COURSE 04
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

Pedagogy of Language-II (English / Other Language)

भाषा-II का शिक्षाशास्त्र

Guru Ji

524 MCQs + 50 short-answer prompts

12 chapter groups • 24 new classroom-based MCQs • spacious single-column layout

Study • Practise • Reflect
Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

COURSE ROADMAP

Contents & chapter coverage

MCQ count includes original practice variants and new application questions.

01	Language Education and Multilingualism	42 MCQs
02	Second Language Acquisition and Curricular Goals	62 MCQs
03	Four Block Approach and Oral Language Development	62 MCQs
04	Word Recognition	62 MCQs
05	Reading and Resources	82 MCQs
06	Writing Skills	62 MCQs
07	Unit and Lesson Planning	32 MCQs
08	Assessment of Oral Language	32 MCQs
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11	Other Dimensions of Assessment	22 MCQs
12	Curriculum / curricular alignment	12 MCQs

Coverage and source note. This revised edition retains the chapter catalogue and 300 core concepts from the earlier question bank and its companion website. It adds independent pedagogical practice questions. Official reference: bridge.nios.ac.in and its course details. Individual NIOS chapter PDFs were not available for full inspection in the earlier research; this is not an exhaustive or independently verified PDF-by-PDF mapping. Language-I is predominantly Hindi; other courses are predominantly English with Hindi concept labels. Language-II reading assessment and curricular alignment are supplementary chapter groupings retained from the earlier edition.

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CHAPTER 01 • 42 MCQs • 4 REVISION PROMPTS

Language Education and Multilingualism

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Multilingual classroom / बहुभाषी कक्षा

A classroom that recognises and uses learners' varied languages.

Classroom example: Pupils compare greetings in their home languages and English.

Language policy / भाषा नीति

Guidance about the place and use of languages in education.

Classroom example: A school considers national curricular recommendations when planning language instruction.

Home-language support / गृहभाषा समर्थन

Using a familiar language to support understanding of new content.

Classroom example: A teacher lets pupils discuss a story in their home language before sharing in English.

Language diversity / भाषायी विविधता

Recognising and valuing the different languages and varieties used by learners.

Classroom example: Children compare ways of greeting across communities without ranking languages.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 001 • NEW CLASSROOM APPLICATION

A newcomer understands a story in a home language but not yet in English. What should the teacher do?

A. Ban all home-language discussion
B. Require silent copying only
C. Assume the child has no story knowledge
D. Use pictures, familiar-language discussion and bridge to English

Correct answer / सही उत्तर: D. Use pictures, familiar-language discussion and bridge to English

Explanation / व्याख्या

Prior linguistic knowledge can support additional-language comprehension.

MCQ 002 • NEW CLASSROOM APPLICATION

Which classroom practice values multilingual identities?

A. Display and discuss greetings in languages represented by pupils
B. Prohibit multilingual texts
C. Permit only one cultural example
D. Correct every home-language expression publicly

Correct answer / सही उत्तर: A. Display and discuss greetings in languages represented by pupils

Explanation / व्याख्या

Recognising linguistic diversity supports belonging and participation.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 003 • CORE PRACTICE · FORM 01

Identify the concept described: A classroom that recognises and uses learners' varied languages.

A. Multilingual classroom / बहुभाषी कक्षा

B. Guided reading / निर्देशित पठन

C. Phonemic awareness / स्वनिम जागरूकता

D. Language learning outcome / भाषायी अधिगम प्रतिफल

Correct answer / सही उत्तर: A. Multilingual classroom / बहुभाषी कक्षा

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 004 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils compare greetings in their home languages and English.

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Intensive reading / गहन पठन

C. Intonation / स्वर उतार-चढ़ाव

D. Multilingual classroom / बहुभाषी कक्षा

Correct answer / सही उत्तर: D. Multilingual classroom / बहुभाषी कक्षा

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 005 • CORE PRACTICE · FORM 03

Which explanation best defines Multilingual classroom / बहुभाषी कक्षा?

A. Teacher and learners compose a text together.

B. A classroom that recognises and uses learners' varied languages.

C. Gathering evidence of understanding spoken language.

D. Combining separate speech sounds to recognise a word.

Correct answer / सही उत्तर: B. A classroom that recognises and uses learners' varied languages.

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 006 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Multilingual classroom / बहुभाषी कक्षा?

A. Partners suggest one improvement to each other's stories.

B. Pupils compare greetings in their home languages and English.

C. A lesson combines conversation, sound work, shared reading and a writing task.

D. Some pupils use sentence frames while others write freely.

Correct answer / सही उत्तर: B. Pupils compare greetings in their home languages and English.

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 007 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A classroom that recognises and uses learners' varied languages. (2) Teaching grammar through meaningful spoken or written language.

A. Contextual grammar / संदर्भगत व्याकरण | Multilingual classroom / बहुभाषी कक्षा

B. Interaction / अंतःक्रिया | Contextual grammar / संदर्भगत व्याकरण

C. Multilingual classroom / बहुभाषी कक्षा | Reading fluency / पठन प्रवाह

D. Multilingual classroom / बहुभाषी कक्षा | Contextual grammar / संदर्भगत व्याकरण

Correct answer / सही उत्तर: D. Multilingual classroom / बहुभाषी कक्षा | Contextual grammar / संदर्भगत व्याकरण

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

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MCQ 008 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils compare greetings in their home languages and English. (2) Pupils hear English in songs, stories and classroom instructions.

A. Multilingual classroom / बहुभाषी कक्षा | Purposeful writing / उद्देश्यपूर्ण लेखन

B. Schema activation / पूर्वज्ञान सक्रियण | Language exposure / भाषा संपर्क

C. Multilingual classroom / बहुभाषी कक्षा | Language exposure / भाषा संपर्क

D. Language exposure / भाषा संपर्क| Multilingual classroom / बहुभाषी कक्षा

Correct answer / सही उत्तर: C. Multilingual classroom / बहुभाषी कक्षा | Language exposure / भाषा संपर्क

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

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MCQ 009 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Multilingual classroom / बहुभाषी कक्षा and Guided reading / निर्देशित पठन.

A. A classroom that recognises and uses learners' varied languages. | Reading with accuracy, suitable pace and expression.

B. Producing an initial version of a text to develop ideas. | Teacher-supported reading in a group matched to learning needs.

C. Teacher-supported reading in a group matched to learning needs. | A classroom that recognises and uses learners' varied languages.

D. A classroom that recognises and uses learners' varied languages. | Teacher-supported reading in a group matched to learning needs.

Correct answer / सही उत्तर: D. A classroom that recognises and uses learners' varied languages. | Teacher-supported reading in a group matched to learning needs.

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 010 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Multilingual classroom / बहुभाषी कक्षा and Intonation / स्वर उतार-चढ़ाव.

A. Pupils compare greetings in their home languages and English. | A pupil scans a timetable to find the departure time.

B. Pupils compare greetings in their home languages and English. | A learner changes pitch while asking a question aloud.

C. A learner changes pitch while asking a question aloud. | Pupils compare greetings in their home languages and English.

D. Children connect the sound /m/ with the letter m. | A learner changes pitch while asking a question aloud.

Correct answer / सही उत्तर: B. Pupils compare greetings in their home languages and English. | A learner changes pitch while asking a question aloud.

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 011 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Multilingual classroom / बहुभाषी कक्षा / Shared reading / साझा पठन)

A. Shared reading / साझा पठन → Reducing anxiety and building confidence in language learning.

B. Multilingual classroom / बहुभाषी कक्षा → A classroom that recognises and uses learners' varied languages.

C. Multilingual classroom / बहुभाषी कक्षा → Teacher and learners read a visible text together.

D. Affective support / भावात्मक समर्थन → Demonstrating writing decisions and processes explicitly.

Correct answer / सही उत्तर: B. Multilingual classroom / बहुभाषी कक्षा → A classroom that recognises and uses learners' varied languages.

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

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MCQ 012 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Multilingual classroom / बहुभाषी कक्षा / Intonation / स्वर उतार-चढ़ाव)

A. Shared writing / साझा लेखन → After hearing instructions, a pupil places objects in the correct order.

B. Intonation / स्वर उतार-चढ़ाव → Children suggest sentences while the teacher records their ideas.

C. Multilingual classroom / बहुभाषी कक्षा → Pupils compare greetings in their home languages and English.

D. Multilingual classroom / बहुभाषी कक्षा → A learner changes pitch while asking a question aloud.

Correct answer / सही उत्तर: C. Multilingual classroom / बहुभाषी कक्षा → Pupils compare greetings in their home languages and English.

Explanation / व्याख्या

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 013 • CORE PRACTICE · FORM 01

Identify the concept described: Guidance about the place and use of languages in education.

A. Language policy / भाषा नीति

B. Interaction / अंतःक्रिया

C. Listening assessment / श्रवण आकलन

D. Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: A. Language policy / भाषा नीति

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 014 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A school considers national curricular recommendations when planning language instruction.

