henry sweet b) E.sapir
c) Rybeern d) Gleason
- 27) "Language is a system of arbitrary vocal symbols by means of which a social group Co-Operates"-This is said by.....
a) Allen b) Block & Trager
c) N.chomsky d) None
- 28) Who said: "Language is a set of sentences,each finite in length and constructed of a finite set of elements" ?
a) N.Chomsky b) Allen
c) B.M.H. strong d) Sapir
- 29) The meaning of 'Lingua Franca' is.....
a) Official language
b) International language
c) Comman language
d) Foreign language
- 30) A regional form of a language is known as.....
a) Dialect
b) Register
c) Both the above
d) None og the above
- 31) A variety of language spoken by a certain group of people belonging to one profession is known as.....
a) Dialect
b) Register
c) Official language
d) personal language
- 32) Plaintiff, Indian penal code (IPC) evidence, suit are examples for
a) Dialect b) Rigesters
c) Personal language d) None
- 33) What is another name of 'Onamatopoeic theory'?
a) Sing song theory b) Ding dong theory
c) Bow wow theory d) Divine gift theory
- 34) Who is the father of modern linguistics ?
a) N.chomsky
b) chawer
c) Bloomfield
d) Ferdinand de saussure
- 35) Which of the following combination is found in the structures of english language ?
a) Subject-verb-object
b) Object-verb-subject
c) Verb-object-subject
d) Subject-object-verb





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- 36) English gained importance because it is the language of.....
a) The judiciary
b) Trade and commerce
c) International importance
d) All of these
- 37) Teaching of english is important in India because of.....
a) Recreational importance
b) Cultural importance
c) Professional importance
d) All of these
- 38) How does the mother tongue help in the development of child ?
a) Mentally b) Emotionally
c) Socially d) All of these
- 39) Which Indian reformist supported english education ?
a) Raja ram mohan roy
b) M.K.Gandhi
c) Swami vivekananda
d) Swami dayanand
- 40) Language may vary due to personal factor such as:
a) Geographical location
b) Socio economic background
c) Cultural difference
d) All of these
- 41) Hindrances in the teaching of english is caused by the use of mother-tongue due to:
a) Idiomatic interference
b) Pronunciation interference
c) Vocabulary interference
d) All of these
- 42) English language is used as :
a) First language b) Second language
c) Both the above d) None of these
- 43) The main function of a language is.....
a) Preservation b) Evaluation
c) Interaction d) All of above
- 44) The command over language depends on :
i) Speaking ii) Understanding iii) Reading
iv) Writing
a) (i) (ii) are correct
b) (ii) & (iii) are correct
c) (i) (ii) (iii) & (iv) are correct
d) (iii) and (iv) are correct
- 45) The term of language is derived from latin word
a) Langue b) Lingua
c) Lingual d) Linguistic
- 46) A language preserves the
a) Facts b) Principles
c) Beliefs d) Above all
- 47) Language includes
a) Phonology b) Morphology
c) Syntax d) All of these
- 48) The earliest theory of language origin is :
a) The Sing - Song theory
b) The Ding-dong theory
c) The Bow-wow theory
d) The Divine gift theory
49. English Language is regarded as
a) A link language
b) A library language
c) An International language
d) All the above
50. The Sing-Song theory was propounded by :
a) Notice b) Hidsen
c) Muller d) Jespersen
51. English in India is best regarded as a :
a) Foreign Language b) First Language
c) Second Language d) Classical language



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52. At the senior stage, a child should acquire a vocabulary of words

- a) 250 b) 2500
c) 3000 d) 5000

- a) i, ii, iii are correct
b) i, ii, iii and iv are correct
c) ii, iii, iv & v are correct
d) all are correct

53. On what principles the teaching of English based

- a) Psychological b) Linguistic
c) Pedagogical d) All

54. Which of the following method completely prohibits the use of mother tongue ?

- a) Direct method
b) Translation method
c) Bilingual method
d) None of these

55. Who said : "English is our major window on the modern world" ?

- a) Lord Macanlay
b) Dr. Radha Krishna
c) Pandit J. L. Nehru
d) Swami Dayanand

56. 'Morphology' is related to

- a) Words b) Sounds
c) Symbols d) Sense

57. Which among the following approaches is used to teach english as a foreign language ?

- a) Structural approach
b) Psychological approach
c) Linguistic approach
d) Pedagogical approach

58. What should be the objectives of teaching English at senior stage ?

- a) Language development
b) Literary development
c) Both (a) and (b)
d) None of these

59. Which among these is/are language skill/s ?

- i) Speaking ii) Writing
iii) Listening iv) Reading
v) Singing vi) Understanding

Answer Key

No.	Option	Question	Option
1	a	2	a
3	b	4	d
5	b	6	a
7	b	8	b
9	a	10	b
11	d	12	d
13	c	14	c
15	a	16	c
17	a	18	c
19	c	20	c
21	c	22	b
23	b	24	c
25	b	26	d
27	b	28	a
29	c	30	a
31	b	32	b
33	c	34	d
35	a	36	d
37	d	38	d
39	a	40	d
41	d	42	c
43	d	44	c
45	b	46	d
47	d	48	c
49	d	50	d
51	a	52	b
53	b	54	a
55	c	56	a
57	a	58	c
59	b		



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2. LANGUAGE ACQUISITION AND LEARNING:

There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of "on the job" practice. They readily acquire the language to communicate with classmates.

Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

DIFFERENCE BETWEEN ACQUISITION AND LEARNING

ACQUISITION	LEARNING
* Natural	* Artificial
* Personal	* Technical
* Priority to spoken language	* Priority to the written language
* Inductive	* Deductive

(rule-discovery)	(rule-driven)
* Learner centred activity	* pre-set syllabus
* No translation: No L1	* Translation: use of L1
* Activities focus on communication	* Focus on form
* Produces ability	* Produces Knowledge

QUESTIONS

1. Language acquisition

- Requires the memorization and use of necessary vocabulary
- Involves a systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary
- Refers to the process of learning a native or a second language because of the innate capacity of the human brain
- Is a technique intended to simulate the environment in which children learn their native language.

(CTET-NOV-2012)

2. Which observation supports Noam Chomsky's ideas about language acquisition?

- Children's language development follows a similar pattern across cultures
- The stages of language development occur at about the same ages in most children
- Children acquire language quickly and effortlessly
- All of these

(CTET-JULY-2013)

3. Providing students _____ can encourage second-language acquisition

- Adequate speaking and writing assignments
- The opportunity to voice their opinions and to problem solve in the target



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- language
- c) Frequent feedback on spoken and written outputs
- d) Informal interviews
(CTET-FEB-2014)
4. Poverty of stimulus with respect to language acquisition among young children implies that they would
- a) Express themselves ungrammatically
- b) Read later
- c) Not recognise human language
- d) Need more stimulus at home for learning.
(CTET-FEB-2014)
5. Learning a language involves the processes of listening, speaking, reading, and writing. These processes involve
- a) Linguistic aspect
- b) Psychological aspect
- c) Either 1 or 2
- d) Both 1 and 2
(CTET-FEB-2014)
6. The concept that is defined as an instinctive mental capacity which enables an infant to acquire and produce language is ____
- a) Universal grammar
- b) Innateness
- c) Language acquisition device
- d) Transformational generative grammar
7. According to language acquisition theory, when there is a lack of sufficient information in the language input, there is a universal grammar that _____ applies to all
- a) Colloquial languages
- b) Modern languages
- c) Classical languages
- d) Human languages
- 8) Language acquisition
- a) is best understood by watching animals communicate
- b) Is a theory that is agreed upon by the psychological community
- c) Can not happen among the deaf community
- d) Is the process by which we learn to communicate in meaningful ways
- 9) Which of the following is NOT an example of language acquisition from a behaviorist perspective ?
- a) Babies learn language by repeatedly associating the object 'dog' with the word 'dog'
- b) Babies learn language by imitating adult patterns of speech
- c) Babies are rewarded for attempts at speech when their caregivers smile & applaud their efforts
- d) Babies are born with an innate ability to learn language
- 10) Noam Chomsky argues that babies acquire language
- a) By repeated exposure to sounds that have meaning
- b) By watching adults interact
- c) When caregivers speak softly to infants
- d) Because humans are born with the ability to learn language
- 11) You present a child with four pictures, asking him to point to the picture that matches the sentence, "The boy walked the dog". This task measures
- a) Language production
- b) pragmatic perception
- c) Speech perception
- d) Language comprehension
- 12) A critical period during language learning is
- a) The period during which language can be acquired with greater ease than any other time
- b) The length of time before a comprehensive assessment takes place in class
- c) Best preparatory period for any language project
- d) Special time set aside for students to intensively practice language use





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Notes

- 13) E- Learning refers to
a) Acquisition of the mother tongue
b) Learning english as the first language
c) Use of electronic media & information and communication technologic
d) A language course for forign languages
- 14) One of the reasons for the failure in communication is.....
a) Poor attention
b) Weak in memorisation
c) Poor listening
d) Lack of interest
- 15) "Children deserve most of the credit for the language that they acquire" This observation implies that in modern classrooms
a) Students pursue their own lines of enquiry
b) Students need not attend L2 classes
c) Students may choose L2 on their own
d) The teacher establishes the task and supports or facilitates learning
- 16) Which of the following resources will help to break down communication carriers and enable children to study and learn in both L1 & L2 ?
a) Multilingual b) Miltimedia
c) More textual d) Communicative
- 17) Students learning a language often lack confidence when speaking due to the language's unique pronunciation rules. One way to overcome this problem is.....
a) Children reading aloud in class
b) using game-like activities which require veral interactions in the classroom
c) Conducting special speech therapy with a counsellor
d) Correcting errors whenever they happen
- (CTET Feb-2014)
- 18) Learning a new language after puberty leads to of a foreign language
a) Difficulty in acquisition
b) Normal acquisition
c) Greater acquisition
d) Loss of mastery
- (CTET July-2014)
- 19) Refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication
a) Acquisition b) Learning
c) Theory d) Hypothesis
- 20) What do we call children who learn more than one language from earliest childhood ?
a) Sequential bilinguals
b) Environmental bilinguals
c) Simultaneous bilinguals
d) Aquisitional bilinguals
- 21) Fluency in english can be developed through
a) Creating opportunities to use the target language for communication
b) The teacher talking for most of the time
c) The teacher being alert to spot the errors & correct them
d) Allowing the students who are not confident to have the freedom to be quiet
- 22) Effective learning takes place when students are
a) Passive b) Interactive
c) Quiet
d) Good at preparing for examination
- 23) For enabling her students to gain mastery over english the teacher should
a) Regularly expose the learners to a variety of language inputs
b) Constantly check the learners for all the errors they make
c) Emphasize learning of grammar
d) stop use of their varnaular

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- 24) Enquiry-based learning
 a) Does not place students in thought provoking situations
 b) Encourages quiet learners
 c) Does not nurture creative thinking in students
 d) Allows learners to raise questions
- 25) Several studies have shown that bilingual proficiency raises the level of
 a) Cognitive growth
 b) Social tolerance
 c) Diversified thinking
 d) All the Above
- 26) According to B.F skinner human or creature gives response due to
 a) Instruction b) Reinforcement
 c) Punishment d) Knowledge
- 27) Teacher appreciates her student for his correct answer so the student learns fast and effectively. This type of method is considered as
 a) Operant conditioning
 b) Classical conditioning
 c) Regular conditioning
 d) None of these
- 28) When language is learnt naturally & without any systematic practice then it is called as.....
 a) Dearth b) First language
 c) Acquisition d) None of these
- 29) The way through which the art of using skill and practice is given to learn it then it is called
 a) Learning b) Acquisition
 c) Erudition d) Recilation
- 30) "The aim is that the child should learn to do the task both accurately and quickly" the statement fits to which of the following stage ?
 a) Acquisition b) Maintenance
 c) Generalization d) Fluency
- 31) The cave drawings of the ancient civilization can be called.
 a) Pictograms b) Ideograms
 c) Logograms d) Orthography
- 32) The scientific study of the characteristics of speech sounds is called.
 a) Morphology b) Phonetics
 c) Syntax d) Semantics

Answer Key

No. Option	Question Option
1-C	2-D
2-D	3-B
4-D	5-D
6-B	7-D
8-D	9-D
10-D	11-D
12-D	13-C
14-C	15-D
16-A	17-B
18-A	19-A
20-C	21-A
22-B	23-A
24-B	25-D
26-B	27-A
28-C	29-A
30-D	31-A
32-B	



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3. PRINCIPLES OF LANGUAGE TEACHING

1. Principle of naturalness :

The mother tongue is always learnt more easily because there exists a natural environment for learning it. The child encounters with a foreign language in his class for about six periods a week and so it becomes difficult for him to learn it. An effort be made to provide the child with a natural environment for learning this foreign language. For this the following points should be taken into consideration.

- * talking to the students in English language in the class and ground etc.
- * encouraging students to converse only in this language.
- * arranging for group discussion.

2. Principle of habit-formation :

Language learning is a skill like learning cycling, swimming etc. Language is the instrument of all subjects. So it should be automatic i.e. a habit. It should be learnt to the point that little or no effort is made to speak it. The teacher can take the help of various audio-visual aids such as tape-recorder, language lab etc.

3. Principle of imitation :

The child learns his mother-tongue by imitation from his parents, relatives and teachers. Acquiring good speech is the result of imitating good models of speech. Hence the teacher must provide a good model of speech before the students.

4. Principle of Exposure to the Language:

A child learns his mother-tongue more rapidly because he is exposed to it. For teaching foreign language teacher should try to expose students to an environment loaded with the

foreign language. For this the teacher can take the following steps.

- * distribute pamphlets in foreign language.
- * form a foreign language speaking club in the school.
- * Display charts with slogans written in English on walls etc.
- * show slides in English
- * the used of mother-tongue in class-room be minimized to give students maximum exposure to English.

5. Principle of selection and gradation (known to unknown):

While teaching English one should proceed from 'simple to complex' and from 'concrete to abstract'. Mastery over a language does not mean knowing all the words in it. A person can be said to have learnt a language when he has learnt its essential vocabulary and basic sentence patterns.

Vocabulary and structures are selected and graded keeping in view the principles of frequency, usefulness, reachability, and difficulty level. Selected words and structures are graded in suitable order for teaching them. Gradation of vocabulary and structures helps in learning the language without much difficulty. A school leaver is ordinarily expected to master 250 structures and 2500 words in English.

Gradation of the language material means placing the language items in an order. Grading involves grouping and sequence. Grouping concerns (i) the system of language, and (ii) its structures. Grouping the system of language means what sounds, words, phrases and meanings are to be taught.

Thus we have;





(i) **Phonetic grouping**, i.e. grouping according to sounds. For example, words having the same sound are placed in one group as, cat, bat, mat, pat, fat, sat; it, bit, fit hit, kit, it, etc.

(ii) **Lexical grouping**, i.e., grouping according to lexical situations. Example: school, teacher, headmaster, peon, class-room, library. All these words are grouped around "School".

(iii) **Grammatical grouping**, i.e., grouping according to similar patterns as, my book/his book, (pattern grouping); in the room, in the corner/in the class/in the garden, etc (phrase grouping)

(iv) **Semantic grouping**, i.e. grouping according to meaning. Example: school, college, university; bicycle, rickshaw, car, tonga, train, aeroplane, etc.

(v) **Structure grouping**, i.e. grouping in the structures means how the selected items fit one into the other the sounds into the words, the words into phrases, the phrases into the clauses and sentences and the sentences into the context.

Sequence means what comes after what, Sequence should be there in the arrangement of sounds (phonetic sequence). phrases (grammatical sequence) words (lexical sequence) and length of the structures.

6. Principle of providing Controlled Vocabulary:

Vocabulary should be kept under control. Vocabulary should be taught and practised only in the context of real situations. This way, meaning will be clarified and reinforced.

7. Principle of aural-oral approach:

Speech is the primary form of language and writing is the secondary form. Language is connected with ear and tongue first and with eye and hand afterwards. During the initial stages, aural-oral approach is stronger than the visual

memory at this stage. Learning to speak a language is always by far the shortest road to read and write it. Hence, much importance should be given to aural-oral work than reading and writing in the initial stages of language learning.

8. Principle of accuracy and correctness :

Accuracy means to make use of right to exact words. Thus only those words be used which impart meaning for contexts. It is necessary for this, that:

- * the selection of words should be right
- * use of word should be economical
- * Expression should be impressive.

Correctness also implies the accuracy of pronunciation, intonation, spelling, structure and articulation. Thus the teacher should be both accurate and correct from the very beginning.

9. Principle of practice and drill:

Language is a habit forming process. For this purpose sufficient practice and drill must be given while teaching a foreign language like English. Language is a skill subject and not knowledge subject. Hence sufficient practice is needed in language learning.

10. Principle of concreteness:

The student will proceed from the concrete to the abstract and will therefore be furnished with an abundance of well chosen examples and concrete illustrations.

11. Principle of learning by doing:

It places more emphasis on acquiring the skill by doing. For foreign language acquisition written work, pronunciation, reading, spelling, writing, hearing are essential activities. Students be given a good practice of these.

12. Principle of practice in real situations.





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Language is taught so that the learners are able to make use of it in their day-to-day life situations. Different language items-say vocabulary, structures etc., should be dealt within the context of some appropriate situations so that the learner may find them very near to life.

Teacher should make efforts to relate the subject matter to life, customs, traditions, peculiarities and characteristics of the society to which student belongs. This will make the teaching more meaningful and learning can be transferred to real life situations.

13. Principle of Multiple Line of Approach:

The language should be approached simultaneously from many different sides in many different ways by means of many different forms of work. The teacher should adopt many approaches judiciously and rationally selected to reach the goal. Various approaches that may be used as follows;

- * Social
- * Functional
- * Cultural
- * Behavioural
- * Phonetic
- * Situational
- * Structural.

SOME PSYCHOLOGICAL PRINCIPLES:

1. Principle of motivation :

Motivation is of great importance in the teaching-learning process. Motivation to learn a language plays a very important role in learning it. A child learns his mother-tongue to get his needs fulfilled. Teaching of English should be closely related to the daily life of the students to make it more interesting. Internal and external motivation should be aroused by the teacher with the help of pictures, objects and actions. Special techniques are required to motivate the students to learn the foreign language.

2. Principle of interest:

To arouse Interest in the student teacher can make use of the following

- * audio-visual aids-pictures, charts, records, language lab etc.
- * relating the material to every day life.
- * undertaking various activities such as speaking, reading, writing etc.

3. Principle of Repetition and Exercise:

Repetition of subject matter leads to its better grasp and understanding. It also helps them to retain it in their minds for a longer time. Practice makes a man perfect. The teacher who makes lot of use of exercises, revision, and recapitulation etc. can teach the students efficiently.

