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"Learn Today, Lead Tomorrow"

CTET PAPER-II ENGLISH LANGUAGE (LANGUAGE II)

250 Multiple Choice Questions with Answer Key

Covering: Pedagogy of English Language • Grammar • Vocabulary • Reading Comprehension & Cloze Test

Total Questions	250
Section A	Pedagogy of English Language — 80 Questions
Section B	English Grammar — 100 Questions
Section C	Vocabulary — 30 Questions
Section D	Reading Comprehension & Cloze Test — 40 Questions
Marking	1 Mark per Question (No Negative Marking, unless specified by exam)

INSTRUCTIONS

- This booklet contains 250 objective-type (MCQ) questions on English Language for CTET Paper-II.
- Each question carries four options, out of which only one is correct.
- Attempt all questions in the order given, or by section, as per your practice plan.
- A complete Answer Key is provided at the end of the booklet for self-evaluation.
- Use this booklet for daily practice, revision, and mock-test preparation.
- For best results, attempt each section under timed conditions before checking answers.

Building Strong Concepts, Shaping Bright Futures

SECTION A — PEDAGOGY OF ENGLISH LANGUAGE

Questions 1–80 | Language acquisition, methods, skills, evaluation, and inclusive teaching

- Q1.** Who is associated with the concept that language acquisition is a subconscious process while language learning is a conscious process?
(A) Jean Piaget (B) Stephen Krashen (C) B.F. Skinner (D) Noam Chomsky
- Q2.** Chomsky's theory proposes that children possess an innate mental faculty for language, referred to as:
(A) ZPD (B) LAD (Language Acquisition Device) (C) SLA (D) UG-Test
- Q3.** According to Krashen's Input Hypothesis, learners acquire language best when exposed to input that is:
(A) Exactly at their current level (B) Far below their current level (C) Slightly above their current level (i+1) (D) Unrelated to their level
- Q4.** First language acquisition is best described as a process that is:
(A) Formally taught (B) Dependent on grammar drills (C) Naturally and unconsciously acquired (D) Only possible in classrooms
- Q5.** A child who has learnt Hindi at home before entering school and now begins learning English at school is undergoing:
(A) Bilingual confusion (B) Second language acquisition/learning (C) No real language process (D) First language acquisition of English
- Q6.** The 'Critical Period Hypothesis' in language acquisition suggests that:
(A) Language can be learnt equally well at any age (B) There is an optimal age window for acquiring language naturally (C) Grammar rules must be taught before age 2 (D) Adults learn language faster than children
- Q7.** Which of the following best distinguishes BICS from CALP in language development?
(A) BICS is basic conversational fluency; CALP is cognitive academic language proficiency (B) They are identical concepts (C) BICS develops after CALP (D) BICS is academic language; CALP is social language
- Q8.** A multilingual classroom should ideally be viewed by a teacher as:
(A) A resource that enriches learning (B) Irrelevant to teaching (C) A hindrance to teaching (D) A problem to be eliminated
- Q9.** Code-switching by a bilingual child in the classroom should be understood as:
(A) A natural linguistic strategy reflecting communicative competence (B) Improper language use to be penalised (C) Evidence of a learning disability (D) A sign of language confusion to be corrected immediately
- Q10.** The mother tongue of a child in language teaching is best treated as:
(A) An obstacle to learning a second language (B) Something to be discouraged in school (C) A resource/bridge to facilitate learning additional languages (D) Irrelevant to cognitive development
- Q11.** The four basic language skills are commonly referred to by the acronym:
(A) RSTV (B) SLRW (C) ABCD (D) LSRW
- Q12.** Which language skill is generally considered to develop first in a child?
(A) Writing (B) Speaking (C) Reading (D) Listening
- Q13.** The correct natural order of language skill development in a child is generally:
(A) Reading→Writing→Listening→Speaking (B) Listening→Speaking→Reading→Writing (C) Writing→Speaking→Listening→Reading (D) Speaking→Writing→Reading→Listening
- Q14.** Listening and reading are classified as:
(A) Neither receptive nor productive (B) Receptive skills (C) Only assessment skills (D) Productive skills
- Q15.** Speaking and writing are classified as:
(A) Productive skills (B) Receptive skills (C) Cognitive skills only (D) Passive skills

- Q16.** Effective listening comprehension in young learners is best developed through:
 (A) Meaningful, contextualised listening activities like stories and songs (B) Dictation of grammar rules (C) Silent reading only (D) Memorising word lists
- Q17.** Which of the following is NOT a sub-skill of reading?
 (A) Scanning (B) Skimming (C) Transcribing (D) Predicting
- Q18.** 'Skimming' a text refers to:
 (A) Reading word by word for translation (B) Reading quickly to get the general idea (C) Reading aloud for pronunciation (D) Reading for specific details
- Q19.** 'Scanning' a text refers to:
 (A) Reading quickly to locate specific information (B) Reading to enjoy the story (C) Reading to correct grammar (D) Reading to memorise the text
- Q20.** Encouraging children to keep a personal diary primarily develops which skill?
 (A) Writing (B) Grammar translation (C) Speaking (D) Listening
- Q21.** The method of language teaching that relies on translation of texts and explicit grammar rule instruction is the:
 (A) Direct Method (B) Grammar-Translation Method (C) Communicative Method (D) Audio-Lingual Method
- Q22.** The Direct Method of language teaching emphasises:
 (A) Memorising grammar rules first (B) Teaching entirely in the target language without translation (C) Teaching through the mother tongue (D) Written tests only
- Q23.** The Communicative Language Teaching (CLT) approach primarily focuses on:
 (A) Translation exercises (B) Rote memorisation of grammar rules (C) Real-life communication and meaningful interaction (D) Isolated vocabulary lists
- Q24.** The Structural Approach to language teaching emphasises:
 (A) Free conversation from day one (B) Graded and systematic presentation of sentence structures/patterns (C) Literature appreciation only (D) Silent reading exclusively
- Q25.** The Bilingual Method of language teaching, associated with C.J. Dodson, involves:
 (A) Only written translation (B) Teaching two foreign languages simultaneously (C) Complete avoidance of the mother tongue (D) Judicious use of the mother tongue alongside the target language
- Q26.** In the Audio-Lingual Method, language learning is treated primarily as:
 (A) A literary appreciation process (B) A purely written skill (C) A habit-formation process through repetition and drills (D) A cognitive rule-based process
- Q27.** A teacher using the Whole Language Approach believes that:
 (A) Language should be taught as a whole, meaningful, and integrated system (B) Reading and writing are unrelated skills (C) Language should be broken into isolated phonics drills (D) Grammar rules precede any reading
- Q28.** The Task-Based Language Teaching (TBLT) approach centres classroom activity around:
 (A) Grammar drills (B) Rote memorisation (C) Silent reading only (D) Meaningful tasks that require language use to achieve outcomes
- Q29.** An eclectic approach to language teaching means:
 (A) Using only the mother tongue (B) Rigidly following only one method (C) Avoiding all methods (D) Selecting and combining suitable techniques from various methods as per learners' needs
- Q30.** Which approach is most learner-centred and activity-based, encouraging children to construct meaning themselves?
 (A) Dictation method (B) Grammar-Translation Method (C) Constructivist Approach (D) Rote learning method
- Q31.** According to modern pedagogy, grammar in the primary classroom should ideally be taught:
 (A) As isolated rules to be memorised before speaking (B) Inductively/contextually through use in meaningful situations (C) Before any exposure to spoken language (D) Only through written tests