A. Phonemic awareness / स्वनिम जागरूकता

B. Shared reading / साझा पठन

C. Language policy / भाषा नीति

D. Vocabulary in context / संदर्भ में शब्दावली

Correct answer / सही उत्तर: C. Language policy / भाषा नीति

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 015 • CORE PRACTICE · FORM 03

Which explanation best defines Language policy / भाषा नीति?

A. Connecting a speech sound with its written representation.

B. Guidance about the place and use of languages in education.

C. Learners judging their own progress against criteria.

D. Reconstructing a heard or read narrative in one's own words.

Correct answer / सही उत्तर: B. Guidance about the place and use of languages in education.

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 016 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Language policy / भाषा नीति?

A. A school considers national curricular recommendations when planning language instruction.

B. A pupil rearranges events to make a story easier to follow.

C. Partners suggest one improvement to each other's stories.

D. Children can ask and answer simple questions about a picture.

Correct answer / सही उत्तर: A. A school considers national curricular recommendations when planning language instruction.

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 017 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Guidance about the place and use of languages in education. (2) Reading a range of texts for general understanding and enjoyment.

A. Extensive reading / विस्तृत पठन | Language policy / भाषा नीति

B. Language policy / भाषा नीति | Extensive reading / विस्तृत पठन

C. Language policy / भाषा नीति | Editing / संपादन

D. Writing rubric / लेखन मानदंड तालिका | Extensive reading / विस्तृत पठन

Correct answer / सही उत्तर: B. Language policy / भाषा नीति | Extensive reading / विस्तृत पठन

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

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MCQ 018 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A school considers national curricular recommendations when planning language instruction. (2) Pairs act out asking for directions in English.

A. Language policy / भाषा नीति | Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Listening assessment / श्रवण आकलन | Situational conversation / परिस्थितिजन्य संवाद

C. Situational conversation / परिस्थितिजन्य संवाद | Language policy / भाषा नीति

D. Language policy / भाषा नीति | Situational conversation / परिस्थितिजन्य संवाद

Correct answer / सही उत्तर: D. Language policy / भाषा नीति | Situational conversation / परिस्थितिजन्य संवाद

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction. Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

MCQ 019 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Language policy / भाषा नीति and Affective support / भावात्मक समर्थन.

A. Guidance about the place and use of languages in education. | Reducing anxiety and building confidence in language learning.

B. Guidance about the place and use of languages in education. | Learners judging their own progress against criteria.

C. An integrated approach covering oral language, word recognition, reading and writing. | Reducing anxiety and building confidence in language learning.

D. Reducing anxiety and building confidence in language learning. | Guidance about the place and use of languages in education.

Correct answer / सही उत्तर: A. Guidance about the place and use of languages in education. | Reducing anxiety and building confidence in language learning.

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction. Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

MCQ 020 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Language policy / भाषा नीति and Letter recognition / अक्षर पहचान.

A. A learner writes the first version of a story before editing. | A pupil distinguishes lowercase b from lowercase d.

B. A school considers national curricular recommendations when planning language instruction. | A teacher accepts tentative answers and avoids ridicule.

C. A pupil distinguishes lowercase b from lowercase d. | A school considers national curricular recommendations when planning language instruction.

D. A school considers national curricular recommendations when planning language instruction. | A pupil distinguishes lowercase b from lowercase d.

Correct answer / सही उत्तर: D. A school considers national curricular recommendations when planning language instruction. | A pupil distinguishes lowercase b from lowercase d.

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction. Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 021 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Language policy / भाषा नीति / Turn-taking / बारी-बारी बोलना)

A. Listening assessment / श्रवण आकलन → Identifying written letters accurately.

B. Turn-taking / बारी-बारी बोलना → Gathering evidence of understanding spoken language.

C. Language policy / भाषा नीति → Guidance about the place and use of languages in education.

D. Language policy / भाषा नीति → Managing speaker and listener roles during conversation.

Correct answer / सही उत्तर: C. Language policy / भाषा नीति → Guidance about the place and use of languages in education.

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction.

MCQ 022 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Language policy / भाषा नीति / Oral fluency / मौखिक प्रवाह)

A. Language policy / भाषा नीति → A child describes a picture in several connected sentences.

B. Language policy / भाषा नीति → A school considers national curricular recommendations when planning language instruction.

C. Oral fluency / मौखिक प्रवाह → A teacher accompanies a new English instruction with gestures and objects.

D. Comprehensible input / बोधगम्य भाषायी सामग्री → A child changes the first sound of cat to make bat.

Correct answer / सही उत्तर: B. Language policy / भाषा नीति → A school considers national curricular recommendations when planning language instruction.

Explanation / व्याख्या

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 023 • CORE PRACTICE · FORM 01

Identify the concept described: Using a familiar language to support understanding of new content.

A. Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Home-language support / गृहभाषा समर्थन

C. Drafting / प्रारूप लेखन

D. Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: B. Home-language support / गृहभाषा समर्थन

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 024 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher lets pupils discuss a story in their home language before sharing in English.

A. Peer feedback / सहपाठी प्रतिक्रिया

B. Reading fluency / पठन प्रवाह

C. Home-language support / गृहभाषा समर्थन

D. Story retelling / कहानी पुनर्कथन

Correct answer / सही उत्तर: C. Home-language support / गृहभाषा समर्थन

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 025 • CORE PRACTICE · FORM 03

Which explanation best defines Home-language support / गृहभाषा समर्थन?

A. Reading with accuracy, suitable pace and expression.

B. Learning word meanings from meaningful language use.

C. Using a familiar language to support understanding of new content.

D. Identifying written letters accurately.

Correct answer / सही उत्तर: C. Using a familiar language to support understanding of new content.

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 026 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Home-language support / गृहभाषा समर्थन?

A. A child identifies the three sounds in dog.

B. Before a text about trains, pupils describe their own travel experiences.

C. A teacher lets pupils discuss a story in their home language before sharing in English.

D. Children write a notice inviting families to an exhibition.

Correct answer / सही उत्तर: C. A teacher lets pupils discuss a story in their home language before sharing in English.

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 027 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Using a familiar language to support understanding of new content. (2) Reading a shorter text closely for detailed understanding.

A. Comprehensible input / बोधगम्य भाषायी सामग्री | Intensive reading / गहन पठन

B. Home-language support / गृहभाषा समर्थन | Segmenting / ध्वनि विभाजन

C. Home-language support / गृहभाषा समर्थन | Intensive reading / गहन पठन

D. Intensive reading / गहन पठन | Home-language support / गृहभाषा समर्थन

Correct answer / सही उत्तर: C. Home-language support / गृहभाषा समर्थन | Intensive reading / गहन पठन

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English. Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference.

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MCQ 028 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher lets pupils discuss a story in their home language before sharing in English. (2) Pupils hear English in songs, stories and classroom instructions.

A. Home-language support / गृहभाषा समर्थन | Phonemic awareness / स्वनिम जागरूकता

B. Intensive reading / गहन पठन | Language exposure / भाषा संपर्क

C. Home-language support / गृहभाषा समर्थन | Language exposure / भाषा संपर्क

D. Language exposure / भाषा संपर्क| Home-language support / गृहभाषा समर्थन

Correct answer / सही उत्तर: C. Home-language support / गृहभाषा समर्थन | Language exposure / भाषा संपर्क

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 029 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Home-language support / गृहभाषा समर्थन and Situational conversation / परिस्थितिजन्य संवाद.

A. Gathering evidence of understanding spoken language. | Practising speech in a meaningful context.

B. Using a familiar language to support understanding of new content. | Teacher and learners compose a text together.

C. Practising speech in a meaningful context. | Using a familiar language to support understanding of new content.

D. Using a familiar language to support understanding of new content. | Practising speech in a meaningful context.

Correct answer / सही उत्तर: D. Using a familiar language to support understanding of new content. | Practising speech in a meaningful context.

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English. Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

MCQ 030 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Home-language support / गृहभाषा समर्थन and Second language acquisition / द्वितीय भाषा अर्जन.

A. A learner gradually uses English to interact in daily classroom situations. | A teacher lets pupils discuss a story in their home language before sharing in English.

B. A teacher lets pupils discuss a story in their home language before sharing in English. | A learner gradually uses English to interact in daily classroom situations.

C. A teacher lets pupils discuss a story in their home language before sharing in English. | A pupil distinguishes lowercase b from lowercase d.

D. A learner changes pitch while asking a question aloud. | A learner gradually uses English to interact in daily classroom situations.

Correct answer / सही उत्तर: B. A teacher lets pupils discuss a story in their home language before sharing in English. | A learner gradually uses English to interact in daily classroom situations.

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 031 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Home-language support / गृहभाषा समर्थन / Miscue analysis / अपसंकैत विश्लेषण)

A. Lesson planning / पाठ योजना → Ability to notice and manipulate individual sounds in spoken words.

B. Home-language support / गृहभाषा समर्थन → Using a familiar language to support understanding of new content.

C. Home-language support / गृहभाषा समर्थन → Examining deviations in oral reading to understand reading strategies.

D. Miscue analysis / अपसंकैत विश्लेषण → Selecting and sequencing activities aligned with intended learning.

Correct answer / सही उत्तर: B. Home-language support / गृहभाषा समर्थन → Using a familiar language to support understanding of new content.