4. Principle of Reinforcement:

Immediate reinforcement is an important principle. It has been experimentally proved that reinforcement of correct responses helps in better learning. The student should be told his response is correct immediately after it is given by him.

5. Principle of Readiness :

Readness is an essential part of the learning. As soon as the teacher enters the class, he should try to judge the readiness of the students whether they are prepared or not. In case they are not ready to study, the teacher should make all out efforts to make them ready and then proceed with the lesson.

6. Principle of variety:

The teacher should try to bring variety in the classroom teaching in following various methods and in the domain of correction work etc.



**7. Principle of fostering creativity:**

During teaching the teacher should give emphasis to creativity rather than cramming or reproduction of the material by the students in the classroom situation. Fostering creativity among the students is the best part of teaching.

8. Principle of sympathy and co-operation:

During teaching the teacher should have sympathetic and co-operative attitude towards the students. The teacher should create such an environment in the class that no student is afraid of him because of latter's sympathetic and co-operative behaviour.

9. Principle of Groups dynamics:

A teacher should try to inculcate among the learner a suitable type of group behaviour. In group the learners are able to develop qualities of co-operation, sacrifice, tolerance etc.

QUESTIONS

1. The 'Natural order' in the process of learning English suggests that children,
 - a) Are slow at learning to speak when not in school.
 - b) Learn to read and write simultaneously.
 - c) Are able to speak first and then listen
 - d) Acquire some language structures earlier than others.

(CTET-FEB-2014)

2. Language learning is better achieved if what students learn
 - a) Is closer in form and sound to their mother-tongue.
 - b) Helps them improve their chances of college admission.
 - c) Is functional in terms of their life values and goals.
 - d) Is in a controlled classroom environment.

(CTET-FEB-2014)

3. The items or elements of language which are essential for language learner should be presented based on _____
 - a) The principle of gradation
 - b) The principle of proportion
 - c) The principle of interest
 - d) The principle of aural-oral appeal

(KTET-2014)

4. Most important work of teacher is
 - a) To organize teaching work
 - b) To deliver lecture in class
 - c) To take care of children
 - d) To evaluate the students

(KTET-2015)

5. What is most important for a teacher?
 - a) To maintain discipline in class
 - b) To be punctual in class
 - c) To remove difficulties of students
 - d) To be good orator

(KTET 2015)

6. The teacher can remediate for the student with language learning difficulty by
 - a) Focusing on individual progress with individualized instruction
 - b) Providing notes that are summarized and simplified.
 - c) Initially, giving information as reading only, no writing
 - d) Conduct extra classes for the student to 'catch up' with others.

(CTET FEB 2015)

7. In the primary classes, it is recommended that children should be taught in their mother tongue because
 - a) It creates a natural environment
 - b) Children develop self-confidence
 - c) It promotes regional languages
 - d) It enables children to comprehend

(CTET FEB 2015)

8. The activities/language games such as solving cross-word puzzles, riddles, word building are used by a language teacher to



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- a) Develop language functions in the young learners
b) Enrich reference skill of the teachers.
c) Develop vocabulary in the young learners
d) Enrich reading skill or the teachers.
(KTET 2015)
9. We use real objects to teach young learners new words because
a) It helps learners associate words with objects they see in real life
b) It helps in teaching the correct spelling of words
c) We can teach vocabulary only through objects
d) Young learners are not capable of abstract thinking.
10. A teacher engages her learners in a fun activity before beginning a new lesson. The purpose of this activity is to
a) Motivate and energise the learners
b) Discipline the learners before the lesson
c) Divert the attention of the learners
d) Reduce the work load of the teachers
(CTET MAY 2012)
11. An effective language teacher____
a) Will use the text/book as well as other material as resources for teaching.
b) Will prepare question papers using only the questions given in the text-book.
c) Will rely entirely on the prescribed text-book.
d) Will make children learn all the answers to the questions given in the text-book.
(CTET JULY 2013)
12. A teacher can cater to the learning styles of all the children by
a) Teaching every lesson thoroughly and revising the lessons
b) Testing the children frequently
c) Advising the children to join drawing/dance/music classes
d) Employing a variety of teaching methods and modes of assessment which cater to diversity among learners
(CTET JUNE 2011)
13. When young learners seem to lose interest in a lesson, the teacher should
a) Allow them to go out and play
b) Ask them to sleep for a while
c) Tell a story or conduct an interesting activity
d) Ask them to sit quietly for some time.
(CTET JUNE 2011)
14. Teachers should not give corporal punishment to learners because
a) It is risky
b) It creates stress and fear in learners
c) It is only an emotional release for the teachers.
d) It makes parents very angry
15. All-round development of a child implies
a) Harmonious development of physical, emotional and mental faculties.
b) Specialized training to make the learner a 'Jack of all Trades'
c) Following the natural stages of child development
d) Providing vocational education for the learner to function in any working environment.
- 16) The main purpose of teaching is
a) Development of thinking power
b) Development of reasoning power
c) Both (A) and (B)
d) Giving information only
- 17) A good teacher is one who is capable of
a) Finishing the course in time
b) Inducing the students to learn
c) Giving a good result
d) Helping students in preparing good notes.





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18) Effective teacher is one :

- a) Who has control over the class
- b) Who can deliver more information in limited period
- c) who inspires students to learn
- d) Amends carefully the assignments

19) A teacher will become an effective communicator if

- a) He uses instructional aids
- b) He helps students get meaning out of what he teaches
- c) He asks questions between teachings
- d) He helps students to get correct answer to the questions on the topic

20) Basic education or the new education is also known as

- a) Essential education
- b) New Education policy
- c) Wardha Education plan
- d) Drive for education for all

21) Expand NCF 2005

- a) National curriculum framework 2005
- b) National common framework 2005
- c) National class framework 2005
- d) None of these

22) Teacher as per NCF 2005 is a

- a) Boss
- b) Leader
- c) Facilitator
- d) All the above

23) To create interest in learning

- a) Learners should not be labelled as slow average or high achievers.
- b) Learners should be told stories
- c) Involve the students in activities
- d) make them teach each other

24) As a facilitator of learning the teacher should

- a) aim at finishing the syllabus in time
- b) Load the learners with extra information about the theme of the text
- c) explain each lesson in detail
- d) Provide enough opportunities to expose the learners to hear and use the language

CTET-May-2012

25) According to NCF-2005 'across the curriculum approach' for teaching english means

- a) Using English as a medium of instruction for all the subjects
- b) Breaking down barriers between English and other subjects
- c) Having separate curriculum for English which goes beyond the other subjects.
- d) Treating english as one of the subjects in the curriculum

26) Which among the following is a feature of a child centered language classroom ?

- a) Teacher gives instructions and expects children obey and be disciplined
- b) children interact in the target language through tasks that require multiple intelligence
- c) Children work individually to prepare projects
- d) Teacher plans assessment everyday.

27) Knowledge of more than one language

- a) becomes burden to the teacher
- b) configures the learners while learning
- c) Is helpful in teaching and learning a new language
- d) becomes interference in learning

(CTET-July 2013)



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Answer Key

No. Option	No. Option
1 d	2 c
3 a	4 a
5 c	6 a
7 d	8 c
9 a	10 a
11 a	12 d
13 c	14 b
15 a	16 c
17 b	18 c
19 b	20 c
21 a	22 c
23 c	24 d
25 b	26 b
27 c	

4. AIMS AND OBJECTIVES OF TEACHING ENGLISH

Teaching of any subject becomes much effective and more systematic only when the teacher is fully aware of the aims and values of teaching of the subject. Because the basic principle of teaching is "know what you do and only do what you know." Hence in teaching and learning of English, fixing of aims and objectives is important. By doing so, we can provide meaningful learning experiences to achieve them. Aims and objectives of teaching English will determine all the aspects of its teaching, i.e. curriculum, text-books, methods, and techniques of teaching and tools of evaluation.

The following are the general aims of teaching/ learning English in India.

1. Knowledge aim:

English is a world language. It is taught either as a first, second or third language in India. The Kothari Commission suggested that English be studied as a library language with an aim of getting the knowledge of science and technology, commerce and trade by reading standard books in English. It is a window to the world. One can study world culture and world civilization with the help of English language.

2. Literary aim:

English has rich literature. several works of great authors of English such as plays of Shakespeare, poems of Wordsworth, Keats, Shelly, S.T.Coleridge, and others have been prescribed for study in several universities of the world. English literature is taught not only to develop appreciation among the students but also for the purpose of fostering creativity in literature.



**3.Cultural aim:**

Another aim of teaching and learning of English language is to develop the skill of appreciation for world cultures, civilization and history and it is possible only through the knowledge of English. several Indian Scholars and kings have already made substantial contributions to the world history. And their contributions like the value of peace and non-violence by the king Ashoka is being read and appreciated by the people across the globe. Similarly Indians are able to appreciate the contributions of international scholars and scientists in various fields which include Marconi, Alfred Tennyson, Karl Mark, Kantt. The learning, sharing and dissemination of world cultures would not have been possible in the absence of English language. Thus the learning of English language has enabled us to realize the cultural aim.

4.Utilitarian aim:

English language has been utilized for various purposes for the past several centuries. It has been widely used in the field of business, international trade and commerce, to conduct the proceedings of International conferences, organizations like UNO, UNESCO, WHO. Further, it has been used to promote international relations and to provide employment opportunities across the globe.

AIMS OF TEACHING ENGLISH:

In India English now exists as a second language. The aim of teaching English in India is to help students to acquire practical command of English i.e students should be able to understand spoken English, speak English, read English and write English. Thus these are :

The four basic aims of teaching English.

According to Thompson and Wyt the four

specific aims of teaching English at school stages are:

1. To understand spoken English.
2. To speak English
3. To understand written English.
4. To write English.

AIMS OF TEACHING ENGLISH AT JUNIOR LEVEL:(Class VI to VIII)

1. To understand spoken English.
2. To acquire spoken English.
3. To acquire a vocabulary sufficient to help the student in use of English.
4. To be able to make simple statements through English.
5. To respond to short conversational questions.
6. Write English legibly and coherently.

AIMS OF TEACHING ENGLISH AT SENIOR LEVEL:(Class IX to XII)

1. To be able to speak English fluently and accurately.
2. To think in English and then speak.
3. To be able to talk in English.
4. To be able to compose freely and independently in speech and writing.
5. To be able to read books with understanding.
6. To acquire a vocabulary of 2500 words.
7. Ability to use reference material such as encyclopedia, dictionary etc.

OBJECTIVES OF TEACHING ENGLISH:

Dr. B.S. Bloom has defined educational objectives as, "the desired goal or outcome at which instruction is aimed."

The effective learning of language would be meaningful and complete only, when the objectives of learning the language is understood thoroughly. Similarly, for proper study of English language, its objectives and skills must be understood and realized in their proper perspective.



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Characteristics of Good Objectives:

- * It should be specific and precise.
- * It should be attainable.
- * It should be based on psychological principles.
- * It should be for the development of the student.
- * It should be helpful in acquiring democratizing aims.
- * It should be for modifying student's behaviour.

The following are the important objectives of teaching of English:

1. Comprehension:

It is a psychophysical process in which a language learner receives messages either through listening skills or reading skills. The acquisition of other skills such as speaking and writing depends upon the quality of comprehension. Some important components of comprehension are, grasping the meaning of the words and thoughts, locate the key thoughts, find out the distinction between stressed and unstressed sounds, recognize the speech patterns, etc. Comprehension is realized through various activities, like listening to teacher's narration, description and through reading or written or printed material.

2. Expression:

The learner must learn to express thoughts himself clearly. Expression is a process in which speaker expresses his/her thoughts through articulation or written expression or both. Expression has three types. Such as oral, written and body language.

In this context of teaching expression as a second language, non-verbal communication i.e body language is not given much importance.

In oral expression, intelligibility in speech is the important component. Besides, there are

other components like, articulation of sounds, stress, intonation, pronunciation, pause rhythm, fluency and accuracy.

Written expression as an objective is realized with the help of certain components viz., production of written symbols, words, phrases, clauses, sentences, paragraphs, stories, essays, reports and summary in addition to those, there are other minor components such as unity, coherence, precision, adequacy, comprehensiveness, completeness.

3. Appreciation:

Appreciation is one of the important objectives of teaching English. There is adequate scope to develop appreciation through language teaching especially in teaching of poetry. The study of poetry provides ample opportunities to inculcate the skill of appreciation through various literary devices viz rhyming words, figures of speech, meter, alliteration, diction, images and style.

Thompson and Wyatt rightly remarked that it is necessary that the Indian pupil should not only understand English when it is spoken or written, but also he should himself be able to speak and write it.

Yet, clear cut objectives should be stated so that good planning could be done and right type of methods and techniques of teaching can be adopted.

The two main objectives of teaching English are:

- * **Language development**
- * **Literary development**

With the advancement of class and age of students, these two objectives will differ.

OBJECTIVES AT JUNIOR LEVEL (class VI to VIII)



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At this level the main aim is language development. So English should be taught as a language and not as a literature.

FOUR FOLD OBJECTIVES OF LANGUAGE TEACHING:

The four fold objectives of language teaching can be drawn from four aspects of language. The four aspects of language are:

- * **Semantic**- relating to understanding
- * **Phonetic**- deals with sound, spelling and pronunciation.
- * **Graphic**- related to writing
- * **Phonetic-cum-graphic** - dealing with reading.

In this way, it can be said that the four objectives of teaching English are:

- * To teach pupils to hear and understand spoken English.
- * To make them understand what they read in English.
- * To teach pupils to speak in English.
- * To write in English.

OBJECTIVES AT SENIOR LEVEL(Class IX to XII)

- * Development of a taste for English literature by reading prose, poetry, story etc.
- * Drawing aesthetic pleasure from reading English literature.
- * Understanding critical views.
- * Development of translating ability.
- * Developing interest in English literature.

QUESTIONS

- 1) A Poem of Wordsworth is prescribed for study to attain which of the following aims ?
a) Knowledge aim b) Literary aim
c) Cultural aim d) Utilitarian aim
- 2) Use of English language in the field of business, trade and commerce shows the attainment of
a) Literary aim b) Cultural aim
c) Utilitarian aim d) Knowledge aim
- 3) A good language use relies greatly on
a) Spelling b) Thinking
c) Vocabulary d) Intelligence
- 4) Due to the languages unique pronunciation rules students learning a language often
a) Speak fluently
b) Lack confidence while speaking
c) Write without mistakes
d) Have over confidence
- 5) What is the system of rules that governs how words can be meaningfully arranged to form phrases and sentences /
a) Language b) Syntax
c) Morpheme d) Phoneme
- 6) An effective lesson for teaching a language begins with
a) Testening & learning objectives of the lesson
b) Presenting the content of the lesson
c) Recapitulation & motivation through fun activity
d) Writing on the black board
- 7) National policy of education was approved by the parliament in the year
a) 1985 b) 1986
c) 1990 d) 1984
- 8) The aim of teaching english as per NCF 2005 is the cration of
a) Bilingualism b) Multilingualism



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- c) English only
d) None of the above
- 9) When language concepts are taught using real life situations they are
a) Easily understood and used
b) Not learnt well
c) Being taught naturally and so enable the learners to use them easily
d) Being taught in the same way as the learners' mother tongue
(CTET-May-2012)
- 10) The main responsibility of a language teacher as a facilitator is
a) To provide a lot of information & make the learners listen to it
b) To strictly control the class and cover the syllabus in time
c) To read the lessons aloud & provide explanation for them
d) To create number of opportunities for the learners to use the language meaningfully
(CTET-May-2012)

Answer Key

No. Option

- 1 b
2 c
3 c
4 b
5 c
6 a
7 b
8 b
9 c
10 d

5. LANGUAGE SKILLS

Role of listening and speaking skills in learning English

1) Listening Skill:

- * It is generally considered a passive skill where as speaking is considered an active skill.
- * To cultivate listening ability it is desirable to give a good practice in listening-extensive and intensive.
- * Extensive listening implies exposure to a wide variety of structures and sounds. Intensive listening is concerned with just one or two specific points.
- * Inadequate range of words and phrases that are understood.
- * Inability to maintain attention and to understand fast speech.
- * Inability to understand pronunciation.

Remedial measures for good listening:

- * Students should enrich their vocabulary
- * Dictation helps in sharpening attention.
- * Students should learn correct pronunciation for each word.
- * We need prepared recordings and tape recorders.
- * Students should be trained in listening to connected speech at normal conversational

2) Speaking skill :

- * Listening should precede practice in





speaking

- * It tends to make oneself-conscious.
- * It increases the reading speed.
- * The practice is random and not specific.

For the development of the speaking English in his students it is desirable for an English teacher to speak English correctly and one should ensure that one's own spoken English is good.

3) Reading skill:

Reading skill consists of three important components 1) Recognition of the graphic marks, 2) The correlation of these with formal linguistic elements 3) The correlation of these with meaning.

Importance of reading:

- * It indicates knowing of the language.
- * It helps to know the world's news
- * It is a resource of recreation and self-education.
- * Reading maketh a full man.

Aims of teaching reading:

- * To read English with accuracy and correct pronunciation.
- * To read with fluency and understanding.
- * To enable students to take pleasure and to form a habit of reading.
- * To widen eye-span.

Methods of teaching reading:

* Alphabetic method:

It is also called the 'ABC method' and 'spelling method'.

It was invented by Greeks and Romans.

The procedure is letters-words-phrases-sentences.

* Syllabic method:

It starts with teaching of syllables but not with an alphabet. Syllables are used directly and combined to form words and sentences. It is helpful in reading sounds.

* Word method:

A whole word is given for reading from the beginning words are presented with the help of audio-visual aids.

It is also called as 'Look and say method' and 'See and say method'

It has the advantages of a direct method

It is based on Gestalt Psychology

* Phrase method:

It is between word method and sentence method

Phrases are more suitable units of reading.

According to Palmer, the main supporter of this method, 'The word is too small a unit of speech and the sentence is too long a unit to be read at a time.'

It helps in extending eye-span.

* Sentence method:

Sentence is the unit of speech. We should adopt it as a unit reading.

It conveys a complete meaning. It facilitates speaking. It develops eye span.

The procedure of this method is sentence-phrase-words-letters.

* Story method:

In this method the are told a story in four or five sentences illustrates through pictures

It helps to create interest in child and give a complete unit of thought.

* Phonic method:

It is based on phonology and the teaching units are sounds of letters.

It provides a good knowledge of sounds and helps to avoid spelling defects.

4) Writing skill:

- * Writing involves both accuracy and fluency.
- * According to Bacon, 'Reading maketh a full man and writing an exact man.'
- * M.K.Gandhiji says, 'fair and legible hand -



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writing makes aman perfect in all walks of life.'

* It is coordination of hand and eye.