- Q32.** Errors made by second-language learners should primarily be viewed by teachers as:
 (A) Signs of low intelligence (B) Reasons to stop language instruction (C) A natural and necessary part of the language-learning process (D) Failures to be penalised harshly
- Q33.** 'Interlingual errors' in second language learning occur due to:
 (A) Random guessing (B) Interference/transfer from the learner's first language (C) Lack of motivation (D) Poor memory only
- Q34.** 'Intralingual errors' occur due to:
 (A) Interference from the mother tongue (B) A physical hearing impairment (C) Lack of exposure to any language (D) Faulty generalisation of rules within the target language itself
- Q35.** A child who says 'goed' instead of 'went' is demonstrating:
 (A) A hearing problem (B) Overgeneralisation of the regular past tense rule (intralingual error) (C) A random error with no pattern (D) An interlingual error
- Q36.** Correcting every single error immediately during a child's free speaking activity can:
 (A) Discourage the child and hinder fluency development (B) Improve pronunciation only (C) Have no effect at all (D) Boost the child's fluency and confidence
- Q37.** Which of the following is the most effective way to develop listening skills in a language classroom?
 (A) Avoiding any spoken input (B) Giving only written grammar exercises (C) Exposing children to varied authentic spoken texts with purposeful tasks (D) Asking children to copy text silently
- Q38.** Role-play and dialogue activities in a language classroom primarily help develop:
 (A) Reading comprehension only (B) Silent reading speed (C) Speaking skills and communicative confidence (D) Spelling accuracy only
- Q39.** A 'language-rich environment' in a classroom refers to:
 (A) A classroom with grammar charts only (B) A silent classroom (C) A classroom using only textbooks (D) An environment providing abundant, meaningful opportunities to listen, speak, read, and write
- Q40.** Providing corrective feedback through recasting (rephrasing a child's incorrect utterance correctly, without direct criticism) is beneficial because it:
 (A) Publicly embarrasses the learner (B) Only works for written work (C) Is ineffective and should be avoided (D) Models correct language without disrupting communication or confidence
- Q41.** In a linguistically diverse classroom, a teacher should:
 (A) Insist that only the target language be used at all times (B) Ignore linguistic differences entirely (C) Value and use children's home languages as a resource for learning (D) Punish children for using their mother tongue
- Q42.** Remedial teaching in language classes is meant for:
 (A) Replacing regular classroom teaching entirely (B) All children regardless of need, as compulsory extra work (C) Only the most advanced learners (D) Learners who need additional, targeted support to overcome specific learning difficulties
- Q43.** A child with dyslexia in a language classroom would primarily benefit from:
 (A) Extra punishment for slow reading (B) Structured, multisensory teaching strategies suited to their learning needs (C) Removal from language classes altogether (D) Being ignored so as not to draw attention
- Q44.** Peer-tutoring in a diverse language classroom can be beneficial because it:
 (A) Should never be used in language teaching (B) Replaces the teacher's role entirely (C) Allows children to learn collaboratively from one another at their own pace (D) Creates competition and comparison only
- Q45.** When a classroom has learners from multiple mother-tongue backgrounds, the recommended approach is:
 (A) Discouraging translation entirely (B) Testing only in English (C) A strict monolingual policy (D) A multilingual approach that builds on children's existing linguistic repertoire
- Q46.** A teacher noticing a persistent reading difficulty in a child should first:

- (A) Ignore it, hoping it resolves itself (B) Label the child as unintelligent (C) Immediately recommend grade retention
(D) Diagnose the specific nature of the difficulty and plan targeted remedial strategies

Q47. Differentiated instruction in a language classroom means:

- (A) Ignoring individual differences (B) Teaching the same content the same way to all learners (C) Adapting content, process, and assessment to learners' varied needs and levels (D) Testing only the fastest learners

Q48. Which of the following best supports inclusive language teaching for children with hearing impairment?

- (A) Combining visual cues, sign-language support, and written text (B) Avoiding any classroom participation for them
(C) Relying solely on oral instruction (D) Excluding them from group activities

Q49. A 'print-rich environment' benefits early language learners primarily by:

- (A) Surrounding children with meaningful labels, charts, and books that build familiarity with print (B) Being purely decorative with no learning value (C) Discouraging reading habits (D) Displaying only grammar rules on walls

Q50. Continuous and Comprehensive Evaluation (CCE) in language teaching emphasises:

- (A) Ongoing, formative assessment of listening, speaking, reading, and writing across the year (B) Testing grammar rules only (C) Ranking children competitively (D) A single annual written exam

Q51. The 'phonics approach' to teaching reading focuses on:

- (A) Understanding the meaning of whole texts first (B) Silent reading without sound awareness (C) Memorising entire stories (D) The relationship between letters/letter-combinations and their sounds

Q52. The 'Look and Say' (whole-word) method of teaching reading involves:

- (A) Ignoring word recognition entirely (B) Translating words into the mother tongue (C) Recognising whole words by sight through repeated visual exposure (D) Sounding out each letter individually

Q53. 'Top-down' processing in reading comprehension means the reader:

- (A) Decodes letter by letter before understanding meaning (B) Reads only the last paragraph (C) Uses prior knowledge and context to predict and construct meaning (D) Ignores the text's content entirely

Q54. 'Bottom-up' processing in reading comprehension means the reader:

- (A) Begins with prior knowledge/predictions (B) Builds meaning by decoding letters, words, and sentences in sequence
(C) Reads only headings (D) Skips the text and guesses

Q55. Shared reading, where a teacher reads aloud with children following along, primarily helps develop:

- (A) Print awareness, fluency, and a love for reading (B) Silent reading avoidance (C) Only handwriting (D) Only spelling tests

Q56. Which activity best assesses reading comprehension beyond literal understanding?