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 032 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Home-language support / गृहभाषा समर्थन / Purposeful writing / उद्देश्यपूर्ण लेखन)

A. Home-language support / गृहभाषा समर्थन → Children write a notice inviting families to an exhibition.

B. Home-language support / गृहभाषा समर्थन → A teacher lets pupils discuss a story in their home language before sharing in English.

C. Purposeful writing / उद्देश्यपूर्ण लेखन → A group examines a paragraph to find evidence for an inference.

D. Intensive reading / गहन पठन → Before a text about trains, pupils describe their own travel experiences.

Correct answer / सही उत्तर: B. Home-language support / गृहभाषा समर्थन → A teacher lets pupils discuss a story in their home language before sharing in English.

Explanation / व्याख्या

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 033 • CORE PRACTICE · FORM 01

Identify the concept described: Recognising and valuing the different languages and varieties used by learners.

A. Differentiated language tasks / विभेदित भाषा कार्य

B. Language diversity / भाषायी विविधता

C. Language learning outcome / भाषायी अधिगम प्रतिफल

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

Correct answer / सही उत्तर: B. Language diversity / भाषायी विविधता

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 034 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children compare ways of greeting across communities without ranking languages.

A. Language diversity / भाषायी विविधता

B. Letter recognition / अक्षर पहचान

C. Listening assessment / श्रवण आकलन

D. Purposeful writing / उद्देश्यपूर्ण लेखन

Correct answer / सही उत्तर: A. Language diversity / भाषायी विविधता

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 035 • CORE PRACTICE · FORM 03

Which explanation best defines Language diversity / भाषायी विविधता?

A. Understanding meaning in spoken language.

B. Managing speaker and listener roles during conversation.

C. Recognising and valuing the different languages and varieties used by learners.

D. Locating a particular detail in a text.

Correct answer / सही उत्तर: C. Recognising and valuing the different languages and varieties used by learners.

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 036 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Language diversity / भाषायी विविधता?

A. Children compare ways of greeting across communities without ranking languages.

B. A child corrects spelling and punctuation before publishing.

C. A learner gradually uses English to interact in daily classroom situations.

D. Pupils hear English in songs, stories and classroom instructions.

Correct answer / सही उत्तर: A. Children compare ways of greeting across communities without ranking languages.

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 037 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Recognising and valuing the different languages and varieties used by learners. (2) Selecting and sequencing activities aligned with intended learning.

A. Guided reading / निर्देशित पठन | Lesson planning / पाठ योजना

B. Lesson planning / पाठ योजना | Language diversity / भाषायी विविधता

C. Language diversity / भाषायी विविधता | Lesson planning / पाठ योजना

D. Language diversity / भाषायी विविधता | Story retelling / कहानी पुनर्कथन

Correct answer / सही उत्तर: C. Language diversity / भाषायी विविधता | Lesson planning / पाठ योजना

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 038 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children compare ways of greeting across communities without ranking languages. (2) A child reads a dialogue aloud with meaningful pauses.

A. Reading fluency / पठन प्रवाह | Language diversity / भाषायी विविधता

B. Language diversity / भाषायी विविधता | Reading fluency / पठन प्रवाह

C. Language diversity / भाषायी विविधता | Guided reading / निर्देशित पठन

D. Learning sequence / अधिगम क्रम | Reading fluency / पठन प्रवाह

Correct answer / सही उत्तर: B. Language diversity / भाषायी विविधता | Reading fluency / पठन प्रवाह

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages. Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

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MCQ 039 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Language diversity / भाषायी विविधता and Shared reading / साझा पठन.

A. Teacher and learners read a visible text together. | Recognising and valuing the different languages and varieties used by learners.

B. Recognising and valuing the different languages and varieties used by learners. | Teacher and learners read a visible text together.

C. Learning word meanings from meaningful language use. | Teacher and learners read a visible text together.

D. Recognising and valuing the different languages and varieties used by learners. | Selecting and sequencing activities aligned with intended learning.

Correct answer / सही उत्तर: B. Recognising and valuing the different languages and varieties used by learners. | Teacher and learners read a visible text together.

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages. Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 040 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Language diversity / भाषायी विविधता and Literal comprehension / शाब्दिक बोध.

A. A pupil names the animal mentioned in the first paragraph. | Children compare ways of greeting across communities without ranking languages.

B. Pairs ask and answer questions to complete a picture task. | A pupil names the animal mentioned in the first paragraph.

C. Children compare ways of greeting across communities without ranking languages. | A pupil names the animal mentioned in the first paragraph.

D. Children compare ways of greeting across communities without ranking languages. | A teacher accepts tentative answers and avoids ridicule.

Correct answer / सही उत्तर: C. Children compare ways of greeting across communities without ranking languages. | A pupil names the animal mentioned in the first paragraph.

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 041 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Language diversity / भाषायी विविधता / Drafting / प्रारूप लेखन)

A. Language diversity / भाषायी विविधता → Producing an initial version of a text to develop ideas.

B. Vocabulary in context / संदर्भ में शब्दावली → Combining separate speech sounds to recognise a word.

C. Language diversity / भाषायी विविधता → Recognising and valuing the different languages and varieties used by learners.

D. Drafting / प्रारूप लेखन → Learning word meanings from meaningful language use.

Correct answer / सही उत्तर: C. Language diversity / भाषायी विविधता → Recognising and valuing the different languages and varieties used by learners.

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 042 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Language diversity / भाषायी विविधता / Drafting / प्रारूप लेखन)

A. Language diversity / भाषायी विविधता → Children compare ways of greeting across communities without ranking languages.

B. Shared reading / साझा पठन → Children connect the sound /m/ with the letter m.

C. Drafting / प्रारूप लेखन → The class joins in reading repeated lines of a big book.

D. Language diversity / भाषायी विविधता → A learner writes the first version of a story before editing.

Correct answer / सही उत्तर: A. Language diversity / भाषायी विविधता → Children compare ways of greeting across communities without ranking languages.

Explanation / व्याख्या

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 01.01

Explain Multilingual classroom / बहुभाषी कक्षा and give one classroom example.

Model answer: A classroom that recognises and uses learners' varied languages. Pupils compare greetings in their home languages and English.

REVISION 01.02

Explain Language policy / भाषा नीति and give one classroom example.

Model answer: Guidance about the place and use of languages in education. A school considers national curricular recommendations when planning language instruction.

REVISION 01.03

Explain Home-language support / गृहभाषा समर्थन and give one classroom example.

Model answer: Using a familiar language to support understanding of new content. A teacher lets pupils discuss a story in their home language before sharing in English.

REVISION 01.04

Explain Language diversity / भाषायी विविधता and give one classroom example.

Model answer: Recognising and valuing the different languages and varieties used by learners. Children compare ways of greeting across communities without ranking languages.

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CHAPTER 02 • 62 MCQs • 6 REVISION PROMPTS

Second Language Acquisition and Curricular Goals

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Second language acquisition / द्वितीय भाषा अर्जन

Developing the ability to communicate in a language beyond one's first language.

Classroom example: A learner gradually uses English to interact in daily classroom situations.

Comprehensible input / बोधगम्य भाषायी सामग्री

Language that learners can understand with suitable contextual support.

Classroom example: A teacher accompanies a new English instruction with gestures and objects.

Language learning outcome / भाषायी अधिगम प्रतिफल

An observable expectation of language use after learning.

Classroom example: Children can ask and answer simple questions about a picture.

Language exposure / भाषा संपर्क

Opportunities to encounter meaningful language in use.

Classroom example: Pupils hear English in songs, stories and classroom instructions.

Interaction / अंतःक्रिया

Exchange of meaning with others that supports language development.

Classroom example: Pairs ask and answer questions to complete a picture task.

Affective support / भावात्मक समर्थन

Reducing anxiety and building confidence in language learning.

Classroom example: A teacher accepts tentative answers and avoids ridicule.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 043 • NEW CLASSROOM APPLICATION

Which input is most useful for a beginner?

A. Short meaningful instructions supported by gestures and objects

B. A long unsupported lecture with unfamiliar vocabulary

C. Random word lists without context

D. No spoken English at all

Correct answer / सही उत्तर: A. Short meaningful instructions supported by gestures and objects

Explanation / व्याख्या

Meaningful contextual support makes input comprehensible.

MCQ 044 • NEW CLASSROOM APPLICATION

Which outcome is observable and communicative?

A. Pupils sit silently

B. Teacher completes the book

C. Pupils appreciate language forever

D. Pupils ask and answer two questions about a picture

Correct answer / सही उत्तर: D. Pupils ask and answer two questions about a picture

Explanation / व्याख्या

Observable language use provides evidence of learning.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 045 • CORE PRACTICE · FORM 01

Identify the concept described: Developing the ability to communicate in a language beyond one's first language.