Features of good hand writing:

- * Legibility
- * Attractiveness
- * Uniformity
- * Distinctiveness
- * Good styled
- * Speedily
- * Correctly spaced

Questions :

1. Which of the following is/are productive skill/skills ?
a) Speaking b) Writing
c) Both (a) & (b) d) None of these
2. What is the order of language skills
a) Writing
b) Listening
c) Reading
d) Speaking
i) abcd
ii) bdca
iii) cdab
iv) badc
3. Use stress and rhythmic patterns and intonation patterns of the language and use vocabulary appropriately are the microskills involved which of the following
a) Reading b) Writing
c) Speaking d) Listening
4. Out of four language skills which of the following is/are receptive skill/skills ?
a) Speaking, Writing
b) Listening, Speaking
c) Reading, Writing
d) Listening, reading
5. Learning of a language completely depends of its.....
a) Comprehension b) Observation
c) Teaching learning d) Expression
6. Good speech is the result of
a) Good speaking b) Good listening
c) Good reading d) Good referring
7. One of the following is not the character of good listening
a) Allow interruptions
b) Asking doubts freely
c) Be attentive
d) Hearing sounds
8. Hearing sounds is an outcome of good listening and proper words
a) Reference skill b) Reading skill
c) Writing skill
d) Good speaking skill
9. Three S's of reading
a) Symbol, Sound, Sense
b) Sign, Sense, System
c) System, sound, symbol
d) Simple, sound, sense
10. Which is the end skill among the language skills
a) Reading b) Writing
c) Speaking d) Listening
11. The qualities of good hand writing are
a) Attractive b) Clear and space
c) Punctuation Marks d) All of the Above
12. Reading enables the learners to
a) Understanding information
b) Comprehending symbol and corresponding
c) Recognise graphic symbol and corresponding vocal sounds
d) Recognise language system
13. Reading Indicates
a) Knowledge of language
b) A source of self education
c) Knowing world news
d) All the above



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14. Reading maketh a/an
a) Complete man b) Full man
c) Perfect man d) exact man
15. One of the following is not suggestion to make teaching reading effective
a) Child should be familiare through conversation
b) Start with simple structures
c) Considering learners and their background
d) A proper atmosphere for reading should be created.
16. Teaching reading aims at
a) Accuracy b) Fluency
c) Understanding d) All the above
17. This develops art of pronunciation
a) Reading aloud b) Reading silently
c) Speachhing aloud d) Listening skill
18. The method of teaching reading syllable become unit of reading
a) Word method b) Syllabic method
c) Sentence method d) S t r u c t u r a l method
19. The method is used in initial stage of reading english is
a) Structural method b) Sentence method
c) Alphabetic method d) Syllabic method
20. Unit of speech is the sentence in the method.....
a) Alphabetic method b) Structural method
c) Syllabic method d) Sentence method
21. Writing is a tool used to enable a
a) Express what is in our mind
b) Express what is felt
c) Comprehens what is written
d) Express what is listened
22. According the Francis Bacon writing maketh an.....
a) Extraordinary man b) E x a c t man
c) Efficient man d) Ready man
23. In a language class room, the skill of speaking can be developed through
a) Enabling activities with a focus on conversation skill. leading to communicative competency.
b) Grouping activities where learner can talk in their own language
c) Engaging in small talk as confident learners
d) Emotionally connecting with learners.
24. Including a mini dictionary at the end of the english text book develops
a) Speaking skill b) Reference skill
c) Communicative skill d) lack of interest
25. One of the reasons for the failure in communication is
a) Poor attention
b) Weak in memorisation
c) Poor listening
d) Lack of interest.
26. Reading a road map or an airline schedule develops micro skills like
a) Pronunciation b) Expression
c) Critical thinking d) Scanning
27. An example of a question to funnel or restrict a respondent's answer is
a) What do you think of the weather ?
b) How many books are there ?
c) Tell me about your most recent holiday
d) What are your goals?
28. In the word 'flower' the phonetic transcription is
a) /fleur/ b) /flaur/
c) /flauer/ d) /flour/





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29). The spoken skills in a language teaching classroom can be developed through

- (a) Engaging in small talk as confident aggressive learners
- (b) Emotionally connecting with learners
- (c) Enabling activities with a focus on conversation skills leading to communicative competence
- (d) Group activities where learners can talk in whichever language they would like to

(CTET JUNE2011)

30). How will a teacher best teach 'writing' skills to a class ?

- (a) By brainstorming ideas and asking students to write in their own words
- (b) By asking students to write neatly
- (c) Through dictation
- (d) By asking students to learn articles and rewrite them

(CTET JUNE2011)

31). 'Students need to brainstorm ideas, organise them, draft, edit and revise their work,' is a 'process' which reflects

- (a) Reading skills
- (b) Writing skills
- (c) Listening skills
- (d) Speaking skills

(CTET JUNE2011)

- 19 c
 - 20 d
 - 21 a
 - 22 b
 - 23 a
 - 24 b
 - 25 c
 - 26 d
 - 27 b
 - 28 c
 - 29 c
 - 30 a
 - 31 b
-

Answer Key

No. Option

No. Option

- | | |
|------|-------|
| 1 c | 2 i i |
| 3 b | 4 d |
| 5 a | 6 b |
| 7 a | 8 d |
| 9 a | 10 b |
| 11 d | 12 c |
| 13 d | 14 b |
| 15 c | 16 d |
| 17 a | 18 b |



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6. Critical perspective on the role of grammar in learning a language for communicative ideas verbally and in written form

What is grammar ?

Joseph Prestley says, 'Language is a method of conveying our ideas to the minds of other persons and the grammar of any language is a collection of observations on the structure of it, and a system of rules for proper use of it.'

Chomsky says, "It is simply a system of rules that in some explicit and well defined way assign structural descriptions to sentences."

Dr. Sweet says, "grammar as the practical analysis of the language, its anatomy."

Dr. West says, "Grammar is not a code of rules; it is like etiquette and table manners, a statement of convention; it summarises what is done by cultural people."

Champion says, "Grammar is study of language by specialists, made in order to establish the rules and principles which are followed more or less unconsciously or instinctively by the native speakers."

Grammar consists of certain rules and that it is these rules that govern the system of language units and structures by which we communicate with each other.

Types of grammar

1) Perspective grammar:

It is also known as formal or theoretical grammar. Its main emphasis is on rules and forms. Its limitation is that it does not consider change in language.

2) Descriptive grammar:

It is also known as functional grammar. It emphasises the functional side of language. It changes along with the changes in the language.

3) Scholarly traditional grammar:

It is developed by the scholar using bibliographic references, critical evolution of the work of predecessors etc.

4) Structural grammar:

It was founded by an American linguist CC Fries. It puts emphasis on the structure of sentence.

It prefers study of the grammatical forms or structure of the language before considering lexical meaning.

5) Transformational-generative grammar:

It considers sentence as of two :

- a) Basic sentences and
- b) Transformed sentence

The components of this type of grammar

- a) Phonological
- b) Syntactic
- c) Semantic components

Merits of grammar:

* L.A. Gordon says, "Language is the vehicle of our thoughts and feelings and of our stories, whether true or not."

1. For correct expression it is a must.
2. Grammar is behind the logic of a language.
3. To proceed from concrete to abstract grammar teaching is essential.
4. It provides an insight into the structure of the language.
5. It is the systematized knowledge of the language.
6. Its importance in writing is undebatable.
7. It provides the criterion for judging the



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correctness of language.

8. It helps to develop various mental abilities such as reasoning, observation and concentrations.

* Demerits of grammar:

1. Simply learning rules is not enough for language. But it depends upon practice and habit formation, because it is a matter of skill.
2. The errors in language are not related to the knowledge of grammar.
3. Knowledge of grammar never helps in either fluency of speech.
4. It never provides ideas.
5. According to Palmer, "It actually hinders the spontaneous learning of a foreign language."
6. In the view of Jespersen, "grammar has absurd forms in it which are seldom used."

* Place of grammar in school curriculum:

Grammar is the most important element in language learning. According to Chapman, "the essential features of English which pupils must be acquainted with are word order, tense formation, sentence joints, the fixed nature of idioms and flexibility."

1. The descriptive grammar which puts emphasis on the function of language should be taught.
2. It should be taught incidentally and informally at the early stage.
3. It should occupy a secondary place.
4. It should follow the language.
5. Teaching of grammar should only start when pupils acquire some command over the language.

Distinction between formal and functional grammar:

Formal grammar lays stress on form rather than function, on definition rather than on their

application, teachers teach the rules and students are expected to learn these by heart. Grammar is taught for the sake of grammar.

Functional grammar does not emphasize the form of the rules of grammar but the function of the word in a particular context. It classifies words according to their functions and asserts that there is no grammatical classification of certain words.

Methods of teaching grammar

1. The traditional method:

This method takes help of a grammar book for teaching the grammar. The teacher tries to make clear these to the students by citing suitable examples. This method suffers from the following limitations.

- a) It emphasizes cramming
- b) It is against the educational exams
- c) Students find it least interesting

2. The informal method:

It advocates the teaching of grammar not by rules but by usages. While speaking, reading and writing grammar can be taught. This method is quite useful at the early stages.

It has some limitations

- a) All the rules cannot be taught by this method.
- b) Students do not get systematized knowledge of grammar.
- c) It consumes much time and labour of students

3. The reference or correlation method:

It is also called incidental method. Grammar is taught by relating it to text book, translation and composition. It suffers from the following limitations.

- a) It is not a complete method.
- b) It can interfere with the normal teaching.



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**4. The inductive-deductive method:**

It is considered as the best method because it follows certain educational principles.

Inductive means to proceed from observation to law. It has steps like present some examples, observe and analyse the examples and generalization.

Deductive means to proceed from law to observation. It has steps like verification and application of rule and practice.

Merits of this method:

- It follows certain educational principles like 'from known to unknown', 'from simple to complex' etc.
- Pupils remain active.
- Pupils find it interesting.
- In it cramming is not needed.
- It develops the power of reasoning and thinking in the students.

Demerits of this method:

- It can be applied usefully only at an early stage.
- It is not full in itself.

Questions :

- Prescriptive grammar emphasises on
 - Rules and forms
 - Rules
 - Formes
 - Rules and statements
- Descriptive grammar emphasises on
 - The target language
 - Day today uses of language
 - structures of language
 - Errors of grammer
- Structural grammar emphasises on
 - Words formation
 - A group of words
 - Structure of sentences
 - Usage of grammar
- The role of grammar in learning language
 - Expression in listening & speaking
 - Expression in speaking only
 - Expression in writing only
 - For correct expression in speaking & writing
- Grammar language deals with
 - Phonology
 - Marphology
 - syntax
 - All the above
- Traditional method of teaching grammar emphasises
 - Various rules
 - Definitions of grammatical terms
 - Both A and B
 - None of the above
- Which method focuses on usage of grammatical terms which speaking reading & writing
 - Formal method
 - structural method
 - Informal method
 - Non formal method
- The example of grammar items are given then the rules are explained by the teacher is called as.
 - Deductive method
 - Inductive Deductive method
 - Grammar-Ttanslation method
 - Inductive method
- The rules of the grammar are taught first followed by the examples.
 - Deductive method
 - Inductive method
 - Grammar-Translation method
 - Structural approach
- Grammar is taught incidentally while teaching the text, proses or poetry.
 - Deductive methhid
 - Co-related method
 - Inductive method
 - Structural approach





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Notes

11. "Grammar is as practical Analysis of language and its anotomy" quoted by
a) Dr Benn b) Dr Scot
c) Dr Sweet d) Dr Frost
12. I'm sure my classmates will bearmy statement
a) In b) On
c) With d) Out
13. He went the enquire how his son was getting..... with study
a) On b) In
c) Out d) Up
14. After long and fruitful friendship broke..... each other
a) Up b) In
c) Down d) On
15. The police the mob
a) Scattered b) Disbanded
c) Drove d) Dispursed
16. Pankaj is the best boy the underlined word is
a) Adverb b) Verb
c) Adjective d) Noun
17. Ramesh has writen many poems.....
a) Ramesh has been written many poems
b) Many poems have written by Ramesh
c) Many poems were written by Ramesh
d) Many poems have bean written by Ramesh
18. "The girl is too fat to run fast."
If so- that- not used in the sentence then it would be
a) The girl is so fat that she can not run fast
b) The girl is so fat that she could not run fast
c) The gils is so fat that to run fast
d) The girl is so fat that she was not able to run fast
19. Manjula is a good girl.....?
a) Is he ?
b) Is n't mannjula ?
c) Wasn't she ?
d) isn't she ?
20. India is larger than srilanka positive degree of this is
a) Srilanka is not so large as India
b) Srilaka is as large as India
c) India is as large as srilanka
d0 India is not so large as srilanka
21. The word which is closest in meaning the admonish is
a) Warn b) Reproof
c) Ask d) Advise
22. She did not realise that her classmastes were putting her leg the idiom in the above statement
a) She didnot realise
b) To pull one's leg
c) Her classmates
d) Did not realise that
23. Cell-sell, ear-year, pail-pale, buy by these are the examples for a) C o m p o u n d words
b) Simple words c) Homophones
d) Minimal pairs
24. Educate , digestion, beautiful, creation these set of words are used to teach
a) Tri-syllabic words
b) Di-syllabic words
c) Mono-syllabic words
d) Poly syllabbic words
25. "He has met with an accident" The doctors have treated him and they have shifted him to the ward.
Through these sentences the teacher is trying to teach the language item
a) Simple present tense
b) Present perfect tense
c) Present Continuous tense
d) Present perfect continuouus tense



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26. For a teacher to teach grammar this is not a criteria
a) The pupil's age
b) Stage of learning
c) Aims of learning
d) The size of the class
27. A good language use relies greatly on
a) Spelling b) Thinking
c) Vocabulary d) Intelligence
28. He was taken aback by his own performance
The Idiom taken aback means
a) Happy b) Surprised
c) Angry d) Sad
29. 1. Fasten 2. Whistle
3. Liten 4. Castle
The above given set of words can be used to teach
a) Diphthongs b) Vowel sounds
c) Rhyming words d) Silent letters
30. Example for homonym would be
a) Aisle/Isle b) Beer / Bear
c) Stale /Stall d) Stock/Stoke
31. Which is a lexical word?
a) Love b) Is
c) The d) Of
32. While learning about the passive voice form students learn about
a) Use of 'by'
b) Position of verbs
c) Position of nouns
d) use of verb form
33. The process of word formation consists of
a) Compounding and affixes
b) opposites and meaning
c) Verbs and nouns
d) Using synonyms or euphemisms
34. When rading to decode means to
a) An action used in ICT
b) Solving a complex Puzzle
c) To analyse and understand
d) Understanding a foreign language
35. The politician had been making promises long before election time. The statement is in thetense
a) Past continuous
b) Past perfect
c) Present perfect continuous
d) Past perfect continuous
36. The following is a conditional sentence
a) I have to go to work
b) If the sea is stormy the waves are high
c) Shut the door
d) It's a sunny day isn't it?
37. Use of grammar punctuation and spelling pertains to
a) Text production while writing
b) Formal speach
c) Listening to a lecture
d) In formar conversation
38. A synonym for the word 'inspired' from the text is
a) Adulterated
b) Impressed
c) Received
d) Divided
39. An antonym fot the word 'showcased' is
a) Advertised
b) Published
c) Abridged
d) Withheld
- 40). Noam Chomsky's reference to "deep structures" means a
a) Hidden set of grammatical rules learnt through intensive study.
b) Transformational grammar that has led in term to increased interest in comparative linguistics
c) Trend that English is the most common auxiliary language in the world.
d) Universal grammar underlying all languages and corresponding to an innate capacity of the human brain
(CTET-JULY-2013)





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41). 'what do you think about this idea?' The language function here is:

- a) Checking meaning
- b) Asking opinions
- c) Persuading
- d) Seeking permission

(Kerala TET 2012)

42). 'Let's....', 'Why don't we....', 'How about...', 'It might be a good idea to...'. The language function common for all these above utterances is:

- a) Directing
- b) Requesting
- c) Narrating
- d) Suggesting

43). Ritu often makes errors in Subject-Verb concord. The teacher can help her by

- (a) Taking up many examples for the entire class and paying special attention to Ritu
- (b) Explaining to her the rules of grammar
- (c) Asking Ritu to learn the rules and scolding her
- (d) Asking Ritu to write the rules ten times in her notebook

44). The activities/language games such as solving cross-word puzzles, riddles, word building are used by a language teacher to
(KTET 2015)

- a) Develop language functions in the young learners
- b) Enrich reference skill of the teachers.
- c) Develop vocabulary in the young learners
- d) Enrich reading skill or the teachers.

45). Grammar should be taught by

- (a) Asking students to learn rules
- (b) Making learners do written assignments
- (c) Giving clear explanations
- (d) Enabling practice in context

(CTET JUNE 2011)

46. Teachers do not give the meaning of new words to learners directly because

- (a) Learners already know the meaning of the words
- (b) Vocabulary will not be enriched
- (c) Learners do not like to be given the meaning of words
- (d) It prevents learners from discovering the meaning through puzzling out using clues

Answer Key

No.	Option	No.
1-a	2-b	
3-c	4-d	
5-d	6-c	
7-c	8-d	
9-a	10-b	
11-c	12-d	
13-d	14-b	
15-c	16-c	
17-d	18-a	
19-d	20-a	
21-a	22-b	
23-c	24-a	
25-b	26-d	
27-c	28-b	
29-c	30-a	
31-a	32-d	
33-a	34-b	
35-d	36-b	
37-a	38-b	
39-c	40-d	
41-b	42-d	
43-a	44-c	
45-d	46-d	



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7. Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders:

Language Difficulties for learners and errors:

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English. Language learners often produce errors of syntax, vocabulary, and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Cultural differences in communication styles and preferences are also significant.

Pronunciation:

Some students may have different pronunciation in English because of their mother-tongue influence. English contains a number of sounds and sound distinctions not present in some other languages. Speakers of languages without these sounds may have problems both with hearing and with pronouncing them. For example:

- * The interdentalals, /θ/ and /ð/ (both written as th) are relatively rare in other languages.
- * Phonemic contrast of /i/ with /ɪ/ (beat vs bit vowels), of /u/ with /ʊ/ (fool vs full vowels), and of /ɜ/ with /æ/ (bet vs bat vowels) is rare outside northwestern Europe, so unusual mergers or exotic pronunciations such as [bet] for bit may arise.
- * Native speakers dialects have difficulty distinguishing /r/ and /l/.

* Native speakers of many widely spoken languages distinguish voiceless stop pairs /p/, /t/, /k/ from their voiced counterparts /b/, /d/, /g/ merely by their sound.

Languages may also differ in syllable structure; English allows for a cluster of up to three consonants before the vowel and five after it (e.g. strengths, straw, desks, glimpsed, sixths).