- (A) Asking children to underline nouns only (B) Asking inferential questions requiring interpretation beyond the literal text
(C) Asking children to copy the passage (D) Dictating the passage

Q57. 'Reading readiness' in young children refers to:

- (A) A test given only to adults (B) A purely physical maturity unrelated to cognition (C) The set of pre-literacy skills that prepare a child to begin reading (D) The stage where children already read fluently

Q58. Providing children with graded readers (books matched to their reading level) supports:

- (A) Appropriately challenging, confidence-building reading practice (B) Frustration and disengagement (C) Random, unstructured reading (D) Avoidance of independent reading

Q59. Extensive reading differs from intensive reading in that it:

- (A) Is always teacher-directed and tested (B) Encourages reading larger quantities of text for enjoyment and general understanding
(C) Focuses on detailed grammar analysis of short texts (D) Never includes fiction

Q60. Picture books for early learners primarily support reading development by:

- (A) Replacing the need for text entirely (B) Providing visual context that aids comprehension and vocabulary building
(C) Distracting children from the text (D) Being used only for art class

Q61. The 'process approach' to teaching writing emphasises:

(A) Stages such as planning, drafting, revising, and editing (B) A single draft with no revision (C) Only grammar correction (D) Copying text verbatim

Q62. Peer-editing in a writing classroom helps learners primarily by:

(A) Focusing solely on handwriting neatness (B) Encouraging plagiarism (C) Eliminating the need for teacher feedback entirely (D) Developing critical thinking and collaborative revision skills

Q63. Journal or diary writing in early grades is valuable chiefly because it:

(A) Tests spelling accuracy only (B) Discourages creativity (C) Encourages free, personal expression and regular writing practice (D) Must always be formally graded

Q64. Formative assessment in language teaching is best described as:

(A) A one-time, high-stakes final test (B) Assessment conducted only orally (C) Ongoing assessment that informs and improves the teaching-learning process (D) Assessment used only to rank students

Q65. Summative assessment in language teaching primarily aims to:

(A) Continuously guide day-to-day instruction (B) Evaluate overall learning achievement, typically at the end of a term/unit (C) Assess only listening skills (D) Replace all classroom teaching

Q66. Portfolio assessment in language learning involves:

(A) Grading handwriting alone (B) A single test score (C) A collection of a learner's work over time showing growth and achievement (D) Only oral examination

Q67. Providing a writing prompt/rubric before a writing task helps learners primarily by:

(A) Removing creativity completely (B) Clarifying expectations and providing structure for their writing (C) Confusing them further (D) Making writing purely mechanical

Q68. Dictation as a classroom activity primarily helps assess/develop:

(A) Oral fluency only (B) Reading comprehension only (C) Grammar theory knowledge (D) Listening skills along with spelling and punctuation accuracy

Q69. A rubric used to assess a child's essay should ideally include criteria such as:

(A) Only speed of completion (B) Only handwriting neatness (C) Content, organisation, language use, and mechanics (D) Only the length of the essay

Q70. Encouraging invented/creative spelling in early writers is considered pedagogically useful because it:

(A) Has no educational value (B) Allows children to experiment with writing and builds confidence before refinement (C) Should be immediately and harshly corrected (D) Teaches incorrect habits permanently

Q71. Authentic materials (like newspapers, menus, tickets) in language teaching are valuable because they:

(A) Only test grammar rules (B) Are always too difficult to use (C) Should be avoided in the classroom (D) Expose learners to real-life language use in meaningful contexts

Q72. A language textbook should ideally be treated by a teacher as:

(A) One resource among many, to be supplemented and adapted (B) An object to be memorised entirely (C) The sole and rigid source of teaching content (D) Irrelevant to lesson planning

Q73. Using audio-visual aids in language teaching primarily helps:

(A) Replace the teacher entirely (B) Confuse learners further (C) Make abstract or new language concepts more concrete and engaging (D) Slow down comprehension always

Q74. Teaching children to appreciate poetry and stories in the language classroom primarily develops:

(A) Aesthetic sensibility and deeper engagement with language (B) Only grammar accuracy (C) Nothing beyond memorisation (D) Only test-taking skills

Q75. A 'critical pedagogy' perspective on language teaching encourages learners to:

(A) Avoid discussing social issues entirely (B) Question, analyse, and critically engage with texts and their contexts (C) Memorise texts without understanding (D) Passively accept texts without question

Q76. According to constructivist theory, children learn language best when they:

- (A) Actively construct understanding through interaction and meaningful experience (B) Work in complete isolation
(C) Passively receive information (D) Are given lectures with no interaction

Q77. Vygotsky's concept of the 'Zone of Proximal Development' (ZPD) refers to:

- (A) A purely physical developmental stage (B) What a child can already do independently (C) The gap between what a child can do independently and what they can do with guided support (D) A child's final, fixed level of ability

Q78. 'Scaffolding' in language teaching refers to:

- (A) Giving the child the final answer directly (B) Ignoring learner difficulties (C) Providing temporary, structured support that is gradually withdrawn as competence grows (D) Removing all support so children struggle alone

Q79. Good practice recommends that language teaching across the curriculum should:

- (A) Be confined only to the language period (B) Be seen as the responsibility of all teachers across subjects (C) Focus only on grammar drills (D) Be avoided in science and maths classes

Q80. The primary goal of teaching English as Language II is best described as:

- (A) Developing functional communicative competence appropriate to the learner's level (B) Testing only literary knowledge (C) Preparing learners solely for translation work (D) Achieving native-speaker-like grammatical perfection immediately

SECTION B — ENGLISH GRAMMAR

Questions 81–180 | Tenses, articles, prepositions, agreement, voice, narration, modals, clauses

Q81. Choose the correct sentence.