A. Second language acquisition / द्वितीय भाषा अर्जन

B. Reading fluency / पठन प्रवाह

C. Peer feedback / सहपाठी प्रतिक्रिया

D. Multilingual classroom / बहुभाषी कक्षा

Correct answer / सही उत्तर: A. Second language acquisition / द्वितीय भाषा अर्जन

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 046 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A learner gradually uses English to interact in daily classroom situations.

A. Literal comprehension / शाब्दिक बोध

B. Extensive reading / विस्तृत पठन

C. Second language acquisition / द्वितीय भाषा अर्जन

D. Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: C. Second language acquisition / द्वितीय भाषा अर्जन

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 047 • CORE PRACTICE · FORM 03

Which explanation best defines Second language acquisition / द्वितीय भाषा अर्जन?

A. Developing the ability to communicate in a language beyond one's first language.

B. Learning word meanings from meaningful language use.

C. Writing for a meaningful audience and communicative purpose.

D. Using textual clues to understand information not stated directly.

Correct answer / सही उत्तर: A. Developing the ability to communicate in a language beyond one's first language.

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 048 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Second language acquisition / द्वितीय भाषा अर्जन?

A. Children wait for a partner to finish before responding.

B. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. A learner gradually uses English to interact in daily classroom situations.

D. Pupils follow a spoken sequence of classroom directions.

Correct answer / सही उत्तर: C. A learner gradually uses English to interact in daily classroom situations.

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 049 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Developing the ability to communicate in a language beyond one's first language. (2) An ordered progression of activities supporting a learning goal.

A. Learning sequence / अधिगम क्रम | Second language acquisition / द्वितीय भाषा अर्जन

B. Second language acquisition / द्वितीय भाषा अर्जन | Segmenting / ध्वनि विभाजन

C. Second language acquisition / द्वितीय भाषा अर्जन | Learning sequence / अधिगम क्रम

D. Inferential reading / अनुमानात्मक पठन | Learning sequence / अधिगम क्रम

Correct answer / सही उत्तर: C. Second language acquisition / द्वितीय भाषा अर्जन | Learning sequence / अधिगम क्रम

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations. Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response.

MCQ 050 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A learner gradually uses English to interact in daily classroom situations. (2) A pupil names the animal mentioned in the first paragraph.

A. Second language acquisition / द्वितीय भाषा अर्जन | Literal comprehension / शाब्दिक बोध

B. Literal comprehension / शाब्दिक बोध | Second language acquisition / द्वितीय भाषा अर्जन

C. Schema activation / पूर्वज्ञान सक्रियण | Literal comprehension / शाब्दिक बोध

D. Second language acquisition / द्वितीय भाषा अर्जन | Curriculum alignment / पाठ्यचर्या संरेखण

Correct answer / सही उत्तर: A. Second language acquisition / द्वितीय भाषा अर्जन | Literal comprehension / शाब्दिक बोध

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

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MCQ 051 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Second language acquisition / द्वितीय भाषा अर्जन and Shared writing / साझा लेखन.

A. Developing the ability to communicate in a language beyond one's first language. | Connecting language activities and assessment to intended curricular learning.

B. An integrated approach covering oral language, word recognition, reading and writing. | Teacher and learners compose a text together.

C. Developing the ability to communicate in a language beyond one's first language. | Teacher and learners compose a text together.

D. Teacher and learners compose a text together. | Developing the ability to communicate in a language beyond one's first language.

Correct answer / सही उत्तर: C. Developing the ability to communicate in a language beyond one's first language. | Teacher and learners compose a text together.

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations. Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 052 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Second language acquisition / द्वितीय भाषा अर्जन and Curriculum alignment / पाठ्यचर्या संरेखण.

A. A learner gradually uses English to interact in daily classroom situations. | Children connect the sound /m/ with the letter m.

B. A child describes a picture in several connected sentences. | A listening activity assesses the stated listening outcome rather than handwriting.

C. A listening activity assesses the stated listening outcome rather than handwriting. | A learner gradually uses English to interact in daily classroom situations.

D. A learner gradually uses English to interact in daily classroom situations. | A listening activity assesses the stated listening outcome rather than handwriting.

Correct answer / सही उत्तर: D. A learner gradually uses English to interact in daily classroom situations. | A listening activity assesses the stated listening outcome rather than handwriting.

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 053 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Second language acquisition / द्वितीय भाषा अर्जन / Writing rubric / लेखन मानदंड तालिका)

A. Second language acquisition / द्वितीय भाषा अर्जन → Developing the ability to communicate in a language beyond one's first language.

B. Writing rubric / लेखन मानदंड तालिका → A classroom that recognises and uses learners' varied languages.

C. Second language acquisition / द्वितीय भाषा अर्जन → Describing levels of written performance against clear criteria.

D. Multilingual classroom / बहुभाषी कक्षा → Constructive comments from classmates based on agreed criteria.

Correct answer / सही उत्तर: A. Second language acquisition / द्वितीय भाषा अर्जन → Developing the ability to communicate in a language beyond one's first language.

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 054 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Second language acquisition / द्वितीय भाषा अर्जन / Reading comprehension / पठन बोध)

A. Second language acquisition / द्वितीय भाषा अर्जन → A learner gradually uses English to interact in daily classroom situations.

B. Reading comprehension / पठन बोध → A lesson combines conversation, sound work, shared reading and a writing task.

C. Second language acquisition / द्वितीय भाषा अर्जन → A pupil explains why a character changed their mind.

D. Four-block approach / चार ब्लॉक उपागम → A pupil names the animal mentioned in the first paragraph.

Correct answer / सही उत्तर: A. Second language acquisition / द्वितीय भाषा अर्जन → A learner gradually uses English to interact in daily classroom situations.

Explanation / व्याख्या

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 055 • CORE PRACTICE · FORM 01

Identify the concept described: Language that learners can understand with suitable contextual support.

A. Comprehensible input / बोधगम्य भाषायी सामग्री

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Modelled writing / आदर्श लेखन

D. Differentiated language tasks / विभेदित भाषा कार्य

Correct answer / सही उत्तर: A. Comprehensible input / बोधगम्य भाषायी सामग्री

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 056 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher accompanies a new English instruction with gestures and objects.

A. Situational conversation / परिस्थितिजन्य संवाद

B. Differentiated language tasks / विभेदित भाषा कार्य

C. Comprehensible input / बोधगम्य भाषायी सामग्री

D. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Correct answer / सही उत्तर: C. Comprehensible input / बोधगम्य भाषायी सामग्री

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 057 • CORE PRACTICE · FORM 03

Which explanation best defines Comprehensible input / बोधगम्य भाषायी सामग्री?

A. Connecting language activities and assessment to intended curricular learning.

B. Reading with accuracy, suitable pace and expression.

C. Language that learners can understand with suitable contextual support.

D. Selecting and sequencing activities aligned with intended learning.

Correct answer / सही उत्तर: C. Language that learners can understand with suitable contextual support.

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 058 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Comprehensible input / बोधगम्य भाषायी सामग्री?

A. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

B. A teacher accompanies a new English instruction with gestures and objects.

C. A learner writes the first version of a story before editing.

D. A pupil explains why a character changed their mind.

Correct answer / सही उत्तर: B. A teacher accompanies a new English instruction with gestures and objects.

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 059 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Language that learners can understand with suitable contextual support. (2) Demonstrating writing decisions and processes explicitly.

A. Modelled writing / आदर्श लेखन | Comprehensible input / बोधगम्य भाषायी सामग्री

B. Comprehensible input / बोधगम्य भाषायी सामग्री | Modelled writing / आदर्श लेखन

C. Reading for specific information / विशिष्ट सूचना हेतु पठन | Modelled writing / आदर्श लेखन

D. Comprehensible input / बोधगम्य भाषायी सामग्री | Home-language support / गृहभाषा समर्थन

Correct answer / सही उत्तर: B. Comprehensible input / बोधगम्य भाषायी सामग्री | Modelled writing / आदर्श लेखन

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

MCQ 060 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher accompanies a new English instruction with gestures and objects. (2) A listening activity assesses the stated listening outcome rather than handwriting.

A. Comprehensible input / बोधगम्य भाषायी सामग्री | Curriculum alignment / पाठ्यचर्या संरेखण

B. Learning sequence / अधिगम क्रम | Curriculum alignment / पाठ्यचर्या संरेखण

C. Curriculum alignment / पाठ्यचर्या संरेखण | Comprehensible input / बोधगम्य भाषायी सामग्री

D. Comprehensible input / बोधगम्य भाषायी सामग्री | Language diversity / भाषायी विविधता

Correct answer / सही उत्तर: A. Comprehensible input / बोधगम्य भाषायी सामग्री | Curriculum alignment / पाठ्यचर्या संरेखण

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 061 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Comprehensible input / बोधगम्य भाषायी सामग्री and Guided reading / निर्देशित पठन.

A. Teacher-supported reading in a group matched to learning needs. | Language that learners can understand with suitable contextual support.

B. Language that learners can understand with suitable contextual support. | Teacher-supported reading in a group matched to learning needs.