Grammar:

- * Tense, aspect, and mood - English has a relatively large number of tense-aspect-mood forms with some quite subtle differences, such as the difference between the simple past "I ate" and the present perfect "I have eaten". Progressive and perfect progressive forms add complexity.
 - * Functions of auxiliaries - Learners of English tend to find it difficult to manipulate the various ways in which English uses auxiliary verbs.
 - * Modal verbs - English has several modal auxiliary verbs, which each have a number of uses. These verbs convey a special sense or mood such as obligation, necessity, ability, probability, permission, possibility, prohibition, intention etc. These include "must", "can", "have to", "need to", "will", "shall", "ought to", "will have to", "may", and "might".
 - * Articles - English has two forms of article: the (the definite article) and a and an (the indefinite article). In addition, at times English nouns can or indeed must be used without an article; this is called the zero article. Some of the differences between definite, indefinite and zero article are fairly easy to learn, but others are not, particularly since a learner's native language may lack articles, have only one form, or use them differently from English.
- ### Vocabulary:
- * Phrasal verbs - Phrasal verbs (also known as multiple-word verbs) in English can cause difficulties for many learners because of their





syntactic pattern and because they often have several meanings.

* **Word formation** - Word formation in English requires a lot of rote learning. For example, an adjective can be negated by using the prefixes un- (e.g. unable), in- (e.g. inappropriate), dis- (e.g. dishonest), non- (non-standard) or a- (e.g. amoral), as well as several rarer prefixes.

* **Collocations** - Collocation in English refers to the tendency for words to occur together with others. For example, nouns and verbs that go together (ride a bike/drive a car).

* **Spelling and pronunciation**: probably the biggest difficulty for non-native speakers, since the relation between English spelling and pronunciation does not follow the alphabetic principle consistently.

There is also debate about "meaning-focused" learning and "correction-focused" learning. Supporters for the former think that using speech as the way to explain meaning is more important. However, supporters of the latter do not agree with that and instead think that grammar and correct habit is more important.

Technology:

Language has a very significant role in our lives. It symbolizes the cultures in our societies where individuals interact and use it to communicate between each other. The development of transportation has influenced the global relations to be more practical were people need to interact and share common interests. However, communication is the key power to facilitate interactions among individuals which would provide them with stronger relationships. In places like the United States where immigration plays a role in social, economic and cultural aspects, there is an increase in the number of new immigrants yearly. "The number of non-native English speaking children in U.S. public schools continues to rise dramatically.

* The English language in England (and other parts of the United Kingdom) exhibits significant differences by region and class, noticeable both in accent (pronunciation) and indialect (vocabulary and grammar).

* The numerous communities of English native speakers in countries all over the world also have some noticeable differences. See Irish English, Australian English, Canadian English, Newfoundland English, etc.

* English has no organization that controls a prestige dialect of the language - unlike the French Academie de la langue française, Spain's Real Academia Española, Brazil's Academia Brasileira de Letras, or Esperanto's Akademio.

* **Disorder** : The students may use the words in disorder to make a sentence. e.g. 'What you have done? ' is in disorder. The sentence should be What have you done?

Diverse classroom/Social challenges and benefits:

A class room in which a teacher finds the students of different languages, different religions/cast/creed/culture and different gender

Class placement:

ESL students often suffer from the effects of tracking and ability grouping. Students are often placed into low ability groups based on scores on standardized tests in English and Math. There is also low mobility among these students from low to high performing groups, which can prevent them from achieving the same academic progress as native speakers. Similar tests are also used to place ESL students in college level courses. Students have voiced frustration that only non-native students have to prove their language skills, when being a native speaker in no way guarantees college level academic literacy. Studies have shown that these tests can cause different passing rates among linguistic groups regardless of high school preparation.



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Dropout rates:

Dropout rates for ESL students in multiple countries are much higher than dropout rates for native speakers. The National Center for Education Statistics (NCES) in the United States reported that the percentage of dropouts in the non-native born Hispanic youth population between the ages of 16 and 24 years old is 43.4%. A study in Canada found that the high school dropout rate for all ESL students was 74%. High dropout rates are thought to be due to difficulties ESL students have in keeping up in mainstream classes, the increasing number of ESL students who enter middle or high school with interrupted prior formal education, and accountability systems. The accountability system in the US is due to the No Child Left Behind Act. Schools that risk losing funding, closing, or having their principals fired if test scores are not high enough begin to view students that do not perform well on standardized tests as liabilities. Because dropouts actually increase a school's performance, critics claim that administrators let poor performing students slip through the cracks. A study of Texas schools operating under No Child Left Behind found that 80% of ESL students did not graduate from high school in five years.

Access to higher education:

ESL students face several barriers to higher education. Most colleges and universities require four years of English in high school. In addition, most colleges and universities only accept one year of ESL English. It is difficult for ESL students that arrive in the United States relatively late to finish this requirement because they must spend a longer time in ESL English classes in high school, or they might not arrive early enough to complete four years of English in high school. This results in many ESL students not having the correct credits to apply for college, or enrolling in summer school to finish the required courses.

ESL students can also face additional

financial barriers to higher education because of their language skills. Those that don't place high enough on college placement exams often have to enroll in ESL courses at their universities.

Interaction with native speakers:

ESL students often have difficulty interacting with native speakers in school. Some ESL students avoid interactions with native speakers because of their frustration or embarrassment at their poor English. Immigrant students often also lack knowledge of popular culture, which limits their conversations with native speakers to academic topics. In classroom group activities with native speakers, ESL students often do not participate, again because of embarrassment about their English, but also because of cultural differences: their native cultures may value silence and individual work at school in preference to social interaction and talking in class. These interactions have been found to extend to teacher-student interactions as well. In most mainstream classrooms, teacher-led discussion is the most common form of lesson. In this setting, some ESL students will fail to participate, and often have difficulty understanding teachers because they talk too fast, do not use visual aids, or use native colloquialisms. ESL students also have trouble getting involved with extracurricular activities with native speakers for similar reasons. Students fail to join extra-curricular activities because of the language barrier, cultural emphasis of academics over other activities, or failure to understand traditional pastimes in their new country.

Social benefits:

Supporters of ESL programs claim they play an important role in the formation of peer networks and adjustment to school and society in their new homes. Having class among other students learning English as a second language relieves the pressure of making mistakes when speaking in class or to peers. ESL programs also allow students to be among others who



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appreciate their native language and culture, the expression of which is often not supported or encouraged in mainstream settings. ESL programs also allow students to meet and form friendships with other non-native speakers from different cultures, promoting racial tolerance and multiculturalism.

Implications in the classroom:

Teachers must take into considerations the strategies learners use to learn a second language.

- * Learners tend to use their linguistic knowledge of the mother tongue (and may be knowledge of other languages they have learned.)
- * Learners try to transfer their cultural knowledge to make assumption when communicating in the target language.
- * Teachers must spot and highlight those shared features that may contribute to the target language learning.
- * Teachers must be cautious in error correction because errors may be the result of negative language transfer or incorrect assumptions held about the target culture.

Questions :

1. Effective instructors teach students strategies using minimal responses, recognising scripts and using language to talk about language these strategies help students learn to
 - a) Speak
 - b) Write
 - c) Listen
 - d) Read
2. Language is not a subject which can be taught, it's a subject which must be learnt said by
 - a) George watson
 - b) Michel Zone
 - c) Michel west
 - d) William words woeth
3. Positive inference is a kind of
 - a) Target language
 - b) Forcing lannguage
 - c) Victoriann lannguage
 - d) Native language
4. Error correction in students written work in most effective when the teacher
 - a) Inereasing number of periods
 - b) Practice by using lannguage more
 - c) Recommending the choose another language
 - d) Being taught by only native speakers
5. It's not the problem of teaching english
 - a) Classroom condition
 - b) Lack of audio visual aids
 - c) Lack of good teacher
 - d) Parents uninterests
6. Indian students generally suffer the ability to listen because
 - a) Lack of understanding pronunciation
 - b) Inability the understand past speech
 - c) Lack of vocabulary
 - d) All the above
7. One of the followinng is not remedial measure to improve listening skill
 - a) Improve vocabulary
 - b) Learn correct pronunciation
 - c) Attend class regularlyy
 - d) Sharpening attention
8. The practice in speaking started by
 - a) The learner with dialogue
 - b) The teacher with dialogue
 - c) The parents language
 - d) The good environment
9. While practising oral english teacher has the
 - a) Write correct transcription on the bound
 - b) Pay perticular attention towards pause stress intonation
 - c) Both (a) and (b)
 - d) None of these



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Notes

10. In Indian class room the develop spoken english.....role is important
a) Teachers' b) Parents'
c) students' d) All the above
11. Students are facing problem while speaking English because
a) sounds of regional language
b) Lack of good teacher
c) Lack of classroom environment
d) All the above
12. The important cause for retardation in english reading in the classroom
a) Reading has no place in examination system
b) Overcrowdness in classes
c) Both (a) and (b)
d) None of these
13. One of the following is not correct
a) Active involvement of the teacher
b) The learner efficiency is important
c) A good learning environment is needed
d) Teacher efficiency is not important
14. A teacher may adopt the following educational approach for children with special needs
a) Small sized classroom
b) Special curriculum
c) Special teaching methods
d) Adapted curriculum
15. It is the first time I've seen you the error is the above sentence is
a) First person pronoun
b) Second person pronoun
c) Third person pronoun
d) Relative pronoun
16. While writing plural form of wife thief leaf learners often commit error by writing wives thieves and leafs respectively due to
a) Fossilization
b) Imitation
c) Lack of knowledge of spelling
d) Over generalisation
17. One of the best ways to explain the content words is through
a) Meaningful situation
b) Repetition
c) memorisation
d) Flash cards
18. "I have learnt three poems."
the error in the above sentence is in the use of
a) Verb b) Pronoun
c) Noun d) Adjective
19. Copying dictation transforming sentences constructing sentences The above activities improve
a) Writing b) Grammar
c) Speaking d) Handwriting
20. Examples of irregular verbs are
a) break - Broke
b) Train - Trainer
c) Walk - Walked
d) Happy - Happier
21. Ability for adaptive and positive behaviour that enable students to deal effectively with every day demands and challenges are
a) Multiple intelligences
b) Learning domains
c) Life skills
d) Learning methods
22. A foreign/non-mother tongue language teacher often faces the problem of a class full of reluctant unmotivated learners this can be helped by
a) using methods and strategies to motivate and make learning more challenging in the class
b) Taking the help of an academic counsellor who will address the class
c) Identifying the students who are unmotivated and taking a special class for them
d) Encouraging learners to take their own time to complete assignments





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23) In a diverse classroom, learners find it difficult to speak and write good English and often lapse into their mother-tongue because (CTET- JAN-2011)

- a) They are not motivated to learn
- b) They lack enough competence as the structures of the two languages are different
- c) They do not have the ability to learn English
- d) They are slow learners

24) The teacher can remediate for the student with language learning difficulty by (CTET FEB 2015)

- a) Focusing on individual progress with individualized instruction
- b) Providing notes that are summarized and simplified.
- c) Initially, giving information as reading only, no writing
- d) Conduct extra classes for the student to 'catch up' with others.

25). A child studying in Class-III says : "I dranked the water." It indicates that the child (CTET JUNE 2011)

- (a) Has not learnt grammar rules properly
- (b) Should memorise the correct sentence
- (c) Has overgeneralized the rule for making past tense verbs, showing that learning is taking place
- (d) Is careless and needs to be told that she should be conscious of such errors

26). Children who are differently abled join a new school. Teachers give different reactions. Which one reflects the concept of inclusive education ? (CTET JUNE 2011)

- (a) "Oh ! How can I teach children who cannot even read ?"
- (b) "I'm worried that my class may not accept these children and some of the mischievous children may even harm the poor kids."
- (c) "Good, it will provide a good opportunity

for the children to learn to help each other and be supportive."

- (d) "Such children should go to special schools where they will learn better."

27). A teacher can cater to the learning styles of all the children by (CTET JUNE 2011)

- (a) Teaching every lesson thoroughly and revising the lessons
- (b) Testing the children frequently
- (c) Advising the children to join drawing/ dance/music classes
- (d) Employing a variety of teaching methods and modes of assessment which cater to diversity among learners

28). When young learners seem to lose interest in a lesson, the teacher should (CTET JUNE 2011)

- a) Allow them to go out and play
- b) Ask them to sleep for a while
- c) Tell a story or conduct an interesting activity
- d) Ask them to sit quietly for some time

29). The concept that is defined as an instinctive mental capacity which enables an infant to acquire and produce language is ____

- a) Universal grammar
- b) Innateness
- c) Language acquisition device
- d) Transformational generative grammar



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Answer Key

No. Option	No. Option
1-d	2-c
3-d	4-b
5-d	6-d
7-c	8-b
9-c	10-a
11-b	12-c
13-d	14-b
15-c	16-b
17-a	18-d
19-a	20-a
21-d	22-a
23-b	24-a
25-c	26-c
27-d	28-c
29-b	

8. LANGUAGE EVALUATING COMPREHENSION AND PROFICIENCY SPEAKING, LISTENING , READING AND WRITING

* INTRODUCTION :

Evaluation is a continuous process, which is an integral part of teaching and learning process. There can be no teaching without evaluation. The concept of evaluation was introduced by B.S. Bloom. It is concerned not only with assessment of the Students but with the whole process of education

MEANING AND DEFINITION OF EVALUATION:

According to NCERT: "Evaluation is a continuous process. It forms an integral part of the total system of education and is intimately related to education objectives"

According to J W Wrightstone:"evaluation is a new technical term introduced to design a more comprehensive concept of measurement."

Evaluation is a continuous and comprehensive process. It goes on constantly during lessons and unit, it clearly related to the teachers goal and points of view of English teaching. It is concerned with find out how far students have learned,as a consequence of teaching. CCE, in july 2009 union government announce continuous and comprehensive evaluation. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during / before examinations as the student will have to sit for multiple tests throughout year. The CCE method is claimed to bring enormous changes from traditional chalk and talk, pen paper tests which is not assess and enhance all the attributes of learners that's why all schools adopted this CCE method of evaluation. It refers to the student assessment





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system which covers all facts of education and overall development of the child.

MAIN PURPOSE OF EVALUATION IN ENGLISH LANGUAGE TEACHING

- * To find out the extent of acquisition of skills listening, speaking, reading and writing.
- * To make a quantitative assessment of learning language in terms of components of language development.
- * To set definite objectives in ELT for the learner which are realised at the end of the course.
- * To find out the strength and weakness of the pupils.
- * To motivate the learners to make steady progress in ELT.
- * To promote healthy competitive spirit in English among the learners.
- * To select student for promotion to next higher classes.

PRINCIPLES OF EVALUATION

- * Principle of direction
- * Principle of control
- * Principle of accuracy
- * Principle of objectivity
- * Principle of accountability
- * Confidentiality

TYPES OF EVALUATION

Criterion referenced Evaluation

Criterion referenced evaluation assess the Student's performance standard or criterion without any mention of the performance levels of the other students of the group. This evaluation method is related to mastery and development tests.

Non Referenced Evaluation :

Non referenced evaluation assess the student's performance related to other students of the groups. Student's are awarded marks and relative ranks in this method of evaluation.

Normative Evaluation :

Normative evaluation refers to assessment of performance of students based on certain set of rules, norms, guidelines or standards. The students must follow them strictly .

For example: CET competitive examinations

Formative Evaluation :

This process enables teachers to track each student's progress in academic subjects as well as co-scholastics areas such as life skills, attitudes and values and extra-curricular activities. School and teachers are advised not to restrict formative assessment to paper and pencil tests. Instead teachers are mandated to use other means of testing such as quizzes project works practical and assignment.

The main goal of formative evaluation is monitor students learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. This process is used to measure and monitor the learning of students during the period of instruction.

For Example: Unit Test

SUMMATIVE EVALUATION:

Summative evaluation refers to assessment of performance of student's at the end of the academic year. Their performance in the quarterly and half yearly tests, examinations are assessed and consolidated at the end of the term.

For example: annual /final exams



**EVALUATION IN LANGUAGE SKILLS:***** EVALUATION IN SPEAKING SKILL:**

ORAL TEST: Oral tests must be an essential part of evaluation in spoken English skill of the students. In the beginning tests should be mostly oral, written test can be introduced only at a stage. Oral test must not be ignored at least in the measurement and evaluation of spoken English skill. Oral tests are the best means of improving the pronunciation of the students and measuring their oral expression. They not only keep the student's alert and attentive but also stimulate their mental activity.

Short questions should be put on familiar objective and topics thought in the class during the session and the student's should be asked to give their answer orally,

ORAL TEST SHOULD TEST THE FOLLOWING OBJECTIVES OF THE STUDENT:

*** Reading:** The teacher asks students to read a passage one by one. He himself notes their pronunciation, stress, speed and intonation

*** Comprehension:** the teacher shows a picture to the students and then asks some questions based on the picture.

*** Expression skill:** should be tested by answering questions on the basis of picture theme.

EVALUATION IN LISTENING SKILL:

With the help of audio resources such as linguaphone, audio cassettes, language laboratory, radio broadcasts..... teacher should conduct evaluation in listening skill.

For example: student's listen the passage or radio announcement, based on that teacher asked some questions, students answered to the question what they listened.

EVALUTION OF READING:

A students achievement in reading can be evaluate from his responses to new material. Test of reading should have three unseen passage each. of different kind of writing

For example: dialogue, conversation, narration and description.

This is to ensure that the student has developed the ability to read and comprehended the different kind of prose.

TESTING EXPRESSION ABILITY:

1. Producing different sounds: the teacher writes down pairs of words similar in sounds.
2. Describing a picture: the teacher shows a picture and asks the students to speak two or three lines about it.
3. Conversation: discussion should be performed in class under the direction of a teacher.
4. Reading aloud: through reading stress and intonation should be checked by the teacher.
5. Describing action: is also a way of testing expression ability.

EVALUATION OF WRITING SKILL:

Free composition is not a satisfactory device to test pupils achievement of writing in english. So questions may be set on same functional topics.

For example:

1. Write an essay in about 150 words clearing with following points.
 - * What is your ultimate aim?
 - * Why did you go to tour?
2. Change the form of narration.

She said, "I am going to bangalore tomorrow"



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3. Join these two sentences into one sentence
sudha is suffering from ill. She does not go to school.

4. Put the following group of words in the right order to make correct sentence.

Are drawing water/ from the well/ the women.

5. write the following sentence in plural.

There is a cup of tea and a bottle of milk on the table.

PREVIOUS YEAR QUESTIONS

1) Which of the following statement is true”

(CTET 2011 June)

- a) While all formative tasks are meant for improving teaching learning some are used for assessment.
- b) Formative assessment helps us to grade student's into good average and poor”
- c) All formative tasks are meant for assessment.
- d) Formative assessment to be effective must be conduct only after teaching a lesson.

2) The most important purpose of formative assessment.