- (A) She gone to school every day. (B) She going to school every day. (C) She goes to school every day. (D) She go to school every day.

Q82. Fill in the blank: They ___ playing football when it started to rain.

- (A) were (B) is (C) are (D) was

Q83. Identify the tense: 'I have finished my homework.'

- (A) Simple Past (B) Present Perfect (C) Past Perfect (D) Future Perfect

Q84. Fill in the blank: By next year, she ___ her degree.

- (A) will complete (B) will have completed (C) completes (D) completed

Q85. Choose the correctly formed sentence in Past Perfect tense.

- (A) He has left before I arrived. (B) He will leave before I arrived. (C) He leaves before I arrived. (D) He had left before I arrived.

Q86. Fill in the blank: She ___ to Paris three times.

- (A) have been (B) has been (C) had been (D) was being

Q87. Identify the correct Future Continuous form: This time tomorrow, we ___ on the beach.

- (A) will be relaxing (B) will relax (C) relax (D) relaxed

Q88. Fill in the blank: I ___ my keys; can you help me find them?

- (A) losing (B) have lost (C) lose (D) lost

Q89. Choose the correct sentence.

- (A) He knowing the answer. (B) He knows the answer. (C) He is knowing the answer. (D) He know the answer.

Q90. Fill in the blank: The train ___ before we reached the station.

- (A) leaves (B) had left (C) left (D) has left

Q91. Identify the tense: 'They will have completed the project by Friday.'

- (A) Present Perfect (B) Future Continuous (C) Future Perfect (D) Simple Future

Q92. Fill in the blank: Water ___ at 100 degrees Celsius.

- (A) boiled (B) boiling (C) boil (D) boils

Q93. Choose the correct sentence.

- (A) She has been working here since five years. (B) She has been working here for five years. (C) She works here since five years. (D) She working here for five years.

Q94. Fill in the blank: While I ___ dinner, the phone rang.

- (A) cooked (B) cook (C) cooking (D) was cooking

Q95. Identify the correct sentence in Present Perfect Continuous.

- (A) I read this book for two hours since. (B) I am reading this book for two hours. (C) I have been reading this book for two hours. (D) I had reading this book for two hours.

Q96. Fill in the blank: She is ___ honest person.

- (A) an (B) no article (C) a (D) the

Q97. Fill in the blank: ___ Sun rises in the east.

- (A) An (B) A (C) No article (D) The

Q98. Fill in the blank: He plays ___ violin every evening.

(A) a (B) the (C) no article (D) an

Q99. Fill in the blank: I saw ____ European tourist near the museum.

(A) a (B) no article (C) the (D) an

Q100. Choose the correctly completed sentence: ____ Ganga is a sacred river.

(A) An (B) A (C) No article (D) The

Q101. Fill in the blank: There isn't ____ milk left in the fridge.

(A) much (B) few (C) many (D) a few

Q102. Fill in the blank: ____ of the students passed the exam.

(A) Most (B) Much (C) Each other (D) Every

Q103. Fill in the blank: I have ____ friends in this city.

(A) a little (B) little (C) few (D) much

Q104. Fill in the blank: She bought a new umbrella because ____ old one was broken.

(A) a (B) her (C) the (D) an

Q105. Fill in the blank: We need ____ information before deciding.

(A) an (B) a (C) many (D) more

Q106. Fill in the blank: The book is ____ the table.

(A) in (B) at (C) on (D) into

Q107. Fill in the blank: She has been living in Delhi ____ 2015.

(A) for (B) by (C) from (D) since

Q108. Fill in the blank: He is good ____ Mathematics.

(A) at (B) on (C) with (D) in

Q109. Fill in the blank: The cat jumped ____ the wall.

(A) in (B) on (C) over (D) at

Q110. Fill in the blank: They arrived ____ the airport at noon.

(A) to (B) on (C) in (D) at

Q111. Fill in the blank: She is afraid ____ spiders.

(A) of (B) from (C) about (D) with

Q112. Fill in the blank: He divided the cake ____ four equal parts.

(A) in (B) at (C) on (D) into

Q113. Fill in the blank: The meeting is scheduled ____ Monday morning.

(A) by (B) at (C) on (D) in

Q114. Fill in the blank: She apologised ____ being late.

(A) about (B) for (C) of (D) at

Q115. Fill in the blank: We travelled ____ car to reach the village.

(A) in (B) at (C) by (D) on

Q116. Choose the grammatically correct sentence.

(A) Neither of the boys was present. (B) Neither of the boys were present. (C) Neither of the boys are present. (D) Neither of the boys is being present.

Q117. Fill in the blank: The committee ____ its decision yesterday.

(A) have announced (B) announce (C) announcing (D) announced

Q118. Choose the correct sentence.

(A) Each of the students submit their assignment. (B) Each of the students have submitted their assignment. (C) Each of the students were submitting. (D) Each of the students has submitted his/her assignment.

Q119. Fill in the blank: Mathematics ___ my favourite subject.

(A) have been (B) is (C) are (D) were

Q120. Choose the correct sentence.

(A) The number of students in the class have increased. (B) The number of students in the class has increased. (C) A number of students in the class has increased. (D) The number of students in the class were increasing.

Q121. Fill in the blank: Either the teacher or the students ___ responsible for organising the event.

(A) is (B) has been (C) was (D) are

Q122. Choose the correct sentence.

(A) The news of his success was surprising. (B) The news of his success are surprising. (C) The news of his success have been surprising. (D) The news of his success were surprising.

Q123. Fill in the blank: Ten kilometres ___ a long distance to walk.

(A) have been (B) is (C) are (D) were

Q124. Choose the correct sentence.

(A) The police was investigating the case. (B) The police has investigated the case only. (C) The police is investigating the case. (D) The police are investigating the case.

Q125. Fill in the blank: One of the pens ___ missing from the box.

(A) have been (B) are (C) were (D) is

Q126. Change to passive voice: 'The teacher explains the lesson.'

(A) The lesson explains the teacher. (B) The lesson is explained by the teacher. (C) The lesson was explained by the teacher. (D) The lesson explained by the teacher.

Q127. Change to passive voice: 'They have completed the project.'

(A) The project was completed by them. (B) The project has been completed by them. (C) The project is completed by them. (D) The project has completed them.

Q128. Change to passive voice: 'She will write a letter.'