C. Language that learners can understand with suitable contextual support. | Reconstructing a heard or read narrative in one's own words.

D. Learning word meanings from meaningful language use. | Teacher-supported reading in a group matched to learning needs.

Correct answer / सही उत्तर: B. Language that learners can understand with suitable contextual support. | Teacher-supported reading in a group matched to learning needs.

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 062 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Comprehensible input / बोधगम्य भाषायी सामग्री and Differentiated language tasks / विभेदित भाषा कार्य.

A. A teacher gives separate feedback on ideas, organisation and language. | Some pupils use sentence frames while others write freely.

B. A teacher accompanies a new English instruction with gestures and objects. | Pupils tell a partner what they plan to write about.

C. Some pupils use sentence frames while others write freely. | A teacher accompanies a new English instruction with gestures and objects.

D. A teacher accompanies a new English instruction with gestures and objects. | Some pupils use sentence frames while others write freely.

Correct answer / सही उत्तर: D. A teacher accompanies a new English instruction with gestures and objects. | Some pupils use sentence frames while others write freely.

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects. Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 063 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Comprehensible input / बोधगम्य भाषायी सामग्री / Blending / ध्वनि संयोजन)

A. Story retelling / कहानी पुनर्कथन → Demonstrating writing decisions and processes explicitly.

B. Comprehensible input / बोधगम्य भाषायी सामग्री → Combining separate speech sounds to recognise a word.

C. Comprehensible input / बोधगम्य भाषायी सामग्री → Language that learners can understand with suitable contextual support.

D. Blending / ध्वनि संयोजन → Reconstructing a heard or read narrative in one's own words.

Correct answer / सही उत्तर: C. Comprehensible input / बोधगम्य भाषायी सामग्री → Language that learners can understand with suitable contextual support.

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 064 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Comprehensible input / बोधगम्य भाषायी सामग्री / Self-assessment / स्व-आकलन)

A. Self-assessment / स्व-आकलन → A child chooses several easy storybooks to read over a month.

B. Comprehensible input / बोधगम्य भाषायी सामग्री → A teacher accompanies a new English instruction with gestures and objects.

C. Extensive reading / विस्तृत पठन → A child infers the meaning of muddy from a story and picture.

D. Comprehensible input / बोधगम्य भाषायी सामग्री → A child uses a simple checklist to review a completed paragraph.

Correct answer / सही उत्तर: B. Comprehensible input / बोधगम्य भाषायी सामग्री → A teacher accompanies a new English instruction with gestures and objects.

Explanation / व्याख्या

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 065 • CORE PRACTICE · FORM 01

Identify the concept described: An observable expectation of language use after learning.

A. Writing rubric / लेखन मानदंड तालिका

B. Listening assessment / श्रवण आकलन

C. Language learning outcome / भाषायी अधिगम प्रतिफल

D. Multilingual classroom / बहुभाषी कक्षा

Correct answer / सही उत्तर: C. Language learning outcome / भाषायी अधिगम प्रतिफल

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 066 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children can ask and answer simple questions about a picture.

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Guided reading / निर्देशित पठन

C. Intonation / स्वर उतार-चढ़ाव

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

Correct answer / सही उत्तर: A. Language learning outcome / भाषायी अधिगम प्रतिफल

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 067 • CORE PRACTICE · FORM 03

Which explanation best defines Language learning outcome / भाषायी अधिगम प्रतिफल?

A. Practising ideas aloud before a speaking or writing task.

B. Checking and correcting surface features of writing.

C. An observable expectation of language use after learning.

D. Connecting a speech sound with its written representation.

Correct answer / सही उत्तर: C. An observable expectation of language use after learning.

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 068 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Language learning outcome / भाषायी अधिगम प्रतिफल?

A. Children can ask and answer simple questions about a picture.

B. A group examines a paragraph to find evidence for an inference.

C. A lesson moves from picture talk to reading and independent response.

D. A learner changes pitch while asking a question aloud.

Correct answer / सही उत्तर: A. Children can ask and answer simple questions about a picture.

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 069 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) An observable expectation of language use after learning. (2) Combining separate speech sounds to recognise a word.

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Drafting / प्रारूप लेखन

B. Self-assessment / स्व-आकलन | Blending / ध्वनि संयोजन

C. Blending / ध्वनि संयोजन | Language learning outcome / भाषायी अधिगम प्रतिफल

D. Language learning outcome / भाषायी अधिगम प्रतिफल | Blending / ध्वनि संयोजन

Correct answer / सही उत्तर: D. Language learning outcome / भाषायी अधिगम प्रतिफल | Blending / ध्वनि संयोजन

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture. Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 070 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children can ask and answer simple questions about a picture. (2) A child changes the first sound of cat to make bat.

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Phonemic awareness / स्वनिम जागरूकता

B. Phonemic awareness / स्वनिम जागरूकता | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Listening assessment / श्रवण आकलन | Phonemic awareness / स्वनिम जागरूकता

D. Language learning outcome / भाषायी अधिगम प्रतिफल | Reading fluency / पठन प्रवाह

Correct answer / सही उत्तर: A. Language learning outcome / भाषायी अधिगम प्रतिफल | Phonemic awareness / स्वनिम जागरूकता

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture. Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 071 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Language learning outcome / भाषायी अधिगम प्रतिफल and Oral fluency / मौखिक प्रवाह.

A. An observable expectation of language use after learning. | Reading a shorter text closely for detailed understanding.

B. An integrated approach covering oral language, word recognition, reading and writing. | Producing connected speech with an appropriate flow.

C. An observable expectation of language use after learning. | Producing connected speech with an appropriate flow.

D. Producing connected speech with an appropriate flow. | An observable expectation of language use after learning.

Correct answer / सही उत्तर: C. An observable expectation of language use after learning. | Producing connected speech with an appropriate flow.

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture. Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 072 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Language learning outcome / भाषायी अधिगम प्रतिफल and Peer feedback / सहपाठी प्रतिक्रिया.

A. Children compare ways of greeting across communities without ranking languages. | Partners suggest one improvement to each other's stories.

B. Children can ask and answer simple questions about a picture. | Partners suggest one improvement to each other's stories.

C. Partners suggest one improvement to each other's stories. | Children can ask and answer simple questions about a picture.

D. Children can ask and answer simple questions about a picture. | A teacher lets pupils discuss a story in their home language before sharing in English.

Correct answer / सही उत्तर: B. Children can ask and answer simple questions about a picture. | Partners suggest one improvement to each other's stories.

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture. Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 073 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Language learning outcome / भाषायी अधिगम प्रतिफल / Four-block approach / चार ब्लॉक उपागम)

A. Shared writing / साझा लेखन → Variation in pitch that helps convey meaning and attitude.

B. Language learning outcome / भाषायी अधिगम प्रतिफल → An integrated approach covering oral language, word recognition, reading and writing.

C. Four-block approach / चार ब्लॉक उपागम → Teacher and learners compose a text together.

D. Language learning outcome / भाषायी अधिगम प्रतिफल → An observable expectation of language use after learning.

Correct answer / सही उत्तर: D. Language learning outcome / भाषायी अधिगम प्रतिफल → An observable expectation of language use after learning.

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

GyanTech Guru Ji

MCQ 074 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Language learning outcome / भाषायी अधिगम प्रतिफल / Lesson planning / पाठ योजना)

A. Language learning outcome / भाषायी अधिगम प्रतिफल → Children can ask and answer simple questions about a picture.

B. Language learning outcome / भाषायी अधिगम प्रतिफल → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. Shared reading / साझा पठन → Partners suggest one improvement to each other's stories.

D. Lesson planning / पाठ योजना → The class joins in reading repeated lines of a big book.

Correct answer / सही उत्तर: A. Language learning outcome / भाषायी अधिगम प्रतिफल → Children can ask and answer simple questions about a picture.

Explanation / व्याख्या

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 075 • CORE PRACTICE · FORM 01

Identify the concept described: Opportunities to encounter meaningful language in use.

A. Home-language support / गृहभाषा समर्थन

B. Language exposure / भाषा संपर्क

C. Purposeful writing / उद्देश्यपूर्ण लेखन

D. Segmenting / ध्वनि विभाजन

Correct answer / सही उत्तर: B. Language exposure / भाषा संपर्क

Explanation / व्याख्या

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 076 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils hear English in songs, stories and classroom instructions.

A. Blending / ध्वनि संयोजन

B. Learning sequence / अधिगम क्रम

C. Language exposure / भाषा संपर्क

D. Writing rubric / लेखन मानदंड तालिका

Correct answer / सही उत्तर: C. Language exposure / भाषा संपर्क

Explanation / व्याख्या

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use.
Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 077 • CORE PRACTICE · FORM 03

Which explanation best defines Language exposure / भाषा संपर्क?

A. Opportunities to encounter meaningful language in use.

B. Connecting a speech sound with its written representation.

C. Improving content, clarity and organisation of a draft.

D. Locating a particular detail in a text.

Correct answer / सही उत्तर: A. Opportunities to encounter meaningful language in use.