(CTET 2012 FEB)

- a) To form an opinion about the best student in the class.
- b) To score and rank students on the basis of their performance.
- c) To provide qualitative feed back on students learning.
- d) To judge the performance of teacher and schools.

3) The assessment of students writing should most im porta ntly focus on...

(CTET 2015 Feb)

- a) Using idioms and metaphors
- b) Correct spelling and grammar
- c) Expression and ideas
- d) Keeping to the word limit

4) The main purpose of assessment is....

(CTET 2012)

- a) To give practice in writing
- b) To improve the teaching learning process
- c) To decide pass and fail
- d) To measure achievement of learners

5) The most effective tool to asses values and attitude of learners is...,

(CTET 2012 Jan)

- a) Portfolio
- b) Unit test
- c) Summative test
- d) Anecdotal record

6) Continuous and comprehensive evaluation should be adopted by all schools because

(CTET 2012 Jan)

- A) Traditional pen-paper tests do not assess and enhance - all the attributes and abilities of learners
- B) It free the learners from studies and hard work
- C) It efforts teachers opportunities to test learners frequently
- D) It is the latest development in the field of education

7) Formative assessment of students writing skills could be based on

(CET 2014)

- a) Group dancing
- b) Model making individually
- c) Scripting a skit in pairs
- d) A formal written test

8) Which of the following is not a legitimate purpose of assessment in education

(CTET 2013)

- a) To identify individual and special needs of learners
- b) To improve the teaching-learning process
- c) To rank the learners on bases of marks
- d) To find out to what extent curricular objectives have been achieved



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9) Comprehensive evaluation refers to assessment of (CTET 2012 Jan)

- a) Academics subjects
- b) Both scholastic and co-scholastic areas
- c) Summative assessment tests
- d) Co-curricular activities

10) Language evaluation must aim at..... (CTET 2015)

- a) Assessing the achievement of learner in terms of grades
- b) Assessing the learners language proficiency
- c) Assessing the learners knowledge of the rules of language
- d) Assessing the learners ability to learn a new language

11) One of the main objective of continuous and comprehensive evaluation is..... (CTET 2015)

- a) To conduct more and more tests in one academic year
- b) To test every aspect of the learners development
- c) To emphasize memorization
- d) To make sure the learners do not forget what they have learnt.

12) Language evaluation should (CTET 2014)

- a) Measure the learners language proficiency
- b) Not to be tied to achievement in a particular syllabi
- c) Use only written tests
- d) To be identify the learners proficiency to translate from his mother tongue into English

13) Summative assessment is..... (CTET 2014 FEB)

- a) Assessment in learning
- b) Assessment as learning
- c) Assessment for learning
- d) Assessment of learning

14) In order to have language proficiency which one not essentially required ? (CTET 2015)

- a) Efficiency
- b) Appropriacy
- c) Accuracy
- d) Fluency

15) Which of the following will help learners take greater responsibility for their own learning. (CTET 2012 JAN)

- a) Summative assessment
- b) Supervised reading sessions
- c) Controlled writing tests
- d) Peer assessment

16) A good summative assessment should have which of the following qualities? (CTET 2012 JAN)

- A) Be reliable and without bias
- B) Test mainly structure
- C) Have very few grammar questions
- D) Test the full years syllabus

17) To identify and measure the learners potential for his/her specific abilities and skills such as music, science, medicine etc, in the school (CTET 2012)

- a) Conduct proficiency test
- b) Conduct aptitude tests
- c) Keep record of various activities the learner was involved in
- d) Seek opinion of various teachers teaching the learner

18. Evaluation is
a) Continuous and comprehensive
b) Testing and observing
c) Evaluation with tools
d) Examining and grading

19. In three corners of the education system are
a) Learning, writing and teaching
b) Evaluation, teaching and learning
c) Teaching, evaluation and discussing
d) Learning, teaching and promoting





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20. For speaking level of language proficiency the teacher relies on
- Formal evaluation
 - Non-formal evaluation
 - An informal evaluation
 - All of these
21. Pronunciation component can not be assessed without listening to
- Actual reading
 - Actual reading and writing
 - Actual listening
 - Actual speech production
22. The systematic meaning of listening comprehension and speaking proficiency among the second language (learnings) students is
- Really a method
 - Actually a process
 - Methodology
 - Relatively a young science
23. Listening is of the auditory stimuli that have been perceived
- Through hearing
 - Through speaking
 - Through writing
 - Through reading
24. Which one of these is not the kind of listening
- Active
 - Passive
 - Appreciative
 - Dialogic
25. The first of modern test of auditory comprehension was tried out in.....
- 1595
 - 1945
 - 1954
 - 1495
26. Skilled reading is not
- Constructive
 - Fluent
 - Motivated
 - Promotive
27. Which is a complex cognitive process of decoding symbols in order to construct meaning
- Listening
 - Speaking
 - Reading
 - Writing
28. The Language skill which is considered as passive skill
- Writing
 - Listening skill
 - Speaking
 - Reading
29. Listening is found to be most effective when
- It is planned to teach a lesson
 - It is reached the learners
 - It is done in preparation for speaking
 - It is satisfied to the teachers
30. To cultivate listening activity, it is desirable to give a good practice in
- Precise writing
 - Fluent speaking
 - Intensive learning
 - Extensive and intensive reading
31. Extensive listening exposed.....
- A wide variety of structures and sounds
 - A plenty of opportunities to learn
 - A use of language
 - A variety of writing and expressing
32. Intensive listening is concerned with
- Two or more specific points
 - One or two specific points
 - Few points
 - Many specific points
33. Limited English Proficiency (LEP) is a term used in the United States that refers to a person who is not
- Good in writing english
 - Fine in reading english language
 - Fluent in English language
 - None of these



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34. Listening to the music while doing another task would be an example for
- Casual listening
 - Focussed listening
 - Intensive listening
 - Attentive listening
35. Candidates aged between..... are most likely to make errors
- 25-30
 - 21-25
 - 31-35
 - 1520
36. An invitation, which contains some information is given to the learners, the learners here
- Reads thoroughly
 - Scans the information
 - Skims the information
 - reads it casually
37. Pre-reading activities are used to
- Practice skimming
 - Evaluate children's language ability
 - Practice reading for details
 - introduce the topic
38. Reading map of road or train schedule develops micro skills like
- Pronunciation
 - Expression
 - Critical thinking
 - Scanning
39. Standardized assessment means assessment
- Formative
 - Summative
 - Frequent
 - Alternative
40. Multiple choice items consist
- Set of questions
 - Options to choose answer
 - Searching answer
 - Writing correct answer
41. The aim of proficiency is that
- The child should learn to do the task both accurately and quickly
 - The child should learn to comprehend
 - The child should be active in learning
 - The child should aim at reaching bright future
42. Generalization means
- Able to learn the things complexity to easy
 - Able to attend the exam and get pass
 - Able to make difficult easy
 - Able to carryout a particular task in a different situation.
43. Student is able to use reading because
- To reach language proficiency
 - To accomplish communication goals
 - To assess accurately the reading ability
 - To improve listen spoken english
44. Every child needs re-inforcement which means
- Taking special care
 - Giving feed back
 - Motivating the child to carry on with the learning
 - improving the language skills in child
45. Once the child is able to generalise them he can
- Apply a learnt skill in a new area of application
 - Be able to understand everything he learnt
 - Combine the past and the present learnings
 - Apply for all in his life
46. Most of the activities in school should be in
- Reading and writing
 - Listening and speaking
 - Reading and listening
 - Listening and writing



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- * It gives exposure to meaning form and function of language.
- * It Provides opportunities to language learner to study literature in the form of prose, poetry and short plays.
- * It enables the teacher to have uniformity in instruction and evaluation.
- * It helps students in self-study.

CHARACTERISTICS OF A GOOD TEXT BOOK IN ENGLISH

A good text book in English must contain these following characteristics:

- 1) Adequate subject matter
- 2) Pictures and illustrations
- 3) Opportunity of oral work
- 4) Suitable vocabulary and structures
- 5) Developing language skill
- 6) Cultural and environmental content
- 7) Technical characteristics
- 8) Teachers hand book

MULTI MEDIA MATERIALS :

- 1) Audio teaching aids
- 2) Visualteaching aids
- 3) Audio-visual teaching aids

1) AUDIO TEACHING AIDS:

Audio aids are very important and useful in ELT. Audio facilitates the hearing sense. It is useful for language teaching. It is used to achieve the cognitive and affective objectives of teaching. The language laboratory has been designed for this purpose. Audio teaching aids are

- * Lingua phone (record player)
- * Audio cassettes (tape recorder)
- * Radio broadcasts

LINGUA PHONE (RECORD PLAYER)

Lingua phone is a teaching gadget used to teach listening and speaking skills. Pre - recorded audio cassette and tape script are used exclusively to teach pronunciation. Selfcorrection and self-assessment of progress of the language learner. It teaches the child to speak in correct speech with the same pitch, stress and intonation pattern. Learning with authenticity fluency and confidence is made possible through this teaching machine.

A record player can be used for teaching spelling of English words.

Drills for vocabulary and structure can also be given with the help a record player.

AUDIO CASSETTES (TAPE RECORDER):

Audio cassettes are very useful to help young learners to listen to rhymes, songs, stories and conversation in English. Further audio cassettes can be used to store information and lessons on stress and intonation.

Tape recorder can also be used for the following purpose:

- a) Speech correction
- b) Reading a story, play, poetry.
- c) Musical appreciation
- d) Knowledge of phonetics

It is a very important type of audio. It can be used in a number of ways for teaching English. The pronunciation of the students can be improved considerably. Listening ability and speaking ability of English can be improve with the help of radio.

Radio brings subject experts and other great man in the classroom. Lectures talks and address of important personalities from any corner of world can be heard on the AIR (all India radio).



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Answer Key

No. Option	No. Option
1 d	2 c
3 c	4 b
5 d	6 a
7 c	8 c
9 c	10 b
11 b	12 a
13 d	14 a
15 d	16 a
17 a	18 a
19 b	20 c
21 d	22 d
23 a	24 d
25 c	26 d
27 a	28 b
29 c	30 d
31 a	32 b
33 c	34 d
35 b	36 b
37 d	38 d
39 b	40 b
41 a	42 d
43 b	44 c
45 a	46 b

9. TEACHING-LEARNING

MATERIALS: TEXT BOOK, MULTI MEDIA MATERIALS, MULTILINGUAL REASOURSE OF THE CLASS ROOM

* INTRODUCTION:

Teaching learning materials are an important aspect in teaching and learning process. Teaching materials are a generic term used to describe the resource teachers used to deliver instruction. Teaching material can support student learning and increase student success.

Text book:

Text book is an important tool in the hands of the teacher. It helps the teacher to realize the objectives of teaching English and to provide good learning experience to the students. According to R S Trivedi: "In the absence of any other instructional material the text book becomes a potent tool in the hands of a teacher to teach the skill of a language and the more so far a foreign language".

IMPORTANTS OF ENGLISH TEXT BOOK:

A text book in English is needed to the students in order to know the boundaries of learning English in each class or a stage.

- * It makes teaching of English systematic.
- * It gives guidelines on a number of prescribed prose and poetry in English.
- * It suggests a number of topics in grammar and composition.
- * It provides the various activities and resource of the development of skills; listening, speaking reading and writing
- * It gives sufficient exposure to communication activities.



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**2) VISUAL TEACHING AIDS:**

Visual aids appeal the visual or seeing function. It helps achieving the cognitive, affective and psycho-motor objectives. Visual teaching aids can be classified into the following types.

- * Block boards
- * Flannel boards
- * Charts
- * Pictures
- * Flash cards

3) AUDIO-VISUAL TEACHING AIDS:

Audio-visual teaching aids stimulate the audio as well as the visual sense organs. Thus encouraging listening and observing function. Audio-visual teaching materials are classified into the following types.

- * Television
- * Films
- * Video cassettes
- * Multimedia cd's

MULTILINGUAL RESOURCE:

Multilingual means able to speak several different languages. A multilingual person speaks a number of different languages. India is a very good example of multilingual nation in the world. Among its people are nearly twenty language groups, In a multilingual society, no language can continue in its pure, native form. Each language in the society is influenced by the other languages, as speakers of the languages come into contact with one another.

The aim of English language teaching in India according to the NCF 2005. Position paper of the national focus group on English language teaching is the creation of multilingual who can enrich other Indian languages.

Multilingualism which is defined as speaking two or more languages, is often viewed as an

impediment to the teaching and learning of second language. Multilingual resource can help to learn English as second language in India it provides teaching strategy in our English classroom.

TEACHING AND LEARNING MATERIALS QUESTION

1) A picture dictionary is the best resource of developing.

(KTET 2015)

- a) Vocabulary among young children.
- b) Reading skill among the students.
- c) Writing stories and paragraphs.
- d) Communication skill among the young learners.

2) Which one of the following is not an authentic material?

(KTET 2014)

- a) News paper
- b) Text book
- c) Magazine
- b) Pamphlet

3) A good introduction to a text should be.....
(CTET 2012 Jan)

- a) A detailed explanation of meaning of the text.
- b) Blocking the student's active involvement by means of questioning.
- c) Short and to the point.
- d) Telling the students any thing that they can find out for themselves by reading the text.

4) Young learners will enjoy a play included in the text book when they.

(CTET 2012 May)

- a) Read the play silently
- b) Listen to the teacher reading play.
- c) Enact the play.
- d) Get detailed explanations about the play from the teacher.



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5) Instead of asking questions and getting answers from her learners; a teacher gives some short texts and asks her learners to frame questions. Her primary objective is to.....

(CTET 2012 May)

- a) Train the learners as good question paper setters.
- b) Take their help during examinations.
- c) Make the learners realize the difficulties faced by teachers in preparing question papers.
- d) Enhance the learner's analytical and critical thinking.

6) Problems of spelling errors of the students can be easily solved through.....

(CTET 2012)

- a) Dictionary
- b) Dictation
- c) Teaching aids
- d) Text book

7) New technology is becoming an integral part of our social fabric. This is reflected in the classroom when students are.

(CTET 2012)

- a) Actively searching for answers using computers.
- b) Using a white board during a presentation.
- c) On frequent field trips for first -hand experience
- d) Narrating during power point presentation,

8) A teacher uses a report from a newspaper to teach writing. The material used thus for teaching is referred to as.....

(CTET 2014)

- a) Realistic material
- b) Natural material
- c) Authentic material
- d) External material

9) In learning a new language multilingualism is.....

(CTET 2012)

- a) An asset
- b) An interference
- c) A burden
- d) A methodology

10. The effective teaching learning materials are

- a) Text books
- b) Multuimedia materials
- c) Multi lingual resources
- d) All of these

11. A text book is a collection of the

- a) Knowledge, concepts and principles
- b) Knowledge, understanding, appreciation
- c) Knowledge, comprehension, criticism
- d) Knowledge, application, expression

12. One of the following is not the characteristics of a good text book

- a) Exercise for practice must be given
- b) It should have more pages
- c) Finding active vocabulary
- d) Pictures and illustrations are given

13. Text books are specially created by the

- a) Text book commmittee
- b) Learners to parents
- c) Currmakers
- d) Educationists

14. In use of Multi media DDDE stands fvor

- a) Dedicative, Determine, Develop & Exactners
- b) Decide, Demonstration, Design & Efficiency
- c) Develop, Decide, Dedication and Excellence
- d) Decide, Design, Develop and Evaluate

15. Multi Media is

- a) Communicative media
- b) Listening media only
- c) Watching media only
- d) None of these



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30. Speaking is the
 a) Productive skill in the oral
 b) Productive skill in the writing
 c) Receptive skill in the oral
 d) Receptive skill in the writing
31. Interactive speaking situation includes
 a) Face to face conversation and telephone calls
 b) Student Teacher interaction
 c) Teacher-parent involvement
 d) Student- Officer conversation
32. Example for non-interactive speaking situation
 a) Short message service
 b) Speech for radio broad cast
 c) Meeting Announcement
 d) None of the above
33. Reading can help build
 a) Proficiency of learning
 b) Speaking fluently
 c) Vocabulary that helps listening comprehension
 d) None of these
34. The first attempt of the aids to teach english
 a) TV
 b) Recorder
 c) Phone
 d) Radio
35. Multi-media have----- on the mind of learners
 a) Nothing
 b) High impact
 c) Perfect impact
 d) Effect
36. is that the audience does not interrupt the speech
 a) Invention
 b) Convention
 c) Presentation
 d) Motivation
37. The speaker has to
 a) Use multilingual meterial
 b) Use english speakers
 c) Use stress, rhythmic patterns, pause intonation
 d) Use dialogues
38. The Listener has to
 a) recognise vocabulary, gramatical word, classes, basic syntacttic patterns and cohesive devices
 b) Word boundaries, deseriminate detect keywords
 c) Learn to speak
 d) Learn to read well

Answer Key

No. Option	No. Option
1 a	2 d
3 c	4 c
5 d	6 a
7 d	8 c
9 a	10 d
11 a	12 b
13 c	14 d
15 a	16 a
17 b	18 c
19 d	20 d
21 b	22 c
23 c	24 d
25 d	26 a
27 b	28 c
29 d	30 a
31 a	32 b
33 c	34 d
35 b	36 b
27 c	38 a



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Notes

16. Lingual means
 - a) Tongue
 - b) Sound system
 - c) Language
 - d) idea
17. One can able to communicate fluently in multiple languages with
 - a) Multiple Choices Questions
 - b) Multi lingual reasources
 - c) Language skills
 - d) usage of fluent english
18. Factors that affect language learning include
 - a) Age and attitude only
 - b) Age and aptitude only
 - c) Age attitude and aptitude
 - d) Age, Maturity and health condition
19. are excellent teaching aids
 - a) Library books
 - b) Students
 - c) Guides
 - d) Good text books
20. The term a person as 'A' good speakers of English' when he
 - a) Speaks slowly and puts stress on every word
 - b) Speaks fast and fluently
 - c) Speak in a universally intelligible way
 - d) Speaks deliberately and confidently
21. Use of teaching aids in the class room makes learning
 - a) More intersting to students
 - b) Interesting, participatory and competency oriented
 - c) Effective to students
 - d) The language more easy
22. Teacher encouraging the students to write limericks, short stories etc. as an extension of language teaching develops
 - a) Commmunicative writing
 - b) Professional writing
 - c) Creative writing
 - d) Academic writing
23. Which learning domain constitutes higher order thinking
 - a) Remembering
 - b) Understanding
 - c) Application
 - d) Evaluation
24. One of the ideas is not Deductive method
 - a) Makes learner learning
 - b) Develop communicative ability
 - c) Active during the class
 - d) Hardly use of audio-visual aids
25. From example to generalisation is
 - a) Inderctive Method
 - b) Direct Method
 - c) Child centred method
 - d) Deductive method
26. Text book must contain the lesson of
 - a) National integration world peace, love
 - b) Uniqueness
 - c) Unity in adversity
 - d) None of these
27. Criteria of a good Text books is
 - a) Having educational news
 - b) exercise book and practical work should be given
 - c) Having dictionaty in the book
 - d) Having teacher's handbook
28. Language should be according to and interest of the students
 - a) Interest
 - b) Mind
 - c) Age
 - d) All the above
29. What is preferable while teaching English
 - a) Indirect Method
 - b) Multi-lingual Method
 - c) Interaction Method
 - d) Direct Method and rare use of regional language





10. REMEDIAL TEACHING

Remedial teaching is the most important aspect in educational system. Before we are going to conduct the remedial teaching we diagnose the student. Here the teacher acts as a doctor. How the doctor diagnose the patient to find out the problems before starting the treatment. In the same way the teacher also diagnose the students to find out the strength and weakness of the student before starting remedial teaching.