(A) A letter will write by her. (B) A letter is written by her. (C) A letter was written by her. (D) A letter will be written by her.

Q129. Change to active voice: 'The cake was baked by my mother.'

(A) My mother had baked the cake. (B) My mother baked the cake. (C) My mother is baking the cake. (D) My mother bakes the cake.

Q130. Change to passive voice: 'Someone has stolen my bicycle.'

(A) My bicycle was stolen. (B) My bicycle has been stolen. (C) My bicycle is stolen. (D) My bicycle has stolen someone.

Q131. Change to passive voice: 'Open the door.'

(A) Let the door be opened. (B) The door is opened. (C) The door opens. (D) The door was opened.

Q132. Change to passive voice: 'People speak English all over the world.'

(A) English was spoken all over the world. (B) English has spoken all over the world. (C) English speaks all over the world. (D) English is spoken all over the world.

Q133. Choose the correctly formed passive sentence for: 'She is cooking dinner.'

(A) Dinner is being cooked by her. (B) Dinner is cooked by her. (C) Dinner was being cooked by her. (D) Dinner has been cooked by her.

Q134. Change to passive voice: 'The children were watching a movie.'

(A) A movie was being watched by the children. (B) A movie has been watched by the children. (C) A movie is watched by the children. (D) A movie is being watched by the children.

Q135. Change to active voice: 'The letter had been posted by Ravi before noon.'

(A) Ravi has posted the letter before noon. (B) Ravi posted the letter before noon. (C) Ravi had posted the letter before noon. (D) Ravi posts the letter before noon.

Q136. Change to indirect speech: He said, 'I am going to the market.'

(A) He said that he goes to the market. (B) He said that he is going to the market. (C) He said that he was going to the market. (D) He says that he was going to the market.

Q137. Change to indirect speech: She said, 'I will help you tomorrow.'

(A) She said that she was helping me tomorrow. (B) She said that she will help me tomorrow. (C) She said that she would help me the next day. (D) She said that she helps me tomorrow.

Q138. Change to indirect speech: The teacher said, 'The earth revolves around the sun.'

(A) The teacher told that the earth revolves around the sun. (B) The teacher said that the earth revolves around the sun. (C) The teacher said that the earth revolved around the sun. (D) The teacher said that the earth had revolved around the sun.

Q139. Change to indirect speech: He said to me, 'Where do you live?'

(A) He asked me where did I live. (B) He said me where I lived. (C) He asked me where I lived. (D) He asked me where I live.

Q140. Change to indirect speech: She said, 'Please help me with this.'

(A) She requested me to help her with that. (B) She said to please help her with that. (C) She told me please help her. (D) She requested that please help her with this.

Q141. Change to indirect speech: The boy said, 'What a beautiful morning it is!'

(A) The boy said that it is a beautiful morning. (B) The boy said what a beautiful morning it was. (C) The boy exclaimed what a beautiful morning it is. (D) The boy exclaimed that it was a beautiful morning.

Q142. Change to indirect speech: He said, 'I saw her yesterday.'

(A) He said that he saw her yesterday. (B) He said that he has seen her yesterday. (C) He said that he had seen her the day before. (D) He said that he sees her yesterday.

Q143. Change to indirect speech: She asked, 'Did you finish your homework?'

(A) She asked that had I finished my homework. (B) She asked if I finished my homework. (C) She asked whether I had finished my homework. (D) She asked if I have finished my homework.

Q144. Change to indirect speech: The mother said to her son, 'Don't make noise.'

(A) The mother told her son don't make noise. (B) The mother told her son not to make noise. (C) The mother said her son to not make noise. (D) The mother ordered that don't make noise.

Q145. Change to direct speech: He told me that he was tired.

(A) He said, 'I was tired.' (B) He said, 'I am tired.' (C) He said, 'He was tired.' (D) He said to me I am tired.

Q146. Fill in the blank: You ___ finish your homework before playing.

(A) can (B) must (C) may (D) would

Q147. Fill in the blank: ___ I come in, sir?

(A) Would (B) Must (C) May (D) Should

Q148. Fill in the blank: She ___ swim very well when she was young.

(A) may (B) could (C) can (D) shall

Q149. Fill in the blank: You ___ have told me earlier; now it's too late.

(A) should (B) must (C) may (D) can

Q150. Fill in the blank: It ___ rain today, so carry an umbrella.

(A) need (B) must (C) might (D) shall

Q151. Fill in the blank: Students ___ not use mobile phones in class.

(A) may (B) can (C) will (D) should

Q152. Fill in the blank: He ___ be at home; his car is in the driveway.

(A) must (B) could (C) might (D) may

Q153. Fill in the blank: ___ you please pass the salt?

(A) Must (B) Need (C) Shall (D) Would

Q154. Choose the correct comparative form: This book is ___ than that one.

(A) more interested (B) more interesting (C) interestinger (D) most interesting

Q155. Choose the correct superlative: He is ___ boy in the class.

(A) tallest (B) taller (C) more tall (D) the tallest

Q156. Fill in the blank: She is ___ intelligent as her sister.

(A) more (B) than (C) as (D) so

Q157. Choose the correctly formed sentence.

(A) This is most good solution. (B) This is the bestest solution. (C) This is the most best solution. (D) This is the best solution.

Q158. Fill in the blank: Health is ___ than wealth.

(A) as important (B) importanter (C) most important (D) more important

Q159. Choose the correct sentence.

(A) Delhi is biggest than Bhopal. (B) Delhi is bigger than Bhopal. (C) Delhi is big than Bhopal. (D) Delhi is more bigger than Bhopal.

Q160. Fill in the blank: He runs ___ of all the athletes.

(A) the fastest (B) faster (C) fastest (D) fast

Q161. Identify the type of clause: 'The man who stole the car was arrested.'

(A) Adverb clause (B) Noun clause (C) Main clause (D) Adjective (Relative) clause

Q162. Identify the type of clause: 'I know that she is honest.'

(A) Adjective clause (B) Noun clause (C) Adverb clause (D) Independent clause

Q163. Identify the type of clause: 'She left before I arrived.'

(A) Adjective clause (B) Coordinate clause (C) Noun clause (D) Adverb clause

Q164. Fill in the blank with the correct conjunction: He was tired, ___ he kept working.

(A) so (B) but (C) or (D) because

Q165. Fill in the blank: Neither the manager ___ the staff were informed.