Explanation / व्याख्या

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use.
Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 078 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Language exposure / भाषा संपर्क?

A. A school considers national curricular recommendations when planning language instruction.

B. Children wait for a partner to finish before responding.

C. Children suggest sentences while the teacher records their ideas.

D. Pupils hear English in songs, stories and classroom instructions.

Correct answer / सही उत्तर: D. Pupils hear English in songs, stories and classroom instructions.

Explanation / व्याख्या

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 079 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Opportunities to encounter meaningful language in use. (2) Reading a shorter text closely for detailed understanding.

A. Language exposure / भाषा संपर्क| Self-assessment / स्व-आकलन

B. Language exposure / भाषा संपर्क| Intensive reading / गहन पठन

C. Intensive reading / गहन पठन | Language exposure / भाषा संपर्क

D. Miscue analysis / अपसंकैत विश्लेषण | Intensive reading / गहन पठन

Correct answer / सही उत्तर: B. Language exposure / भाषा संपर्क| Intensive reading / गहन पठन

Explanation / व्याख्या

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions. Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference.

MCQ 080 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils hear English in songs, stories and classroom instructions. (2) Pupils follow a spoken sequence of classroom directions.

A. Schema activation / पूर्वज्ञान सक्रियण | Listening assessment / श्रवण आकलन

B. Language exposure / भाषा संपर्क| Listening assessment / श्रवण आकलन

C. Language exposure / भाषा संपर्क| Listening comprehension / श्रवण बोध

D. Listening assessment / श्रवण आकलन | Language exposure / भाषा संपर्क

Correct answer / सही उत्तर: B. Language exposure / भाषा संपर्क| Listening assessment / श्रवण आकलन

Explanation / व्याख्या

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions. Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

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MCQ 081 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Language exposure / भाषा संपर्क and Differentiated language tasks / विभेदित भाषा कार्य.

A. Identifying written letters accurately. | Adjusting support or task complexity while preserving language goals.

B. Opportunities to encounter meaningful language in use. | Examining deviations in oral reading to understand reading strategies.

C. Opportunities to encounter meaningful language in use. | Adjusting support or task complexity while preserving language goals.

D. Adjusting support or task complexity while preserving language goals. | Opportunities to encounter meaningful language in use.

Correct answer / सही उत्तर: C. Opportunities to encounter meaningful language in use. | Adjusting support or task complexity while preserving language goals.

Explanation / व्याख्या

Language exposure / भाषा संपर्क: Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions. Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 082 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Language exposure / भाषा संपर्क and Reading comprehension / पठन बोध.

A. A pupil explains why a character changed their mind. | Pupils hear English in songs, stories and classroom instructions.

B. Pupils hear English in songs, stories and classroom instructions. | The teacher records when a pupil substitutes a word and analyses the clues used.

C. A pupil names the animal mentioned in the first paragraph. | A pupil explains why a character changed their mind.

D. Pupils hear English in songs, stories and classroom instructions. | A pupil explains why a character changed their mind.

Correct answer / सही उत्तर: D. Pupils hear English in songs, stories and classroom instructions. | A pupil explains why a character changed their mind.

Explanation / व्याख्या

Language exposure / भाषा संपर्क: Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions. Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 083 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Language exposure / भाषा संपर्क/ Intensive reading / गहन पठन)

A. Language exposure / भाषा संपर्क→ Reading a shorter text closely for detailed understanding.

B. Intensive reading / गहन पठन → Identifying information explicitly stated in a text.

C. Language exposure / भाषा संपर्क→ Opportunities to encounter meaningful language in use.

D. Literal comprehension / शाब्दिक बोध → Producing an initial version of a text to develop ideas.

Correct answer / सही उत्तर: C. Language exposure / भाषा संपर्क→ Opportunities to encounter meaningful language in use.

Explanation / व्याख्या

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use.
Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 084 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Language exposure / भाषा संपर्क/ Home-language support / गृहभाषा समर्थन)

A. Home-language support / गृहभाषा समर्थन → The teacher records when a pupil substitutes a word and analyses the clues used.

B. Language exposure / भाषा संपर्क→ A teacher lets pupils discuss a story in their home language before sharing in English.

C. Miscue analysis / अपसंकैत विश्लेषण → A child infers that a character is worried from their actions.

D. Language exposure / भाषा संपर्क→ Pupils hear English in songs, stories and classroom instructions.

Correct answer / सही उत्तर: D. Language exposure / भाषा संपर्क→ Pupils hear English in songs, stories and classroom instructions.

Explanation / व्याख्या

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use.
Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 085 • CORE PRACTICE · FORM 01

Identify the concept described: Exchange of meaning with others that supports language development.

A. Purposeful writing / उद्देश्यपूर्ण लेखन

B. Interaction / अंतःक्रिया

C. Learning sequence / अधिगम क्रम

D. Story retelling / कहानी पुनर्कथन

Correct answer / सही उत्तर: B. Interaction / अंतःक्रिया

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.
Application: Pairs ask and answer questions to complete a picture task.

MCQ 086 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pairs ask and answer questions to complete a picture task.

A. Extensive reading / विस्तृत पठन

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Interaction / अंतःक्रिया

D. Drafting / प्रारूप लेखन

Correct answer / सही उत्तर: C. Interaction / अंतःक्रिया

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.

Application: Pairs ask and answer questions to complete a picture task.

MCQ 087 • CORE PRACTICE · FORM 03

Which explanation best defines Interaction / अंतःक्रिया?

A. Teaching grammar through meaningful spoken or written language.

B. Using textual clues to understand information not stated directly.

C. Exchange of meaning with others that supports language development.

D. Writing for a meaningful audience and communicative purpose.

Correct answer / सही उत्तर: C. Exchange of meaning with others that supports language development.

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.

Application: Pairs ask and answer questions to complete a picture task.

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MCQ 088 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Interaction / अंतःक्रिया?

A. Pairs ask and answer questions to complete a picture task.

B. A group examines a paragraph to find evidence for an inference.

C. A child infers the meaning of muddy from a story and picture.

D. Some pupils use sentence frames while others write freely.

Correct answer / सही उत्तर: A. Pairs ask and answer questions to complete a picture task.

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task.

MCQ 089 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Exchange of meaning with others that supports language development. (2) Teaching grammar through meaningful spoken or written language.

A. Interaction / अंतःक्रिया | Contextual grammar / संदर्भगत व्याकरण

B. Contextual grammar / संदर्भगत व्याकरण | Interaction / अंतःक्रिया

C. Home-language support / गृहभाषा समर्थन | Contextual grammar / संदर्भगत व्याकरण

D. Interaction / अंतःक्रिया | Segmenting / ध्वनि विभाजन

Correct answer / सही उत्तर: A. Interaction / अंतःक्रिया | Contextual grammar / संदर्भगत व्याकरण

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 090 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pairs ask and answer questions to complete a picture task. (2) Children write a notice inviting families to an exhibition.

A. Interaction / अंतःक्रिया | Purposeful writing / उद्देश्यपूर्ण लेखन

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Interaction / अंतःक्रिया

C. Interaction / अंतःक्रिया | Vocabulary in context / संदर्भ में शब्दावली

D. Schema activation / पूर्वज्ञान सक्रियण | Purposeful writing / उद्देश्यपूर्ण लेखन

Correct answer / सही उत्तर: A. Interaction / अंतःक्रिया | Purposeful writing / उद्देश्यपूर्ण लेखन

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task. Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

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MCQ 091 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Interaction / अंतःक्रिया and Oral fluency / मौखिक प्रवाह.

A. Producing connected speech with an appropriate flow. | Exchange of meaning with others that supports language development.

B. Producing an initial version of a text to develop ideas. | Producing connected speech with an appropriate flow.

C. Exchange of meaning with others that supports language development. | Producing connected speech with an appropriate flow.

D. Exchange of meaning with others that supports language development. | Writing for a meaningful audience and communicative purpose.

Correct answer / सही उत्तर: C. Exchange of meaning with others that supports language development. | Producing connected speech with an appropriate flow.

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task. Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 092 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Interaction / अंतःक्रिया and Listening assessment / श्रवण आकलन.

A. Pairs ask and answer questions to complete a picture task. | A child reads a dialogue aloud with meaningful pauses.

B. A pupil explains why a character changed their mind. | Pupils follow a spoken sequence of classroom directions.

C. Pupils follow a spoken sequence of classroom directions. | Pairs ask and answer questions to complete a picture task.

D. Pairs ask and answer questions to complete a picture task. | Pupils follow a spoken sequence of classroom directions.

Correct answer / सही उत्तर: D. Pairs ask and answer questions to complete a picture task. | Pupils follow a spoken sequence of classroom directions.

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task. Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 093 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Interaction / अंतःक्रिया / Multilingual classroom / बहुभाषी कक्षा)

A. Multilingual classroom / बहुभाषी कक्षा → Managing speaker and listener roles during conversation.

B. Turn-taking / बारी-बारी बोलना → Improving content, clarity and organisation of a draft.

C. Interaction / अंतःक्रिया → A classroom that recognises and uses learners' varied languages.

D. Interaction / अंतःक्रिया → Exchange of meaning with others that supports language development.

Correct answer / सही उत्तर: D. Interaction / अंतःक्रिया → Exchange of meaning with others that supports language development.