* DIAGNOSTIC TEST:

It is a test administered before remedial teaching to establish the state of learner's knowledge of the language.

MEANING AND DEFINITION OF THE DIAGNOSTIC

TEST:

Diagnostic tests helps us to know the particular strength and weakness of the individual students. We will be able to find out and analyse the mistakes what a learner knows or does not know while learning the language.

According to David A Payne: "a diagnostic test undertakes to provide a picture of strength and weakness of pupils".

Much diagnosis must be done by teachers using tests developed by themselves.

FEATURES OF DIAGNOSISTIC TEST:

- * To identify the weakness and strength of the pupil.
- * To identify the lapses in the learning.
- * To advise suitable remedial measures.

- * To measure their progress.

* REMEDIAL TEACHING:

Diagnosis is the process of investing the learners difficulties and the reasons for this its follow up leads to action that may help children make up their deficiencies. This step is generally termed remedial teaching.

MEANING AND DEFINITION OF REMEDIAL TEACHING:

The word remedial means to improve, remedy something. Remedial teaching is a special course that helps students who have difficulty in learning something.

It is also known as compensatory or corrective teaching. The teacher teaches the lesson in order to help to slow learners make up for what they lost in the course of learning.

MAIN FEATURES OF REMEDIAL TEACHING:

- * The teacher uses extra hours after school, weekends or holidays.
- * The teacher uses resources and various teaching methods.
- * Teacher helps the children to master, retain or remember what they have learned.

WHICH CHILDREN NEED REMEDIAL TEACHING:

- * Under achievers, slow learners or children at risk
- * Backward children.
- * The handicapped, deaf and dumb, lame, albinos, short sighted, sick etc.
- * Children learning from peer teaching and cooperative learning to passive learning.





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PROCEDURES FOR REMEDIAL TEACHING:

1) Corrective teaching

- * Divided the content into smaller units or steps
- * Supervise study sessions.
- * Individualized tutoring.
- * Re-teach the lesson.

2) Formative evaluation:

Consistently give quizzes as you teach to find out if children are learning as expected and undertake to correct immediately.

3) Summative evaluation:

At the end of each unit give a test. Those who score 80% should be put in a group and given enrichment activities relating to that unit. This extends their knowledge. Those who score less than 80% should be put in another group and given corrective teaching, may be at some extra time.

REMEDIAL TEACHING:

QUESTIONS

1) Achievement gaps can be closed by.....

(CTET 2012 Nov)

- a) Investing on more reference books in the library
- b) Conducting after school special classes for weak student's.
- c) Getting more financial support from the government.
- d) Recruiting and training moral personnel to help the special needs children.

2) Teachers can remediate for the student with language learning difficulty by.....

(CTET 2012 Feb)

- a) Focusing on individual progress with individualized instruction,
- b) Providing notes that are summarized and simplified.
- c) Initially giving information as reading only no writing.
- d) Conduct extra classes for the student to

catch up with others.

3) A teacher can obtain information about the strengths and weaknesses of learner using.....,

(CTET 2012)

- a) Achievement b) Proficiency
- c) Diagnostic d) Aptitude

4) The language skills that cannot be assessed through a traditional pen-paper test are.....

(CTET 2012)

- a) Reading and speaking.
- b) Writing and listening.
- c) Reading and listening.
- d) Listening and speaking.

5) Remedial teaching refers to teaching

- a) To address gaps in learning.
- b) After the regular school hours.
- c) To help bright learners to excel.
- d) To test learners periodically.

6) Giving effective feed back to the learners means.....

(CTET 2014)

- a) Diagnosing problems and guiding the learners on how to improve.
- b) Giving appropriate time and space for corrections.
- c) Focus on positive aspects as well as areas of development.
- d) Correcting their mistakes in the class.

7) What should be the order of Remedial teaching

- 1) Collecting and preparing the material
- 2) Adopting the curriculum.
- 3) Choosing the appropriate strategies
- 4) Setting teaching objectives.

- a) 2, 4, 3, 1 b) 3, 4, 1, 2
- c) 3, 4, 2, 1 d) 1, 2, 3, 4



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- 8) Remedial Teaching is
 - a) to rectify
 - b) to improve
 - c) to remedy something
 - d) All of these
- 9) NCLB stands for
 - a) No curriculum Left Behind
 - b) No Child Left Behind
 - c) Non-Curriculum Language Board
 - d) Non-Curriculum Learning Board
- 10) One of the following is not pupils learning difficulty
 - a) Poor memory
 - b) Short attention span
 - c) Active participation
 - d) Lack of learning motivation
- 11) Designing home work should
 - a) match the content taught in class
 - b) give simple and clear instruction
 - c) assign appropriate everyday work
 - d) All of the above
- 12) IEP Stands for
 - a) Integrated Educational Programme
 - b) International Educational Programme
 - c) Indian Educational Plan
 - d) Individualised Educational Programme
- 13) Individual Educational Programme aims to
 - a) correct errors of the learners
 - b) direct the learners
 - c) re-inforce the foundation of learning
 - d) improve english language
- 14) Peer support programme helps pupils
 - a) understand the language
 - b) re-inforce their knowledge and development their communication
 - c) express neatly in english
 - d) re-inforce the pupils to speak english
- 15) Remedial teaching should help pupils develop
 - a) good learning habits and attitude
 - b) good attitudes and aptitudes
 - c) good manners and condnets
 - d) better learning a language
- 16) Remedial teaching helps the teacher to
 - a) diagnose the mistakes of the learners
 - b) find out the slow learners
 - c) promote the learners to the next
 - d) diagnose the errors
- 17) Remedial teaching is concerned with two types of deficiencies
 - a) the presence of students- parents
 - b) the presence of bad and the absence of good habits
 - c) the encouragement of teachers and learners
 - d) the average and above average learners
- 18) When designing the rewards offered remedials teachers should take note
 - a) set very hight objective even if unachievable
 - b) set clear and specific targets
 - c) review and revise the reward scheme
 - d) discuss with the parents
- 19) Remedial teachers should raise.....to seek for professional support with a view the helping pupils solve their problems
 - a) Strict tutors
 - b) Related book writers
 - c) Maths experts
 - d) Related proffessionals
- 20) The teacher gives the following intractions to the class - "Find all the words and pharase you can think of which are connected with "extraordinary" The aim of this is
 - a) practice skimming
 - b) focusing on strnetence
 - c) Grouping vocabulary according to meaning
 - d) Indentifying features of connected speech





- 21) From the entire learning process
- pupils must be benefited
 - parents must be satisfied
 - Teachers should be contented
 - None of the above
- 22) Which one is not included in Analysis of pupils
- Pre-requisites
 - Learning needs and abilities
 - learning styles and interest
 - Adapting curriculum
- 23) The plan for remedial teaching is usually based on
- Capacity of the teacher
 - Students performance in text and exam
 - Interest of the student
 - Availability of time
- 24) The teaching should be trained in methods as well as methods
- Preparing and teaching
 - Planning and explaining
 - Teaching and learning
 - Remedial and subject
- 25) Which will effect in enahancing pupils motivation
- The punishment
 - The reward scheme
 - The helping scheme
 - The fining scheme
- 26) Designing meaningful learning situations
- Moving the learners to the next class
 - Makes the learners to enjoy it.
 - stimulates interest and initiales in learning
 - Encourages the learning to help others
- 27) Always teachers observe the performance of pupils individually
- In class and their understandings
 - In involvement in learning
 - In home and in class
 - In class and their behaviours in groups
- 28) Which one of these is not principles of helping pupils with their learning difficulties
- Summerise the main points
 - Enhance the learning interest and motivation
 - Providing guides and notes regularly
 - Design meaningful learning situations
- 29) is the foundation for life long self learning and effective learning
- A constructive Attitude
 - A structural approach
 - A formative assessment
 - A spiral approach
- 30) is also important to the active lerning process
- Materialism
 - Computer
 - Manipulation
 - Motivation
- 31) Students need to develop
- The idea of the language skills
 - Intelligence of english language
 - Group activities
 - Individual organised skill
- 32) Remedial teachers keep in close contact with
- Student parents
 - The officer
 - The staff
 - The learners passed
- 33) PSSSED Stands for
- Psychological students selection of Educational department
 - Psychological service section of Educational department
 - Physical Standard section of Educational department
 - Physics standard students of Educational department



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Answer Key

No. Option	No. Option
1. b	2. d
3. c	4. d
5. a	6. a
7. a	8. d
9. b	10. c
11. d	12. d
13. c	14. b
15. a	16. a
17. b	18. b
19. d	20. c
21. a	22. d
23. b	24. d
25. b	26. c
27. d	28. c
29. a	30. c
31. d	32. a
33. b	

11. Unseen passages (Prose)

Passage-1

There is no field of human endeavour that has been so misunderstood as health. While health which connotes well-being and the absence of illness has a low profile, it is illness representing the failure of health which virtually monopolizes attention because of the fear of pain, disability and death. Even Sushruta had warned that this provides the medical practitioner power over the patient which could be misused.

Till recently, patients had implicit faith in their physician whom they loved and respected, not only for his knowledge but also in the total belief that practitioners of this noble profession, guided by ethics, always placed the patient's interest above all other considerations. This rich interpersonal relationship between the physician, patient and family has, barring a few exceptions, prevailed till the recent past, for caring was considered as important as curing. Our indigenous system of medicine like Ayurveda and Yoga have been more concerned with the promotion of the health of both the body and mind and with maintaining a harmonious relationship, not just with fellow-beings but with nature itself, of which man is an integral part. Healthy practices like cleanliness, proper diet, exercise and meditation are part of our culture which sustains people even in the prevailing conditions of poverty in rural India and in the unhygienic urban slums.

These systems consider disease as an aberration resulting from disturbance of the equilibrium of health, which must be corrected by gentle restoration of this balance through proper diet, medicines and the establishment of mental peace. They also teach the graceful acceptance of old age with its infirmities resulting from the normal degenerative process as well as of death which is inevitable.





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This is in marked contrast to the western concept of life as a constant struggle against disease, aging and death which must be fought and conquered with the knowledge and technology derived from their science : a science which, with its narrow dissection and quantifying approach, has provided us the understanding of the microbial causes of communicable diseases and provided highly effective technology for their prevention, treatment and control. This can rightly be claimed as the greatest contribution of western medicine and justifiably termed as 'high' technology. And yet the contribution of this science in the field of non-communicable diseases is remarkably poor despite the far greater inputs in research and treatment for the problems of aging like cancer, heart disease, paralytic strokes and arthritis which are the major problems of affluent societies today.

- 1) Why, according to the author, have people in India survived in spite of poverty ?
 - a) Their natural resistance to communicable diseases is very high
 - b) They gave easy access to western technology
 - c) Their will to conquer diseases
 - d) None of these
- 2) Which of the following has been described as the most outstanding benefit of modern medicine ?
 - (1) The real cause and ways of control of communicable diseases
 - (2) Evolution of the concept of harmony between man and nature
 - (3) Special techniques for fighting aging
 - a) Only 2 & 3
 - b) Only 1 & 2
 - c) Only 1
 - d) Only 2
- 3) In India traditionally the doctors were being guided mainly by which of the following ?
 - a) High technology
 - b) Good knowledge
 - c) Professional ethics
 - d) Power over patient

- 4) Why has the field of health not been understood properly
 - a) Difficulty in understanding the distinction between health and illness
 - b) Confusion between views of indigenous and western systems
 - c) Highly advanced technology being used by the professionals
 - d) None of these
- 5) Choose the word which is the most opposite in meaning of the word 'concerned'.
 - a) Liberated
 - b) Indifferent
 - c) Divested
 - d) Relaxed
- 6) The author seems to suggest that
 - a) We should give importance to improving health rather than curing illness
 - b) We should move towards becoming an affluent society
 - c) Ayurveda is superior to yoga
 - d) Good interpersonal relationship between the doctor and patient is necessary but not sufficient
- 7) Choose the word which is nearly similar in meaning to the given word connotes
 - a) Helps
 - b) Vires
 - c) Confirms
 - d) Implies
- 8) Which of the following pairs are mentioned as 'contrast' in the passage ?
 - a) Western concept of life and science
 - b) Technology and science
 - c) Indian and western concept of life
 - d) Knowledge and technology

Answer Key

No. Option

No. Option

1-D

2-C

3-C

4-A

5-B

6-A

7-D

8-C

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PASSAGE-2

India's role on the international stage was moulded by history rather than by the pomp and circumstance of war. As a separate entity of the British Empire, India became a founder member of the League of Nations in the same way as Australia and Canada, and thus acquired a somewhat unique international status long before independence. During the days of the League when India's interests were affected, such as in matters of trade or the position of Indians overseas, the Indian delegation did not hesitate to make known its independent position, for what it was worth. Some Indian delegates were in demand for chairing meetings riddled with contention and controversy, because of their reputation for impartiality and talent for mediation.

These were the small beginnings of India's later entry into the United Nations in 1945, again as a founder member before independence. The drafting of Chapter IX and X of the UN Charter, which deal with international social and economic co-operation, was entrusted to a group that was presided over by an Indian. It is important, however, to bear in mind the fact that the Government of independent India had no part in the drafting of the UN Charter, although it accepted the obligations contained therein. The UN was primarily the creation of three powers: The USA, UK and USSR.

The size, population, resources and potential of India lent it the weight of a medium power in the functioning of the United Nations. The fact that India was among the first nations to liberate itself from imperialist domination through non-violent means endowed it with a moral obligation to work in and outside the UN for the independence of nations still under colonial rule. India has served on the Security Council for 10 years or 5 terms, on the Trusteeship Council for 12 years or 4 terms, and on the Economic and Social Council for 21 years or 7 terms.

- 1) The title that best expresses the ideas of the passage is-
 - a) India's role at the United Nations
 - b) India and her neighbours
 - c) India's international prestige
 - d) The drafting of the UN charter
- 2) Which other commonwealth countries became founder members of the League of Nations along with India?
 - a) Pakistan
 - b) Sri Lanka
 - c) Canada
 - d) (c) & (d)
- 3) Though a part of the British Empire, India enjoyed great prestige at the League in as much as Indian delegates were in demand for chairing meetings to consider controversial issues. It was because-
 - i) Indian delegates were well known for their impartiality
 - ii) Indian delegates had talent for mediation
 - iii) India was considered a power to reckon with
 - a) (i) and (iii) are correct
 - b) (i) and (ii) are correct
 - c) (ii) and (iii) are correct
 - d) (i) only is correct
- 4) Which of the following is not true?
 - a) During the days of the League, Indian delegates there pleaded for India's trade interests
 - b) They espoused the cause of the Indians living overseas
 - c) India acquired unique international prestige because of her immense contribution to the war effort on the side of Britain
 - d) India entered the United Nations in 1945
- 5) All of the following are wrong except-
 - A) The Government of India played a crucial role in the drafting of the UN Charter
 - b) The Indian delegates at the League as well as at the United Nations enjoyed a great deal of international prestige



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- c) The covenant of the league of nations was drafted by a group which included an Indian delegate
- d) It was recognized from the very beginning that India was to be a mighty power in the comity of nations
- 6) Which articles of the UN charter deal with international, social and economic co-operation ?
- a) Articles IX and X
- b) Articles XI and XII
- c) Articles VIII and XIII
- d) Articles VI and VII
- 7) Which of the following countries does not find any mention in the passage ?
- a) The U.S.A B) Britain
- c) China d) India

Answer Key

No. Option	No. Option
1-C	2-D
3-B	4-C
5-B	6-A
7-C	

PASSGE-3

Once a thief named kalu had planned to loot the king's treasury. At midnight he went to the palace and began to drill a hole in the side wall of the treasury. The king who was awake in his bedroom just above the treasury, came out to investigate the whirring sound. He was dressed in a simple nightgown and the thief couldn't recognise him. He asked kalu who he was and what he was doing. The latter said "sir, I am a thief and intend to loot this treasury I presume that you are also a thief and have come with the same intention. No matter, let us both go inside and we shall share the loot equally" Both entered the treasury and divided all the money and jewels equally between them. Inside a locker they found three big diamond pieces. As the thief was puzzled as to how to divide the three pieces into two portions, the king suggested, "we have taken away everything else. Let us leave one diamond piece for the poor king and share the rest equally"

Kalu agreed and when he took his leave, the king asked for his name and address. As kalu had taken a vow of telling only the truth, he gave the correct information

The king took away his share of the loot and hid it in his room. Next morning he asked his prime Minister to inspect the treasury as he had heard some strange sounds during the previous night. The prime minister saw to his horror that all the valuables were missing and only a single diamond was left, perhaps inadvertently, by the thief. He put the diamond in his own shirt pocket as its loss could be ascribed to the thief and nobody would suspect the prime minister.

The prime minister went back to the king. The king particularly enquired, "Do you mean that the thief had completely denuded the treasury of its valuables and not a single item has been left ?" The prime minister confirmed it. The king asked the chief of police to bring in kalu when kalu came he was unable to recognise



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the king as his accomplice of the previous night. The king asked him. "Are you the thief who has stolen everything from my treasury leaving nothing back?" Kalu confirmed it but said, "Sir, I did leave one diamond back in the locker as advised by an accomplice of mine and it should still be there."

The prime minister interrupted saying, "your majesty, he is lying there is nothing left in the locker" The king asked the police chief to search the pockets of the prime minister from where the missing diamond was recovered. The king told his courtiers, "Here is a prime minister who is a liar and a thief and here is a thief who is a truthful and gentleman".