(A) or (B) nor (C) but (D) and

Q166. Choose the correctly punctuated complex sentence.

(A) Although it was raining; we went out. (B) Although, it was raining we went out. (C) Although it was raining, we went out. (D) Although it was raining we went out.

Q167. Fill in the blank: I will call you ___ I reach home.

(A) although (B) whereas (C) as soon as (D) unless

Q168. Combine using a suitable conjunction: 'She was ill. She went to school.'

(A) Although she was ill, she went to school. (B) She went to school because she was ill. (C) She was ill, so she went to school. (D) She was ill and she went to school.

Q169. Fill in the blank: ___ you work hard, you will not succeed.

(A) Unless (B) Although (C) If (D) Because

Q170. Identify the coordinating conjunction in: 'He is poor but honest.'

(A) He (B) but (C) honest (D) is

Q171. Add the correct question tag: She is coming to the party, ___?

(A) isn't it (B) isn't she (C) doesn't she (D) is she

Q172. Add the correct question tag: They have finished the work, ___?

(A) haven't they (B) didn't they (C) hasn't it (D) don't they

Q173. Add the correct question tag: Let's go for a walk, ___?

(A) don't we (B) won't we (C) will we (D) shall we

Q174. Choose the correctly punctuated sentence.

(A) What a wonderful day it is! (B) What a wonderful day it is. (C) What, a wonderful day it is! (D) What a wonderful day, it is!

Q175. Choose the correctly punctuated sentence.

(A) My sister who lives, in Mumbai is a doctor. (B) My sister, who lives in Mumbai, is a doctor. (C) My sister who lives in Mumbai is a doctor. (D) My sister who lives in Mumbai, is a doctor.

Q176. Choose the sentence closest in meaning to: 'She always tells the truth.'

(A) She rarely tells the truth. (B) She hardly tells the truth. (C) She never lies. (D) She sometimes lies.

Q177. Choose the correct exclamatory transformation of: 'It is a very hot day.'

(A) How hot day it is! (B) What a hot day it is! (C) How a hot day it is! (D) What hot day it is!

Q178. Identify the correctly formed interrogative sentence from: 'He plays cricket well.'

(A) Do he play cricket well? (B) Is he play cricket well? (C) Does he plays cricket well? (D) Does he play cricket well?

Q179. Choose the sentence with correct capitalisation and punctuation.

(A) I am going to delhi next Monday. (B) I am going to Delhi next Monday. (C) i am Going to Delhi Next monday. (D) i am going to delhi next monday.

Q180. Identify the error in the sentence: 'Each of the boys have their own bag.'

(A) of the boys (B) their own bag (C) Each (D) have

SECTION C — VOCABULARY

Questions 181–210 | Synonyms, antonyms, one-word substitution, idioms & phrases

Q181. Choose the synonym of 'Happy':

- (A) Tired (B) Joyful (C) Sad (D) Angry

Q182. Choose the synonym of 'Brave':

- (A) Cowardly (B) Courageous (C) Timid (D) Weak

Q183. Choose the synonym of 'Ancient':

- (A) Old (B) Modern (C) New (D) Recent

Q184. Choose the synonym of 'Huge':

- (A) Small (B) Narrow (C) Tiny (D) Enormous

Q185. Choose the synonym of 'Rapid':

- (A) Lazy (B) Steady (C) Quick (D) Slow

Q186. Choose the synonym of 'Intelligent':

- (A) Ignorant (B) Clever (C) Foolish (D) Dull

Q187. Choose the synonym of 'Genuine':

- (A) Authentic (B) Fake (C) False (D) Artificial

Q188. Choose the synonym of 'Assist':

- (A) Hinder (B) Block (C) Ignore (D) Help

Q189. Choose the antonym of 'Generous':

- (A) Kind (B) Warm (C) Stingy (D) Giving

Q190. Choose the antonym of 'Victory':

- (A) Success (B) Triumph (C) Win (D) Defeat

Q191. Choose the antonym of 'Transparent':

- (A) Opaque (B) Clear (C) Bright (D) Visible

Q192. Choose the antonym of 'Praise':

- (A) Compliment (B) Honour (C) Criticise (D) Admire

Q193. Choose the antonym of 'Optimistic':

- (A) Cheerful (B) Pessimistic (C) Hopeful (D) Positive

Q194. Choose the antonym of 'Include':

- (A) Combine (B) Insert (C) Add (D) Exclude

Q195. Choose the antonym of 'Permanent':

- (A) Stable (B) Lasting (C) Temporary (D) Fixed

Q196. Choose the antonym of 'Increase':

- (A) Grow (B) Expand (C) Rise (D) Decrease

Q197. Choose the correct one-word substitute: A person who loves books.

- (A) Zoologist (B) Philanthropist (C) Bibliophile (D) Misanthrope

Q198. Choose the correct one-word substitute: A place where books are kept.

- (A) Gallery (B) Archive (C) Library (D) Museum

Q199. Choose the correct one-word substitute: One who cannot read or write.

- (A) Novice (B) Ignorant (C) Amateur (D) Illiterate

Q200. Choose the correct one-word substitute: A person who studies the stars and planets.

- (A) Astronomer (B) Geologist (C) Astrologer (D) Biologist

Q201. Choose the correct one-word substitute: A word used in place of a noun.

- (A) Adverb (B) Pronoun (C) Adjective (D) Preposition

Q202. Choose the correct one-word substitute: One who works for the welfare of others.

- (A) Egoist (B) Hermit (C) Miser (D) Philanthropist

Q203. Choose the correct one-word substitute: A statement that cannot be understood.