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.
Application: Pairs ask and answer questions to complete a picture task.

MCQ 094 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Interaction / अंतःक्रिया / Shared reading / साझा पठन)

A. Interaction / अंतःक्रिया → Pairs ask and answer questions to complete a picture task.

B. Interaction / अंतःक्रिया → The class joins in reading repeated lines of a big book.

C. Oral rehearsal / मौखिक पूर्वाभ्यास → Some pupils use sentence frames while others write freely.

D. Shared reading / साझा पठन → Pupils tell a partner what they plan to write about.

Correct answer / सही उत्तर: A. Interaction / अंतःक्रिया → Pairs ask and answer questions to complete a picture task.

Explanation / व्याख्या

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.
Application: Pairs ask and answer questions to complete a picture task.

MCQ 095 • CORE PRACTICE · FORM 01

Identify the concept described: Reducing anxiety and building confidence in language learning.

A. Miscue analysis / अपसंकैत विश्लेषण

B. Shared reading / साझा पठन

C. Affective support / भावात्मक समर्थन

D. Home-language support / गृहभाषा समर्थन

Correct answer / सही उत्तर: C. Affective support / भावात्मक समर्थन

Explanation / व्याख्या

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

MCQ 096 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher accepts tentative answers and avoids ridicule.

A. Intonation / स्वर उतार-चढ़ाव

B. Affective support / भावात्मक समर्थन

C. Listening assessment / श्रवण आकलन

D. Guided reading / निर्देशित पठन

Correct answer / सही उत्तर: B. Affective support / भावात्मक समर्थन

Explanation / व्याख्या

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

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MCQ 097 • CORE PRACTICE · FORM 03

Which explanation best defines Affective support / भावात्मक समर्थन?

A. Teacher and learners compose a text together.
B. Reducing anxiety and building confidence in language learning.
C. Practising speech in a meaningful context.
D. Breaking a spoken word into component sounds.

Correct answer / सही उत्तर: B. Reducing anxiety and building confidence in language learning.

Explanation / व्याख्या
Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

MCQ 098 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Affective support / भावात्मक समर्थन?

A. A teacher accepts tentative answers and avoids ridicule.
B. The class joins in reading repeated lines of a big book.
C. A child describes a picture in several connected sentences.
D. After hearing instructions, a pupil places objects in the correct order.

Correct answer / सही उत्तर: A. A teacher accepts tentative answers and avoids ridicule.

Explanation / व्याख्या
Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

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MCQ 099 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Reducing anxiety and building confidence in language learning. (2) Teacher and learners read a visible text together.

A. Shared reading / साझा पठन | Affective support / भावात्मक समर्थन

B. Affective support / भावात्मक समर्थन | Shared reading / साझा पठन

C. Affective support / भावात्मक समर्थन | Self-assessment / स्व-आकलन

D. Listening comprehension / श्रवण बोध | Shared reading / साझा पठन

Correct answer / सही उत्तर: B. Affective support / भावात्मक समर्थन | Shared reading / साझा पठन

Explanation / व्याख्या

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule. Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 100 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher accepts tentative answers and avoids ridicule. (2) A child infers the meaning of muddy from a story and picture.

A. Vocabulary in context / संदर्भ में शब्दावली | Affective support / भावात्मक समर्थन

B. Editing / संपादन | Vocabulary in context / संदर्भ में शब्दावली

C. Affective support / भावात्मक समर्थन | Listening assessment / श्रवण आकलन

D. Affective support / भावात्मक समर्थन | Vocabulary in context / संदर्भ में शब्दावली

Correct answer / सही उत्तर: D. Affective support / भावात्मक समर्थन | Vocabulary in context / संदर्भ में शब्दावली

Explanation / व्याख्या

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule. Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture.

MCQ 101 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Affective support / भावात्मक समर्थन and Modelled writing / आदर्श लेखन.

A. Demonstrating writing decisions and processes explicitly. | Reducing anxiety and building confidence in language learning.

B. Reducing anxiety and building confidence in language learning. | Adjusting support or task complexity while preserving language goals.

C. Reducing anxiety and building confidence in language learning. | Demonstrating writing decisions and processes explicitly.

D. Ability to notice and manipulate individual sounds in spoken words. | Demonstrating writing decisions and processes explicitly.

Correct answer / सही उत्तर: C. Reducing anxiety and building confidence in language learning. | Demonstrating writing decisions and processes explicitly.

Explanation / व्याख्या

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

MCQ 102 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Affective support / भावात्मक समर्थन and Turn-taking / बारी-बारी बोलना.

A. A teacher accepts tentative answers and avoids ridicule. | A child infers that a character is worried from their actions.

B. Children wait for a partner to finish before responding. | A teacher accepts tentative answers and avoids ridicule.

C. A child infers the meaning of muddy from a story and picture. | Children wait for a partner to finish before responding.

D. A teacher accepts tentative answers and avoids ridicule. | Children wait for a partner to finish before responding.

Correct answer / सही उत्तर: D. A teacher accepts tentative answers and avoids ridicule. | Children wait for a partner to finish before responding.

Explanation / व्याख्या

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

MCQ 103 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Affective support / भावात्मक समर्थन / Editing / संपादन)

A. Affective support / भावात्मक समर्थन → Reducing anxiety and building confidence in language learning.

B. Writing rubric / लेखन मानदंड तालिका → Examining deviations in oral reading to understand reading strategies.

C. Affective support / भावात्मक समर्थन → Checking and correcting surface features of writing.

D. Editing / संपादन → Describing levels of written performance against clear criteria.

Correct answer / सही उत्तर: A. Affective support / भावात्मक समर्थन → Reducing anxiety and building confidence in language learning.

Explanation / व्याख्या

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

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MCQ 104 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Affective support / भावात्मक समर्थन / Contextual grammar / संदर्भगत व्याकरण)

A. Language diversity / भाषायी विविधता → A child corrects spelling and punctuation before publishing.

B. Affective support / भावात्मक समर्थन → A teacher accepts tentative answers and avoids ridicule.

C. Affective support / भावात्मक समर्थन → Pupils explore past tense while revising a narrative of yesterday's trip.

D. Contextual grammar / संदर्भगत व्याकरण → Children compare ways of greeting across communities without ranking languages.

Correct answer / सही उत्तर: B. Affective support / भावात्मक समर्थन → A teacher accepts tentative answers and avoids ridicule.

Explanation / व्याख्या

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 02.01

Explain Second language acquisition / द्वितीय भाषा अर्जन and give one classroom example.

Model answer: Developing the ability to communicate in a language beyond one's first language. A learner gradually uses English to interact in daily classroom situations.

REVISION 02.02

Explain Comprehensible input / बोधगम्य भाषायी सामग्री and give one classroom example.

Model answer: Language that learners can understand with suitable contextual support. A teacher accompanies a new English instruction with gestures and objects.

REVISION 02.03

Explain Language learning outcome / भाषायी अधिगम प्रतिफल and give one classroom example.

Model answer: An observable expectation of language use after learning. Children can ask and answer simple questions about a picture.

REVISION 02.04

Explain Language exposure / भाषा संपर्क and give one classroom example.

Model answer: Opportunities to encounter meaningful language in use. Pupils hear English in songs, stories and classroom instructions.

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REVISION 02.05

Explain Interaction / अंतःक्रिया and give one classroom example.

Model answer: Exchange of meaning with others that supports language development. Pairs ask and answer questions to complete a picture task.

REVISION 02.06

Explain Affective support / भावात्मक समर्थन and give one classroom example.

Model answer: Reducing anxiety and building confidence in language learning. A teacher accepts tentative answers and avoids ridicule.

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

Four Block Approach and Oral Language Development

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Four-block approach / चार ब्लॉक उपागम

An integrated approach covering oral language, word recognition, reading and writing.

Classroom example: A lesson combines conversation, sound work, shared reading and a writing task.

Listening comprehension / श्रवण बोध

Understanding meaning in spoken language.

Classroom example: After hearing instructions, a pupil places objects in the correct order.

Situational conversation / परिस्थितिजन्य संवाद

Practising speech in a meaningful context.

Classroom example: Pairs act out asking for directions in English.

Story retelling / कहानी पुनर्कथन

Reconstructing a heard or read narrative in one's own words.

Classroom example: A learner recounts the main events of a story in sequence.

Oral rehearsal / मौखिक पूर्वाभ्यास

Practising ideas aloud before a speaking or writing task.

Classroom example: Pupils tell a partner what they plan to write about.

Turn-taking / बारी-बारी बोलना

Managing speaker and listener roles during conversation.

Classroom example: Children wait for a partner to finish before responding.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 105 • NEW CLASSROOM APPLICATION

Which activity encourages authentic speaking?