- 1) The king came in the middle of the night in order to
 - a) Help Kalu to break into the palace treasury
 - b) share the loot equally between Kalu and himself
 - c) find out the source and reason for the sound
 - d) catch the thief.
- 2) Kalu could not recognise the thief because.
 - a) The king was wearing simple dress like those of an ordinary man
 - b) Kalu had not seen the king before
 - c) King had covered his face
 - d) Kalu had not seen the king descending from his bedroom.
- 3) "We have taken away every thing else." Said the king. Choose the appropriate indirect form of the sentence.
 - a) The king said that he had taken everything else
 - b) The king said that they have taken everything else
 - c) The king said that everything else had been taken by them
 - d) The king said that they had taken everything else

- 4) In the passage 'accomplice' means
 - a) Rival
 - b) Helper
 - c) Leader
 - d) Enemy
- 5) Only a single diamond was left, Perhaps 'inadvertently' by the thief. The underlined word is a/an
 - a) Adjective
 - b) Noun
 - c) Adverb
 - d) Verb
- 6) Kalu revealed to the king his real intention because
 - a) He thought that the king was also a thief
 - b) He wanted to master his help
 - c) He felt that revealing the truth would insure safe robbery
 - d) None of these
- 7) Which of the following was the false report given by the prime minister to the king?
 - a) The thief had left one diamond piece
 - b) He had found a broken diamond in the locker
 - c) The thief had stolen all the valuables without any exception
 - d) None of these

Answer Key

No. Option

No. Option

1-C

2-A

3-D

4-B

5-C

6-A

7-C



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PASSAGE-4

The Alaska pipeline starts at the frozen edge of the arctic Ocean.

It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village nearly 800 miles from where it begins. It is massive in size and extremely complicated to operate.

The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the

Pipeline's up-and-down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil. One of the largest in the world, the pipeline cost approximately \$8 billion and is by far the biggest and most expensive construction project ever undertaken by private industry. In fact, no single business could raise that much money, so 8 major oil companies formed a consortium in order to share the costs. Each company controlled oil rights to particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous

problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating

- 1) The passage primarily discusses the pipeline's
 - a) Operating costs
 - b) Employees
 - c) Consumers
 - d) Construction
- 2) The word "It" in line 4 refers to
 - a) Pipeline
 - b) Ocean
 - c) State
 - d) Village
- 3) According to the passage, 84 million gallons of oil can travel through the pipeline each
 - a) Day
 - b) Week
 - c) Month
 - d) Year
- 4) The phrase "Resting on" in line 10 is closest in meaning to
 - a) Consisting of
 - b) Supported by
 - c) Passing under
 - d) Protected with
- 5) The author mentions all of the following as important in determining the pipeline's route EXCEPT the
 - a) Climate
 - b) Lay of the land itself
 - c) Local vegetation
 - d) Kind of soil and rock
- 6) The word "undertaken" in line 26 is closest in meaning to
 - a) Removed
 - b) Selected
 - c) Transported
 - d) Attempted
- 7) How many companies shared the costs of constructing the pipeline?
 - a) 3
 - b) 4
 - c) 8
 - d) 12
- 8) The word "particular" in line 29 is closest in meaning to
 - a) Peculiar
 - b) Specific
 - c) Exceptional
 - d) Equal



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Answer Key

No. Option	No. Option
1-D	2-A
3-A	4-B
5-C	6-D
7-C	8-B

Passage 5

Once upon a time, there lived a herd of elephants at the bottom of the majestic Himalayas. Their leader was a rare white elephant who was an extremely kind-hearted soul. He greatly loved his Mother who had grown blind and feeble and could not look out for herself. So the elephant would go deep into the forest in search of food. He would look for the best of fruits to send to his mother through other elephants of the herd. But his mother never received any. This was because the other members of the herd would always eat themselves. Each night, when he returned home he would be surprised to hear that his mother had been starving all day. He was absolutely disgusted with his herd. Then one day, he decided to leave them all behind and disappeared in the middle of the night along with his dear mother. He took her to mount Candorana to live in a cave beside a beautiful lake.

It so happened that one day, when the white elephant was feeding, he heard loud cries. A forester from Benaras had lost his way in the forest and was absolutely terrified. The white elephant told him not to worry as he knew every inch of this forest and could take him to safety. He then lifted him on his back and carried him to the edge of the forest from where the forester went on his merry way back to Banaras.

On reaching the city, he heard that King's personal elephant had just died and the King was looking for a new elephant. His heralds were roaming across the city. " announcing that any man who had seen or heard of an elephant fit for a king should come forward with the information. The forester was very excited and immediately went up to the King and told him about the white elephant that he had seen on Mount Candorana. The King was quite pleased with the information and immediately dispatched number of soldiers and elephant trainers along with the forester. After travelling for many days, the group reached the lake beside which the

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elephants resided. They slowly crept down to the edge of the lake and hid behind the bushes. The white elephant was collecting lotus shoots for his mother's meal and could sense the presence of humans. When he looked up, he spotted the forester and realised that it was he who had led the King's men to him. He was very upset at the ingratitude but decided not to put up a struggle as many of the men would be killed. And he was just too kind to hurt anyone. So he decided to go along with them to Banaras and then seek a solution to this problem.

On reaching the beautiful city of Banaras, the trainers laid out a feast for their new State elephant but he refused to touch a morsel. He did not respond to any kind of stimuli, be it the fragrant flowers or the beautiful and comfortable stable. He just sat there looking completely despondent. The king was extremely concerned. He offered the elephant food from the royal table and asked him why he grieved in this manner. The white elephant replied that he would not eat a thing until he met his mother back home on Mount Candorana as she must be hungry because she was blind and had no one to feed her and take care of her. He was afraid that she would die. The compassionate king was touched by the elephant's story and assured him that his soldiers took good care of his mother as well for, as soon as possible. The king kept his promise and his soldiers took good care of his mother as well for, as long as she lived. She blessed the kind King with peace, prosperity and joy till the end of his days. In this way the white elephant could serve the king with peace, prosperity and joy till the end of his days. In this way the white elephant could serve the king and also enjoy the royal perks at the king's palace along with his mother

1. What did the white elephant do when he realised that his mother had been starving even though he had been sending food for her ?
 - a) He punished his herd members and told them to leave the jungle
 - b) He went to Banaras to report the

happenings of the herd to the King
c) With the help of the King's soldiers, he got the herd members killed
d) He and his mother left the herd behind

2. Why did the white elephant not put up struggle against the king's soldiers ?
 - a) He did not want anyone to get hurt in the struggle
 - b) He was blind and feeble and thus could not put up a struggle
 - c) He surrendered as he realised that would not be able to fight so many soldiers.
 - d) He feared that the king may kill his mother if he did not go to the palace.
3. Which of the following best describes the Kings mentioned in the passage ?
 - a) Ungrateful
 - b) Weak and feeble
 - c) dishonest
 - d) Sympathetic
4. Choose the opposite for the given word 'Feeble'
 - a) Strong
 - b) Weak
 - c) brave
 - d) Kind
5. Why was the forester terrified and crying for help in the forest ?
 - a) He was scared to see a white elephant
 - b) The elephant had lifted him forcefully
 - c) He had lost his way
 - d) He was suffering from illness
6. Why did the white elephant collect food for his mother daily ?
 - a) The king did not provide food for the elephant's mother
 - b) All the elephant from the herd refused to collect food for the old mother elephant
 - c) The elephant's mother could not find for herself
 - d) The mother elephant would not accept food from anyone but her son
7. The word 'Spotted' in the passage means
 - a) lost
 - b) collected
 - c) found
 - d) asked



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8. She blessed the kind king with peace. Here She' refers to
- a) Queen b) Kings mother
c) forester's mother d) White elephant's mother

Answer Key

No. Option

- 1 d
2 a
3 d
4 a
5 c
6 c
7 c
8 d

Passge -6

The strength of Indian democracy lies in its tradition. In the fusion of the ideas of democracy and national independence which was characteristic of Indian national movement long before independence. Although the British retained supreme authority over India until 1947, the provincial elections of 1937 provided real exercise in democratic practice before national independence; during the Pacific War India was not overrun or seriously invaded by the Japanese and after the war was over the transfer of power to a government of the Indian Congress Party was a peaceful one as far as Britain was concerned. By 1947 'Indianization' had already gone far in the Indian Civil Service and army, so that the new government could start with effective instruments of central control.

After independence, however, India was faced with two vast problems, the first, that of ethnic diversity and the aspirations of subnationalities. The Congress leadership was more aware of the former problem than of the second; as a new political elite which had rebelled not only against the British Raj but also against India's social order; they were conscious of the need to initiate economic development and undertake social reforms, but as nationalists who had led a struggle against alien rule on behalf of all parts of India, they took the cohesion of the Indian nation too much for granted and underestimated the centrifugal forces of ethnic division, which were bound to be accentuated rather than diminished as the popular masses were more and more drawn into politics. The Congress Party was originally opposed to the idea of recognising any divisions of India on a linguistic basis and preferred to retain the old provinces of British India which often cut across linguistic boundaries. It was only in response to strong pressures from below that the principle of linguistic states was conceded as the basis of a federal 'Indian Union'. The rights granted to the states created new problems for the Central Government. The idea of making Hindi the



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National Language of a United India was thwarted by the recalcitrance of the speakers of other important Indian Language and the autonomy of the states rendered central economic planning extremely difficult. Land reforms remained under the control of the states and many large scale economic projects required a degree of co-operation between the central Government and one or more of the states which it was found impossible to achieve. Co-ordination of policies was difficult even when the Congress Party was in power both in the states and at the centre; when a Congress Government in Delhi was confronted with Non-Congress parties in office in the state, It became much harder

1. Choose the word which is most nearly the SAME in MEANING as the word 'Thwarted' as used in the passage-
a) Opposed b) Implemented
c) accepted d) diverted
e) advocated
2. Choose the word which is most OPPOSITE in MEANING of the word 'conceder' as used in the passage-
a) Criticized b) rejected
c) denounced d) withdrawn
e) accorded
3. Why was central economic planning found to be difficult ?
a) Multiplicity of states and Union Territories
b) Lack of co-ordination in different government departments
c) Autonomy given to the states in certain matters
d) Lack of will in implementing land reforms
e) Ethnic diversity of the people
4. Which of the following problems was India faced with after Independence ?
a) Military attack from across the border
b) Lack of co-ordination in different government departments

- c) Improper co-ordination between the Central and state Governments
d) Increasing the production from a very low level

5. Which of the following issues was not appropriately realised by the Central Government ?
a) Ethnic diversity of the people
b) A National language for the country
c) Implementation of the formulated policies
d) Centre-State relations
e) None of these
6. Which, according to the passage, can be cited as exercise in democratic part in India before Independence ?
a) The handing over the power by British to India
b) The Indianisation of the Indian Civil Service
c) A neutral role played by the army
d) None of these
7. Which of the following statement is NOT TRUE in the context of the passage ?
a) The Congress Party was originally opposed too the idea of division of states on linguistic basis
b) Economic development and social reforms were initiated soon after independence
c) The political elite in India rebelled against the British Raj
d) The congress leadership was fully aware of the problem of ethnic diversity in India at the time of Indep[endence
e) By 1947, the Indian army was fairly indianised
8. Choose the word which is most nearly the SAME in meaning as the word 'accentuated' as used in the passage ?
a) Projected b) exhibited
c) mitigated d) sharpened



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Answer Key

No.	Option	No.	Option
1	a	2	b
3	c	4	b
5	a	6	d
7	d	8	d

Passage-7

My lords, you have here also the lights of our religion, you have the bishops of England. My lords, you have that true image of the Primitive church in its ancient form, in its ancient ordinances. purified from the superstitions and the vice which a long succession of age will bring upon the best institutions. You have the representative of the religion which says that their God is love, that the very vital spirit of the institution is charity, religion which so much hates opperssion, that when the God whom we adore appeared in human form, he did not appear in form of greatness and majesty, but in sympathy with the lowest of the people, and thereby made it a firm and ruling principle that their welfare was the object of all government; since the person who was the Master of Nature, chose to appear himself in a subordinate situation. These are the considerations which influnee them, which animate them, and will animate them, against all oppression; knowing that He who is called first among them, and first among us all both of the flock that is fed and of those who feed it, made himself the servant of all."

My lords, these are the securities which we have in all the constitutent parts of the body of this House. We know them, we reckon, we rest upon them, and commmit safely the interest of India and of humanity into your hands. Therefore, it is with confidence that it was ordered by the Commons.

1. Whom did the lords have in their midst?
 - a) The Bishops of England
 - b) Pope Paul of Rome
 - c) Archbishop of Cyprus
 - d) Arch Decon of Canterbury
 - e) Priets of Athens
2. Who was/were the true images of the primitive church ?
 - a) Lords of England
 - b) The bishops of England
 - c) Warren Hastings

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- d) Arch Bishop Makarios
e) Pope Paul of Rome
3. Who was purified from the vices and the superstitions ?
a) The Bishop of England
b) Pope Paul of Rome
c) The Primitive Church of England
d) Warren Hastings
4. What in religion is attributed to the Bishops of England ?
a) That God is nowhere
b) That God is omniscient
c) That God is omnipresent
d) That God is love
5. What is the spirit of their religion ?
a) Charity b) Love
c) Hatred of oppression d) Brotherhood
6. What was the ruling principle of God ?
a) That his love was worship
b) That the welfare of the lowest people was the object of all government
c) That work was worship
d) That God would appear in the lowest form
7. Who was the Master of Nature ?
I) One who loved all
II) A person chosen to appear in a subordinate position
III) A person born with majesty
a) (I) only is correct
b) (II) only is correct
c) (III) only is correct
d) (I) and (II) only are correct
8. Who made himself the servant of all ?
a) God b) Angel
c) One who loved all
d) One who is called first among men

Answer Key

No. Option

No. Option

1 a

2 b

3 c

4 d

5 a

6 b

7 b

8 d

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**Passage -8**

It is time we looked at latent causes, Where does the strength of India lie ? Not in numbers, not necessarily in our moral stands on International issues. In modern times, the strength of a nation lies in its achievements in science and technology. This is not to say that other fields do not count.

In the five decades after Independence, we have yet to demonstrate our originality in applied science and technology. Though Japan also started like us, by cultivating the technology of the West, the Japanese adapted, Improved and displayed ginality in several areass of science and technology. The generation which is at the helm of affairs in science and techonology in our country after independence, mostly consisted of self-seekers. By and large, with a few exceptions, the science and techonolgy managers in India concentrated in gaining power and influence. They loved publicity. Most of them stopped doing science while they managed science. Things would have been better had they been humble enough to acknowledge the difference between doing and managing science. Instead, they claimed they were the foremost in science and technology, simply because they were at the helm of affairs. As a result, they and ceased to inspire the younger lot. India continues to be a borrowed of science and technology, even though its potential for originality is substantial.

Our achivement in nuclear science and techonology may be dazzling to our people. But in worth and originality, they are ordinary and routine. While our ownn people remain ignorant, the peoples of other countries know all about the partensions to knowledge of our nuclear science and technology managers. One subtle way of sabotaging our nuclear goals is to help hollow persons reach and remain process. The veil of secrecy effectively protects the mismanagement in our nuclear establishments. The talk of National Security comes as an easy weapon to prevent any probe into

mismanagement. On nuclear matters, the media in our country, by a large, avoid the investigative approach. As a result, the mismatch between promise and performance in the nuclear fields does not get exposed as much as the mismanagement in other fields.

1. What does the author mean by 'doing' science
 - a) Demonstrating exaggerated performance without achieving the desired level
 - b) Managing effectively the administrative functions involved in the power game
 - c) Concentrating on such researches as have very low practical utility
 - d) Displaying genuine acumen and performance in scientific studies
2. 'Doing science' and 'managing science' as implied by the author is analogous to...
 - a) setting target and achieveing it
 - b) fact and fantasy
 - c) originality and adaptability
 - d) scientific inventions and discovery of principles
3. The author of the passage has-
 - a) criticized the power hungry Indian technocrats
 - b) appreciated the Japanese scients unduly and exorbitantly
 - c) hailed India's technological advancements in the past five decades
 - d) underestimated the Japanese and Chinese scientists and techonologists
4. Which of the following is the commonality between the Indian and the Japanes scientists?
 - a) originality in applied science
 - b) an advancement of substandard quality
 - c) greed for influence and power
 - d) None of these
5. Which of the folloowing is the correct assesement of India's post independence

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nuclear and scientific advancements ?

- a) Originality and adaptability are duly displayed in the field of applied science
b) Our achievements in nuclear science and technology are dazzling
c) Our achievements are of a very ordinary quality and routine nature
d) Our scientists have given full justice to the development needs of nuclear science.
6. It appears that the author of the passage is fully convinced that-
- a) most of the managers of science and technology are not doing their work properly
b) India's strength lies in its moral stands on International issues
c) India's potential for originality in science and technology is over utilized
d) People lacking the desired qualities are supported to get at the helm of affairs.
7. What according to the passage is the criterion to decide the strength of a country ?
- a) The country's population
b) The moral values of the people
c) International understanding cherished by the people
d) Potential of people to achieve desired targets
8. The author of the passage thinks that-
- a) India should continue to borrow technology from abroad
b) India's potential for originality is not put to optimum utilization
c) India lacks the necessary potential to complete with other nations
d) Our scientists did all their best to inspire the younger lot
9. Which of the following factors help prevent the exposure of drawbacks in nuclear establishments?
- 1) The concept of secrecy
2) The constraint of National Security
3) The investigating approach of the media

a) Only (1)

b) Only (2)

c) Only (3)

d) Only (1) and (2)

Answer Key

No. Option

No. Option

1 d

2 c

3 a

4 d

5 c

6 d

7 d

8 b

9 d



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**9.UNSEEN PASSAGES**

Read the passage given below and answer the questions that follow by selecting the most appropriate option

Recent advances in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child. Though genetic engineering is still at its infancy, scientists can now predict with greater accuracy a genetic disorder. It is not yet an exact science since they are not in a position to predict when exactly a gene in germs, they are optimistic and are holding out that in the near future they might be successful in achieving this feat. They have, however, acquired the ability in manipulating tissue cells. However, genetic mis-information, can sometimes be damaging for it may adversely affect people psychologically, Genetic information may lead to a tendency to brand some people as inferiors, Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines. But on this issue geneticists cannot be squarely blamed though this charge has often been levelled at them. It is mainly a social problem. At present genetic engineering is a costly process of detecting disorders but scientists hope to reduce the costs when technology becomes advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the USA, UK and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world.

