

Part IV : First Language

[সর্বভারতীয় স্তরে প্রথম ভাষা হিসেবে 'হিন্দি' পরীক্ষা হয়। পশ্চিমবঙ্গে প্রাইমারি টেট পরীক্ষায় প্রথম ভাষা হিসেবে 'বাংলা' বিষয়ে পরীক্ষা নেওয়া হবে। এখানে তাই 'হিন্দি' প্রশ্নপত্র (ক্রমিক নম্বর 91 থেকে 120) দেওয়া হল না।]

Part V : Language II : ENGLISH

● **Directions :** Answer the following questions by selecting the **most appropriate option.**

121. The main responsibility of a language teacher as a facilitator is

(1) to provide a lot of information and make the learners listen to it. (2) to strictly control the class and cover the syllabus in quick time. (3) to read the lessons aloud and provide explanation for each line. (4) to create a number of opportunities for the learners to use the language meaningfully

122. Which of the following will help learners take greater responsibility for their own learning ?

(1) Controlled writing tasks (2) Peer Assessment (3) Summative Assessment (4) Supervised reading sessions

123. The main purpose of assessment is

(1) to give practice in writing (2) to improve the teaching-learning process (3) to decide pass and fail (4) to measure achievement of learners

124. When young learners are taught to improve their spelling and punctuation, they will

(1) nurture their creativity (2) sharpen their listening skills (3) improve their accuracy (4) enhance their fluency

125. 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

(1) make the learners realize the difficulties faced by teachers in preparing question papers (2) enhance the learners analytical and critical thinking (3) train the learners as good question paper setters (4) take their help during examinations

126. Reading between the lines as a sub-skill of reading mainly involves

(1) giving sufficient space between lines (2) inferring the unstated using the contextual and verbal clues (3) identifying the grammatical item (4) understanding the stated facts

127. Correct speech habits can be developed most effectively through

(1) Vocabulary practice (2) Quizzes (3) Dictations (4) Pronunciation practice

128. After reading a poem, a teacher involves the learners in group work. One group writes the summary of the poem, another draws a picture to depict the main theme and yet another sets the poem to music. This activity

(1) caters to diverse abilities and interests (2) is aimed at preparing the learners for assessment (3) will distract the learners from the lesson (4) is a sheer waste of time

129. Young learners will enjoy a play included in the text-book when they

(1) enact the play (2) get detailed explanations about the play from the teacher (3) read the play silently (4) listen to the teacher reading the play.

130. Under Constructivist Approach to language learning, learners are encouraged to

(1) avoid errors completely (2) practise language drills mechanically (3) learn the grammar rules by rote (4) discover the rules of grammar from examples

131. After a story-telling session, the learners are asked to change the ending of the story. This will help the learners

(1) develop library reference skills (2) evaluate the teacher's originality (3) become imaginative and creative (4) understand grammar better

132. When young learners are asked to read a text silently, they should be instructed

(1) to infer the meaning of new words from the context and read with comprehension (2) to pay special attention to grammar items used in the passage (3) to read fast even if they don't comprehend the meaning (4) to stop reading whenever they encounter a difficult word or phrase.

133. The primary objective of using role play is

(1) to promote the reading habit (2) to improve the communicative competence (3) to develop acting talent (4) to evaluate dialogue writing skill