- (A) Unintelligible (B) Legible (C) Audible (D) Illegible

Q204. 'To break the ice' means:

- (A) To start a conversation in a social setting (B) To end a friendship (C) To cause a serious problem (D) To break something literally

Q205. 'Once in a blue moon' means:

- (A) Very rarely (B) Frequently (C) Every night (D) Regularly

Q206. 'To let the cat out of the bag' means:

- (A) To adopt a pet (B) To escape a situation (C) To keep a secret (D) To reveal a secret unintentionally

Q207. 'To hit the nail on the head' means:

- (A) To say something exactly right (B) To hurt someone (C) To make a mistake (D) To fail completely

Q208. 'A piece of cake' means:

- (A) A difficult task (B) A delicious dessert (C) A small reward (D) A very easy task

Q209. 'To burn the midnight oil' means:

- (A) To work/study late into the night (B) To waste time (C) To relax (D) To cause a fire

Q210. 'To turn over a new leaf' means:

- (A) To turn a page (B) To read a book (C) To change for the better (D) To lose hope

SECTION D — READING COMPREHENSION & CLOZE TEST

Questions 211–250 | Two unseen passages and two cloze passages

Passage 1

Forests are often called the 'lungs of the earth' because they absorb carbon dioxide and release oxygen, helping to maintain the balance of gases in the atmosphere. They are home to nearly eighty percent of the world's terrestrial biodiversity, sheltering countless species of plants, animals, and insects. Forests also play a vital role in regulating the water cycle, preventing soil erosion, and moderating climate patterns. Unfortunately, large areas of forest are being cleared every year for agriculture, urbanisation, and industrial use. This deforestation not only threatens wildlife but also contributes significantly to climate change. Conservationists argue that protecting existing forests and undertaking large-scale afforestation are essential steps to safeguard the planet's future. Governments and communities across the world are now working together to plant trees and restore degraded forest land, recognising that the health of forests is closely tied to human survival and well-being.

Q211. Why are forests referred to as the 'lungs of the earth'?

- (A) They generate electricity (B) They look like human lungs (C) They absorb carbon dioxide and release oxygen
(D) They produce fresh water

Q212. According to the passage, what percentage of terrestrial biodiversity do forests shelter?

- (A) About thirty percent (B) Nearly one hundred percent (C) About eighty percent (D) About fifty percent

Q213. Which of the following is NOT mentioned as a role of forests in the passage?

- (A) Moderating climate patterns (B) Preventing soil erosion (C) Regulating the water cycle (D) Producing medicines

Q214. What is identified as a major cause of deforestation in the passage?

- (A) Wildlife migration (B) Forest fires only (C) Natural disasters (D) Agriculture, urbanisation, and industrial use

Q215. What do conservationists suggest as essential steps to protect forests?

- (A) Increasing urbanisation (B) Reducing biodiversity studies (C) Ignoring the issue (D) Protecting existing forests and afforestation

Q216. The word 'afforestation' in the passage most nearly means:

- (A) Cutting down trees (B) Studying forest animals (C) Building in forest areas (D) Planting trees to create new forests

Q217. What does the passage suggest about the relationship between forests and human survival?

- (A) Human survival does not depend on forests (B) They are closely tied together (C) They are unrelated (D) Forests are harmful to humans

Q218. Deforestation contributes significantly to:

- (A) Increased biodiversity (B) Climate change (C) Improved climate stability (D) Reduced soil erosion

Q219. Who, according to the passage, is working to restore degraded forest land?

- (A) Only scientists (B) Only farmers (C) Governments and communities together (D) No one currently

Q220. The overall tone of the passage can best be described as:

- (A) Informative and concerned (B) Purely critical of governments (C) Humorous (D) Fictional and imaginative

Passage 2

Kalpana had always dreamed of becoming a pilot, even though no one in her small village had ever flown a plane, let alone flown one themselves. Her family had modest means, and many neighbours doubted that a girl from their village could achieve such a dream. Undeterred, Kalpana studied hard, secured a scholarship, and moved to the city to pursue her training. The path was not easy; she faced financial struggles, long hours of study, and moments of self-doubt. Yet she persisted, drawing strength from her mother's constant encouragement and her own determination. Years later, Kalpana became the first person from her village to earn a commercial pilot's licence. She now returns to her village every year to speak to young girls, urging them to dream big and to believe that circumstances of birth need not limit what one can achieve. Her story has inspired several other girls in the village to pursue higher education and unconventional careers.

Q221. What was Kalpana's dream?

- (A) To become an engineer (B) To become a teacher (C) To become a doctor (D) To become a pilot

Q222. What did many neighbours doubt about Kalpana?

- (A) That she would return to the village (B) That she could cook well (C) That she could study (D) That a girl from their village could become a pilot

Q223. How did Kalpana manage to pursue her training despite modest family means?

- (A) She borrowed money from neighbours (B) She worked as a pilot immediately (C) She secured a scholarship (D) She gave up her dream

Q224. What challenges did Kalpana face during her training?

- (A) Only financial struggles (B) Only self-doubt (C) None at all (D) Financial struggles, long study hours, and self-doubt

Q225. Who encouraged Kalpana during her difficult journey?

- (A) Her neighbours (B) Her mother (C) Her classmates only (D) No one

Q226. What achievement made Kalpana the first from her village?

- (A) Becoming a teacher (B) Winning a scholarship (C) Earning a commercial pilot's licence (D) Building a school

Q227. What does Kalpana do now, according to the passage?

- (A) She returns yearly to inspire young girls (B) She has left the village permanently (C) She discourages other girls from dreaming big (D) She has stopped flying

Q228. The word 'undeterred' in the passage means:

- (A) Frightened (B) Easily discouraged (C) Confused (D) Not discouraged or put off

Q229. What message does Kalpana convey to young girls in her village?

- (A) Education is unnecessary (B) Dreams are not worth pursuing (C) Circumstances of birth limit what one can achieve (D) Circumstances of birth need not limit what one can achieve

Q230. What has been the effect of Kalpana's story on other girls in the village?

- (A) It has inspired several girls to pursue higher education and unconventional careers (B) It has made them afraid (C) It has discouraged them (D) No effect at all

Cloze Test — Passage 1 (Read the passage, then answer the numbered blanks below)

Reading is one of the most important skills a child can develop. It (1) _____ the door to knowledge, imagination, and lifelong learning. When children read regularly, they (2) _____ their vocabulary and improve their ability to express themselves clearly. Reading also helps children (3) _____ different cultures, ideas, and perspectives, making them more empathetic and open-minded individuals. Parents and teachers play a crucial (4) _____ in encouraging reading habits from an early age. Simple practices, such as reading aloud (5) _____ children and providing access to age-appropriate books, can make a significant difference. Children who grow up (6) _____ books tend to perform better academically and develop stronger critical-thinking skills. However, in the (7) _____ of digital distractions, many children today spend (8) _____ time reading than previous generations. It is therefore essential for schools to create engaging reading programmes that make books as appealing (9) _____ screens. Ultimately, fostering a love (10) _____ reading in children is one of the greatest gifts adults can give the next generation.