1. This passage is about
 - a) Science and technology
 - b) Genetics
 - c) Engineering advances
 - d) Social problem

2. According to the passage, 'PREDICT' is
 - a) an event will happen in future
 - b) a opinion of scientists accuracy
 - c) the decision of people of the same community
 - d) the social problem
3. Which of the following is the same in meaning as the phrase 'holding out' as used in the passage
 - a) Expressing
 - b) Expounding
 - c) Sustaining
 - d) Restraining
4. Genetic engineering is possible in Scientifically advanced in rich countries like
 - a) UK, Russia and France
 - b) USA, UK and India
 - c) UK, America and Landon
 - d) USA, UK and Japan
5. Genetic mis-information can sometimes be damaging for
 - a) it may adversely affect people psychologically
 - b) it may help them to find the sex of the foetus
 - c) it may be easy for abortion
 - d) it may be helpful to get the baby they liked
6. Scientists hope to reduce the cost of genetic engineering only
 - a) when they spend much time on the same
 - b) when technology becomes more advanced
 - c) when they develop will in science
 - d) when they find out the sex of the foetus
7. Find the word from the passage which is Antonym of Pessimist
 - a) technologist
 - b) geneticists
 - c) optimist
 - d) scientific

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8. 'They are not in position to predict. . . .'
'They' in the context are

- a) germs b) experts
c) engineers d) scientists

9. In the future this science will lead to the development
a) race of superman
b) race of engineers
c) race of scientists
d) race of Advanced

Answer Key

No. Option

- 1) B
2) A
3) C
4) D
5) A
6) B
7) C
8) D
9) A

10.UNSEEN PASSAGES

Power and Possession have been central pursuits of modern civilization for a long time. They blocked out or distorted other features of the western renaissance; (revival) which promised so much for humanity. What people have been and are still being taught to prize are money, success, control over the lives of others acquisition of more and more objects. Modern social, political and economic systems, whether capitalist, fascist or communist, reject in their working the basic principle that the free and creative unfoldment of every man, woman and child is the true measure of the worth of any society. Such unfoldment requires understanding and imagination, integrity and compassion cooperation among people and harmony between the human species and the rest of nature. Acquisitiveness and the pursuit of power have made the modern man an aggressor against everything that is non-human, an exploiter and oppressor of those who are poor, meek and unorganised. pathological type which hates and distrusts the world and suffers from both acute loneliness and false pride.

The need for a new renaissance is deeply felt by those sensitive and conscientious men and women who not only perceive the dimensions of the crisis of our age but who also realise that only through conscious and cooperative human effort may this crisis be met and probably even overcome.

Study the above passage carefully and answer the following questions choosing correct answers from the alternatives.

1. The author appears to be advocating which of the following approaches to be opted by the society?
a) Capitalistic b) Communist
c) Humanistic d) Authoritarian





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2. Which of the following best describes the behaviour of modern man
 - a) Imaginative and sympathetic
 - b) creed and greedy
 - c) conscientious and co-operative
 - d) perceptive and creative.
3. New renaissance is deeply felt by
 - a) non-human an exploiter and oppressor
 - b) sensitive and conscientious men and women
 - c) everyman of creative unfoldment
 - d) non-humans
4. What are central pursuits of modern civilization for a long time
 - a) power and acquisition
 - b) human species and natute
 - c) western renaissance
 - d) power and possessions
5. _____ promised so much for humanity
 - a) western renaissance
 - b) modern communist
 - c) modern society
 - d) western system
6. The true measures of the worth of any society
 - a) creative unfoldment of all
 - b) everyman women and child
 - c) people and their harmony
 - d) dimensions and crisis
7. The prefix used in the passage for human
 - a) un
 - b) multi
 - c) non
 - d) in
8. Find the word which means 'a time of severe difficulty or damage from the passage'
 - a) acute
 - b) meek
 - c) perceive
 - d) crisis

Answer Key

No. Option

No. Option

1) A

2) C

3) B

4) D

5) A

6) A

7) C

8) D



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TET ENGLISH PEDAGOGY

11.UNSEEN PASSAGES

Study the passage given below and choose the correct one to answer

Mihir and Mahadev lived in the same village. While Mahadev owned the largest shop in the village, Mihir was a poor farmer. Both had large families, with many sons, daughters-in-law and grandchildren. One day, Mihir, tired of not being able to make ends meet, decided to leave the village and move to the city where they were sure to make enough to feed everyone. They said their goodbyes, packed their few belongings and set off. When night fell, they stopped under a large tree. There was a stream running nearby, where they could refresh themselves. Mihir told his sons to clear the area below the tree. He told his wife to fetch water. He instructed his daughters-in-law to make up the fire and started cutting wood from the tree himself. Now, in the branches of that tree sat a thief. He watched as Mihir's family worked together. He also noticed they had nothing to cook. Mihir's wife too thought the same for, she said to her husband "Everything is ready, But what shall we eat?" Mihir raised his hands to heaven and said, "Don't worry. He is watching all this from above. He will help us."

The thief was worried. He had seen that the family was large and worked well together. Surely they did not know he was hiding in the branches? He decided to make a quick get away. He climbed down swiftly when they were not looking and ran for his life. But, he left behind his bundle of stolen jewels and money, which dropped down into Mihir's lap. He opened it and jumped with joy when he saw the contents. The family promptly gathered its belongings and returned to the village. There was great excitement when they told everyone how they got rich.

Mahadev thought this was a nice quick way to earn some money! He commanded his family to pack some clothes and they set off as if on a

journey. They stopped under the same tree and Mahadev started commanding everyone as Mihir had done. But no one in his family was willing to obey orders. They were used to having servants wait on them, so the one who went to the river to fetch water had a nice bath. The one who went to gather wood for the fire went off to sleep beneath the tree. And Mahadev only ordered everyone about, not bothering to do anything himself. Meanwhile the thief had returned to the tree. He noticed the family members were greedy and selfish. They would never be able to put up a fight together. Then, Mahadev and his wife started the conversation that they had rehearsed carefully. Mahadev's wife said, "Everything is ready. But what shall we eat?" Mahadev raised his hands upwards and said, "Don't worry. He is watching all this from above. He will help us." At this, the thief jumped down from the tree, knife in hand. Seeing him, everyone started running helter skelter to save themselves. The thief stole everything. Mahadev and his family had to return to the village empty-handed, having lost all the jewellery and gold they had taken with them.

1. How was Mihir tired one day
 - a) not being able to make ends meet
 - b) not being rich to feed his family
 - c) having large family and having nothing to feed
 - d) Mahadev did not help
2. Why did Mihir and his family decide to camp under the theft's tree?
 - a) Being a large family they knew they could capture the thief
 - b) It was convenient spot to camp for night
 - c) It was large tree to shelter the whole family
 - d) There was a stream nearby and wood to build house



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TET ENGLISH PEDAGOGY

3. The thief left behind _____ to make a get away

- a) his property of dress
- b) bundle of stolen jewels
- c) a stolen vehicle
- d) bundle of kitchenware

4. Mahadev also tried to get property being

- a) rich
- b) tallented
- c) greedy
- d) None of these

5. Mahadev and his family returned to the village

- a) having been blessed by the lord
- b) having more and more jewels and gold
- c) having all the jewellery and gold
- d) having lost all the jewellery and gold

6. Find out the word which means practised

- a) rehearsed
- b) enjoyed
- c) noticed
- d) empty handed

7. Give Antonym to 'command'

- a) order
- b) appeal
- c) statement
- d) affirm

8. Which one of the following is 'true' in the context

- a) Mahadev wanted to help Mihir
- b) Mahadev's family prefured to live in the city
- c) Mahadev wanted to take Mihir's fortune
- d) Mahadev planned to seek his fortune in the ciy as Mihir had

9. Why had the thief return to the tree?

- a) To plot how to get back his money
- b) He thought he would be safe in tree
- c) To keep a watch on Mahadev's family
- d) Not mentioned in the passage.

Answer Key

No. Option

No. Option

- 1.
- 2) D
- 3) B
- 4) C
- 5) D
- 6) A
- 7) B
- 8) D
- 9) A



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**12.UNSEEN PASSAGES**

Read the passage and choose the correct answers passage

In the terms of the total energy consumed by different sectors, the largest consumer is understandably the industrial sector, which accounts for nearly half the total energy used in the country today. This is followed by the transport sector which consumes about 25% the household sector (about 14%) and the agricultural sector (about 9%). this last sector has shown considerable increase in energy use over the last four decades. Among the primary fuels, the relative proportion of coal has dropped from nearly 80% to 40% and that of oil has gone up to 17% to 44% over the same period.

Total energy consumption in India today is equivalent to 291 million tonnes of oil of which 26% comes from wood. On a percapita basis it works out to about one litre of oil per day, which is extremely low by international standards. The future energy demand depends upon the level of development envisaged and also on the sections of people to be affected by it.

The energy disparity between the urban and the rural population is at present as wide as between nations on a worldwide scale. There is apparently a greater need to provide energy in the rural areas and to improve the efficiency of energy use than merely to increase the national figures for energy consumption limiting its use to those who are getting the bulk share already.

With the projected rate of population growth, improving upon the percapita energy consumption is a Herculean task as our coal reserves and the capacity to improve oil cannot be increased beyond a point. There is clearly no escape from the utilisation of renewable energy sources in a big way if the gap between the desired levels of energy supply and available resources has to be kept at the minimum.

1. Which is the largest consumer of energy
a) Industrial sector
b) Transport
c) Agriculture
d) house hold sector
2. Which consumers about 25% in energy sector ?
a) Industrial
b) Transport
c) Agricultural sector
d) House hold sector
3. Total energy consumption in India is
a) Equivalent to 500 MT
b) Equivalent to 350 MT
c) Equivalent to 291 MT
d) Equivalent to 190 MT
4. The Phrase 'bulk share' means
a) Less or more amount
b) Together
c) Less anergy
d) Large amount
5. There is apparently a great need to provide energy is
a) The rural areas
b) The metropolitan cities
c) The municipality areas
d) The urban areas
6. The last sector has shown considerable increase in energy use. Passive from is
a) The last sector has been shown
b) Considerable increase in energy use has been shown
c) Considerable increase in energy was shown
d) Considerable increase in energy is shown
7. Energy consumption is compared to lark
a) Pythagorean
b) Mercurian
c) Herculean
d) Physician



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8. This passage is about
- Uses of energy
 - Population and energy
 - Energy sector
 - Evolution of energy

Answer Key

No. Option

1. A
2. B
3. C
4. D
5. A
6. B
7. C
8. D

13.UNSEEN PASSAGES

It is common knowledge that the root cause of our backwardness in most fields is illiteracy. Campaigns for the eradication of this drawback gathered momentum in the past four decades after independence. The results are, as expected, dramatic. However, while the percentage of literacy in India is going up, the number of illiterates has also been increasing, which is really incredible. Thus according to the 1991 census figures, there were 503 million illiterates in the country 30 million more than in 1981. During the same period, the percentage of literacy went up from 34 to 39 percent. There is no need of any sophisticated technique to explain the cause of this paradox, as it is obviously the result of the rapid growth of population. The rapid growth of population has outpaced whatever little progress had been achieved in literacy. For instance, from 1971 to 1981, literacy increased at an annual average rate of 0.7 percent, while the country's population grew by 2.15 percent every year. In following decade the average rate of annual increase in literacy was 0.95 percent, whereas the population grew by almost 2.85 percent every year during that decade. But population explosion is not entirely responsible for the growing number of illiterates. The apathy of most states in failing to tackle the problem of adult illiteracy is also partly to blame. Till now, they have shown little awareness of the magnitude of the problem. Moreover, follow-up measures to prevent neo-literates from relapsing into illiteracy are just as important as the initial adult literacy campaigns. In this case too, the State Education Authorities are negligent. Not sufficient provision has been made for 'continued education'. This can be done by setting up more rural libraries, adult schools and correspondence courses.

1. The root cause of one backwardness in most fields in.....
- Illiteracy,
 - Literacy
 - Blind Beliefs
 - Diversity



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2. Find word from the passage which means same as 'rooting out'
 - a) momentum
 - b) eradication
 - c) incredible
 - d) sophistication
3. During period 1981-1991 percentage of literacy went up
 - a) From 43 to 39 percentage
 - b) From 2.15 to 2.85 every year
 - c) From 34 to 39 percentage
 - d) None of these
4. The antonym of increased is
 - a) Creased
 - b) Non increased
 - c) Unincreased
 - d) Decreased
5. They have shown awareness....?
 - a) Haven't they?
 - b) Have they?
 - c) Aren't they?
 - d) Do they?
6. is not entirely responsible for growing illiterates
 - a) Govt. Policies
 - b) Population explosion
 - c) Family Planning
 - d) All the above
7. SEA stands for
 - a) State Edunet Authority
 - b) State Endless Association
 - c) State Education Authority
 - d) State Education Act.
8. The solution for improve literacy is
 - a) Computerised Education
 - b) Called for education
 - c) Common education
 - d) Continued education

Answer Key

No.	Option	No.	Option
1	A	2	B
3	C	4	D
5	A	6	B
7	C	8	D

13.UNSEEN PASSAGES

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TET ENGLISH PEDAGOGY

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Answer Key

No. Option	No. Option
1 A	2 B
3 C	4 D
5 A	6 B
7 C	8 D

12. UNSEEN PASSAGE (POETRY)

1. Poetry

The Road Not Taken

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveller, long I stood
 And looked down on as far as I could
 To where it bent in the undergrowth;
 Then took the other, as just as fair,
 And having perhaps the better claim,
 Because it was grassy and wanted wear;
 Though as for that the passing there
 Had worn them really about the same,
 And both that morning equally lay
 In leaves no step had trodden black.
 Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
 I doubted if I should ever come back
 I shall be telling this with a sigh
 Somewhere ages and ages hence
 Two roads diverged in a wood, and I
 I took the one less travelled by,
 And that has made all the difference.

Robert Frost

1. The narrator of the poem is
 - a) The poet
 - b) The person
 - c) The Road
 - d) The grassy Land
2. The path which the poet chose
 - a) Was easy and satisfying
 - b) Was unjust and unfair
 - c) Was not easy but it was right
 - d) Was full of wonders
3. I shall be telling this with a sigh 'This' refers to
 - a) The poet's journey through the chosen path
 - b) The poet's miseries of life
 - c) The poet's story of success
 - d) None of the above
4. 'That' in the last line refers to
 - a) The Poet's going to the wood
 - b) The Poet's wisdom
 - c) The Poet's decision of choosing the path



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d) The Poet's destiny

5. 'The two roads' in the poem signifies
- The failure and the success of life
 - The right and the wrong paths is life
 - The two different characters
 - None of these
6. 'I doubted if I should ever come back' poet's intention here is
- The poet would not change his path
 - The poet could change his path later
 - The poet would never return home
 - The poet would like to return later

Answer Key

No. Option	No. Option
1. A	2. C
3. A	4. C
5. B	6. B

2. Poetry

The storm came on before its time
She wandered up and down;
And many a hill did Lucy climb;
But never reached the town
The wretched parents all the night
Went shouting far and wide;
But there was neither sound nor sight
To serve them for a guide.
That day-break on a hill, they stood
That overlooked the moor;
And thence they saw the bridge of wood,
A furlong from their door.
They wept and turning homeward, cried
In heaven we all shall meet,
When in the snow the mother spied
The print of Lucy's feet.

William Wordsworth

- The parents were looking for
 - A guide
 - The bridge
 - Their daughter
 - None of these
- Wretched means
 - Feeling happy
 - Looking angry
 - Fully wet
 - Old and weak
- What did they see from the hill?
 - A field
 - Some foot print
 - A wooden bridge
 - Their door
- The poem is in.....
 - Metaphysics
 - Genre Scheme
 - Sonnete
 - Rhyme Scheme
- Who's the poet talking about?
 - Lucy
 - Poet's friend
 - Bird
 - The tree
- Why did they weep?
 - Because they could not reach home
 - Because they were lost in the storm
 - Because they could not find Lucy
 - Because they thought they would die.



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TET ENGLISH PEDAGOGY

Answer Key

No. Option

No. Option

1 C

2 D

3 C

4 D

5 A

6 C

3. Poetry

Tell me not in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem.
Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment and not sorrow,
Is our destined end or way;
But to act, that each tomorrow
Finds us further than today.
In the world's broad field of battle,
In the bivouac of life,
Be not like dumb, driven cattle!
Be a hero in the strife!
Let us, then, be up and doing
With a heart for any fate;
Still achieving, still pursuing
Learn to labour and to wait.

HW Long Fellow.

1. Mournful number is the first line means?
 - a) Calculated ways
 - b) Sorrowful verses
 - c) Immoral way
 - d) Cenethical verses
2. Life is an empty dream
 - a) The poet agrees with this idea
 - b) The poet does not agree with this idea
 - c) The poet wants to discuss this idea
 - d) "It is fact" the poet's says
3. What is not life's goal ?
 - a) Success
 - b) Money
 - c) Death
 - d) Power
4. What does the 'destined' mean ?
 - a) Decided is advance
 - b) Determined
 - c) Appropriate
 - d) Definite



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TET ENGLISH PEDAGOGY

5. In the worlds broad field of battle means
- The world is full of bad people
 - The world is not for the weak people
 - The life is full of strnggles and difficulties
 - The life is the die bravely
6. 'Be up and doing' means
- Be prepared for the challange ahead
 - Be ready to die
 - Be ready to accept our bad luck
 - Be ready to attack

Answer Key

No. Option

- 1 B
2 B
3 C
4 A
5 C
6 A

4.Poetry

He that loves a rosy cheek
Or a coral lip admires,
or from star-like eyes doth seek
Fuel to maintain his fires;
As old time makes these decay
So his flames must waste away,
But a smooth and steadfast mind,
Gentle thoughts and calm desires,
Hearts with equal love combined,
Kindle never-dying fires
Where these-dying fires
Lovely cheeks or lips or eyes

Thomas Carew

- In the first stanga, the poet tells us about
 - The love based on physical beauty
 - The true love
 - The beauty of a woman
 - The truth of life
- Name the figuers of speech used in the third time
 - Simile
 - Metaphor
 - Personification
 - Alliteration
- 'Waste away' is the poem means
 - Are nurtured
 - Are destroyed
 - Are not considered
 - Are affected
- The word despise meaning
 - Admire
 - Like
 - Visualise
 - hate
- 'Never-dying fires' is the poem meaning
 - Permanent deep love
 - Unsatisfied love
 - Changing feelings
 - Agitated thoughts



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TET ENGLISH PEDAGOGY

6. Personified lines in this poems are.
- Smooth and stead fast mind
 - I despise lovely checks or lips or eyes
 - He loves rosy cheek
 - All the above

Answer Key

No. Option	No. Option
1 C	2 A
3 B	4 A
5 A	6 B

5.Poetry

She dwelt among the untrodden ways
Beside the springs of Dove;
A maid whom there were none to praise
And very few to love.
Half-hidden from the eye!
Fair as a star, when only one
Is shining in the Sky
She lived unknown and few could know
When she ceased to be;
But she in her grave and, on,
The difference to me.

William Wordsworth

- The word 'dwelt' means
 - Walked
 - Lived
 - Hide
 - worked
- Find the line which shows simile
 - A mossy stone
 - Fair as a star
 - When she ceased to be
 - Springs of dove
- The woman described in the poem
 - Was highly praised
 - Was living happing
 - Was not much known
 - Was loved by many
- Find the word which means not walking in a specified way
 - Unknown
 - Half -hidden
 - Violet
 - Untrodden

Answer Key

No. Option	No. Option
------------	------------

Answer :

- B
- B
- A
- D