- Q231.** (1) It _____ the door to knowledge, imagination, and lifelong learning.
(A) closed (B) closing (C) close (D) opens
- Q232.** (2) When children read regularly, they _____ their vocabulary.
(A) ignore (B) reduce (C) expand (D) forget
- Q233.** (3) Reading also helps children _____ different cultures, ideas, and perspectives.
(A) destroy (B) forget (C) explore (D) avoid
- Q234.** (4) Parents and teachers play a crucial _____ in encouraging reading habits.
(A) part (B) work (C) role (D) job
- Q235.** (5) Simple practices, such as reading aloud _____ children.
(A) at (B) with (C) to (D) for
- Q236.** (6) Children who grow up _____ books tend to perform better academically.
(A) against (B) beside (C) around (D) without
- Q237.** (7) In the _____ of digital distractions, many children spend less time reading.
(A) back (B) front (C) face (D) side
- Q238.** (8) Many children today spend _____ time reading than previous generations.
(A) more (B) less (C) much (D) plenty
- Q239.** (9) Schools should make books as appealing _____ screens.
(A) to (B) than (C) as (D) like
- Q240.** (10) Fostering a love _____ reading is one of the greatest gifts adults can give.
(A) with (B) for (C) of (D) to

Cloze Test — Passage 2 (Read the passage, then answer the numbered blanks below)

Time management is an essential skill for students. Those who manage their time (11) ___ are usually able to complete their assignments without last-minute stress. One effective strategy is to create a daily schedule that (12) ___ time for studying, revision, and relaxation. Students should also learn to prioritise tasks (13) ___ to their importance and deadlines. Avoiding procrastination is equally important, (14) ___ delaying tasks often leads to poor quality work and increased anxiety. Taking short breaks (15) ___ study sessions can help maintain concentration and prevent fatigue. It is also useful to set (16) ___ goals for each study session rather than vague, open-ended ones. Teachers can support students by (17) ___ them how to plan their time and by providing regular feedback on their progress. Over time, good time-management habits (18) ___ students not only in their academic life but also in their future careers. Developing this skill early (19) ___ young learners to become more independent, organised, and confident individuals capable of (20) ___ their goals successfully.

Q241. (11) Those who manage their time ___ are usually able to complete assignments without stress.

- (A) never (B) badly (C) well (D) rarely

Q242. (12) A daily schedule that ___ time for studying, revision, and relaxation.

- (A) removes (B) allocates (C) wastes (D) ignores

Q243. (13) Students should prioritise tasks ___ to their importance and deadlines.

- (A) refer (B) according (C) regard (D) relate

Q244. (14) Avoiding procrastination is important, ___ delaying tasks leads to poor quality work.

- (A) unless (B) although (C) despite (D) because

Q245. (15) Taking short breaks ___ study sessions can help maintain concentration.

- (A) along (B) among (C) between (D) through

Q246. (16) It is useful to set ___ goals for each study session.

- (A) vague (B) no (C) specific (D) impossible

Q247. (17) Teachers can support students by ___ them how to plan their time.

- (A) preventing (B) forbidding (C) teaching (D) ignoring

Q248. (18) Good time-management habits ___ students in academic and future careers.

- (A) confuse (B) benefit (C) harm (D) delay

Q249. (19) Developing this skill early ___ young learners to become more independent.

- (A) helps (B) stops (C) prevents (D) discourages

Q250. (20) Capable of ___ their goals successfully.

- (A) achieving (B) losing (C) forgetting (D) avoiding

ANSWER KEY

Complete answer key for all 250 questions (Sections A–D)

Section A — Pedagogy (Q1–Q80)

1. B	2. B	3. C	4. C	5. B	6. B	7. A	8. A	9. A	10. C
11. D	12. D	13. B	14. B	15. A	16. A	17. C	18. B	19. A	20. A
21. B	22. B	23. C	24. B	25. D	26. C	27. A	28. D	29. D	30. C
31. B	32. C	33. B	34. D	35. B	36. A	37. C	38. C	39. D	40. D
41. C	42. D	43. B	44. C	45. D	46. D	47. C	48. A	49. A	50. A
51. D	52. C	53. C	54. B	55. A	56. B	57. C	58. A	59. B	60. B
61. A	62. D	63. C	64. C	65. B	66. C	67. B	68. D	69. C	70. B
71. D	72. A	73. C	74. A	75. B	76. A	77. C	78. C	79. B	80. A

Section B — Grammar (Q81–Q180)

81. C	82. A	83. B	84. B	85. D	86. B	87. A	88. B	89. B	90. B
91. C	92. D	93. B	94. D	95. C	96. A	97. D	98. B	99. A	100. D
101. A	102. A	103. C	104. B	105. D	106. C	107. D	108. A	109. C	110. D
111. A	112. D	113. C	114. B	115. C	116. A	117. D	118. D	119. B	120. B
121. D	122. A	123. B	124. D	125. D	126. B	127. B	128. D	129. B	130. B
131. A	132. D	133. A	134. A	135. C	136. C	137. C	138. B	139. C	140. A
141. D	142. C	143. C	144. B	145. B	146. B	147. C	148. B	149. A	150. C
151. D	152. A	153. D	154. B	155. D	156. C	157. D	158. D	159. B	160. A
161. D	162. B	163. D	164. B	165. B	166. C	167. C	168. A	169. A	170. B
171. B	172. A	173. D	174. A	175. B	176. C	177. B	178. D	179. B	180. D

Section C — Vocabulary (Q181–Q210)

181. B	182. B	183. A	184. D	185. C	186. B	187. A	188. D	189. C	190. D
191. A	192. C	193. B	194. D	195. C	196. D	197. C	198. C	199. D	200. A
201. B	202. D	203. A	204. A	205. A	206. D	207. A	208. D	209. A	210. C

Section D — Comprehension & Cloze (Q211–Q250)

211. C	212. C	213. D	214. D	215. D	216. D	217. B	218. B	219. C	220. A
221. D	222. D	223. C	224. D	225. B	226. C	227. A	228. D	229. D	230. A
231. D	232. C	233. C	234. C	235. C	236. C	237. C	238. B	239. C	240. C
241. C	242. B	243. B	244. D	245. C	246. C	247. C	248. B	249. A	250. A

— End of Booklet —

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