A. Only the highest scorer answers
B. Pupils repeat the same isolated sentence silently
C. Pairs exchange information to complete a picture task
D. Teacher speaks for the whole period

Correct answer / सही उत्तर: C. Pairs exchange information to complete a picture task

Explanation / व्याख्या

An information gap creates a reason to communicate.

MCQ 106 • NEW CLASSROOM APPLICATION

Which combination provides complementary language experiences?

A. Only watching videos
B. Only weekly spelling tests
C. Only copying grammar rules
D. Guided reading, word work, writing and self-selected reading

Correct answer / सही उत्तर: D. Guided reading, word work, writing and self-selected reading

Explanation / व्याख्या

Different blocks support interconnected literacy skills.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 107 • CORE PRACTICE · FORM 01

Identify the concept described: An integrated approach covering oral language, word recognition, reading and writing.

A. Language policy / भाषा नीति

B. Four-block approach / चार ब्लॉक उपागम

C. Multilingual classroom / बहुभाषी कक्षा

D. Inferential reading / अनुमानात्मक पठन

Correct answer / सही उत्तर: B. Four-block approach / चार ब्लॉक उपागम

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 108 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A lesson combines conversation, sound work, shared reading and a writing task.

A. Four-block approach / चार ब्लॉक उपागम

B. Home-language support / गृहभाषा समर्थन

C. Miscue analysis / अपसंकैत विश्लेषण

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

Correct answer / सही उत्तर: A. Four-block approach / चार ब्लॉक उपागम

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 109 • CORE PRACTICE · FORM 03

Which explanation best defines Four-block approach / चार ब्लॉक उपागम?

A. Using a familiar language to support understanding of new content.

B. An integrated approach covering oral language, word recognition, reading and writing.

C. Teacher and learners compose a text together.

D. Selecting and sequencing activities aligned with intended learning.

Correct answer / सही उत्तर: B. An integrated approach covering oral language, word recognition, reading and writing.

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 110 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Four-block approach / चार ब्लॉक उपागम?

A. Pupils explore past tense while revising a narrative of yesterday's trip.

B. Pupils hear English in songs, stories and classroom instructions.

C. A lesson combines conversation, sound work, shared reading and a writing task.

D. Before a text about trains, pupils describe their own travel experiences.

Correct answer / सही उत्तर: C. A lesson combines conversation, sound work, shared reading and a writing task.

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 111 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) An integrated approach covering oral language, word recognition, reading and writing. (2) Producing connected speech with an appropriate flow.

A. Oral fluency / मौखिक प्रवाह | Four-block approach / चार ब्लॉक उपागम

B. Four-block approach / चार ब्लॉक उपागम | Contextual grammar / संदर्भगत व्याकरण

C. Four-block approach / चार ब्लॉक उपागम | Oral fluency / मौखिक प्रवाह

D. Second language acquisition / द्वितीय भाषा अर्जन | Oral fluency / मौखिक प्रवाह

Correct answer / सही उत्तर: C. Four-block approach / चार ब्लॉक उपागम | Oral fluency / मौखिक प्रवाह

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task. Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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MCQ 112 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A lesson combines conversation, sound work, shared reading and a writing task. (2) A learner writes the first version of a story before editing.

A. Language exposure / भाषा संपर्क| Drafting / प्रारूप लेखन

B. Four-block approach / चार ब्लॉक उपागम | Drafting / प्रारूप लेखन

C. Drafting / प्रारूप लेखन | Four-block approach / चार ब्लॉक उपागम

D. Four-block approach / चार ब्लॉक उपागम | Writing rubric / लेखन मानदंड तालिका

Correct answer / सही उत्तर: B. Four-block approach / चार ब्लॉक उपागम | Drafting / प्रारूप लेखन

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task. Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 113 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Four-block approach / चार ब्लॉक उपागम and Segmenting / ध्वनि विभाजन.

A. Teaching grammar through meaningful spoken or written language. | Breaking a spoken word into component sounds.

B. An integrated approach covering oral language, word recognition, reading and writing. | Opportunities to encounter meaningful language in use.

C. Breaking a spoken word into component sounds. | An integrated approach covering oral language, word recognition, reading and writing.

D. An integrated approach covering oral language, word recognition, reading and writing. | Breaking a spoken word into component sounds.

Correct answer / सही उत्तर: D. An integrated approach covering oral language, word recognition, reading and writing. | Breaking a spoken word into component sounds.

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 114 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Four-block approach / चार ब्लॉक उपागम and Drafting / प्रारूप लेखन.

A. A school considers national curricular recommendations when planning language instruction. | A learner writes the first version of a story before editing.

B. A learner writes the first version of a story before editing. | A lesson combines conversation, sound work, shared reading and a writing task.

C. A lesson combines conversation, sound work, shared reading and a writing task. | A learner writes the first version of a story before editing.

D. A lesson combines conversation, sound work, shared reading and a writing task. | Pupils explore past tense while revising a narrative of yesterday's trip.

Correct answer / सही उत्तर: C. A lesson combines conversation, sound work, shared reading and a writing task. | A learner writes the first version of a story before editing.

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task. Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 115 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Four-block approach / चार ब्लॉक उपागम / Reading for specific information / विशिष्ट सूचना हेतु पठन)

A. Four-block approach / चार ब्लॉक उपागम → Locating a particular detail in a text.

B. Language policy / भाषा नीति → Exchange of meaning with others that supports language development.

C. Four-block approach / चार ब्लॉक उपागम → An integrated approach covering oral language, word recognition, reading and writing.

D. Reading for specific information / विशिष्ट सूचना हेतु पठन → Guidance about the place and use of languages in education.

Correct answer / सही उत्तर: C. Four-block approach / चार ब्लॉक उपागम → An integrated approach covering oral language, word recognition, reading and writing.

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 116 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Four-block approach / चार ब्लॉक उपागम / Language learning outcome / भाषायी अधिगम प्रतिफल)

A. Four-block approach / चार ब्लॉक उपागम → Children can ask and answer simple questions about a picture.

B. Four-block approach / चार ब्लॉक उपागम → A lesson combines conversation, sound work, shared reading and a writing task.

C. Language learning outcome / भाषायी अधिगम प्रतिफल → Before a text about trains, pupils describe their own travel experiences.

D. Schema activation / पूर्वज्ञान सक्रियण → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Correct answer / सही उत्तर: B. Four-block approach / चार ब्लॉक उपागम → A lesson combines conversation, sound work, shared reading and a writing task.

Explanation / व्याख्या

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 117 • CORE PRACTICE · FORM 01

Identify the concept described: Understanding meaning in spoken language.

A. Interaction / अंतःक्रिया

B. Drafting / प्रारूप लेखन

C. Lesson planning / पाठ योजना

D. Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: D. Listening comprehension / श्रवण बोध

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

MCQ 118 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? After hearing instructions, a pupil places objects in the correct order.

A. Comprehensible input / बोधगम्य भाषायी सामग्री

B. Learning sequence / अधिगम क्रम

C. Listening comprehension / श्रवण बोध

D. Language diversity / भाषायी विविधता

Correct answer / सही उत्तर: C. Listening comprehension / श्रवण बोध

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

MCQ 119 • CORE PRACTICE · FORM 03

Which explanation best defines Listening comprehension / श्रवण बोध?

A. Learning word meanings from meaningful language use.

B. Understanding meaning in spoken language.

C. Opportunities to encounter meaningful language in use.

D. Describing levels of written performance against clear criteria.

Correct answer / सही उत्तर: B. Understanding meaning in spoken language.

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

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MCQ 120 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Listening comprehension / श्रवण बोध?

A. After hearing instructions, a pupil places objects in the correct order.

B. Pupils compare greetings in their home languages and English.

C. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

D. The class joins in reading repeated lines of a big book.

Correct answer / सही उत्तर: A. After hearing instructions, a pupil places objects in the correct order.

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

MCQ 121 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Understanding meaning in spoken language. (2) Selecting and sequencing activities aligned with intended learning.

A. Lesson planning / पाठ योजना | Listening comprehension / श्रवण बोध

B. Listening comprehension / श्रवण बोध | Modelled writing / आदर्श लेखन

C. Language learning outcome / भाषायी अधिगम प्रतिफल | Lesson planning / पाठ योजना

D. Listening comprehension / श्रवण बोध | Lesson planning / पाठ योजना

Correct answer / सही उत्तर: D. Listening comprehension / श्रवण बोध | Lesson planning / पाठ योजना

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 122 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) After hearing instructions, a pupil places objects in the correct order. (2) A child identifies the three sounds in dog.

A. Modelled writing / आदर्श लेखन | Segmenting / ध्वनि विभाजन

B. Listening comprehension / श्रवण बोध | Language diversity / भाषायी विविधता

C. Listening comprehension / श्रवण बोध | Segmenting / ध्वनि विभाजन

D. Segmenting / ध्वनि विभाजन | Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: C. Listening comprehension / श्रवण बोध | Segmenting / ध्वनि विभाजन

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

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MCQ 123 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Listening comprehension / श्रवण बोध and Second language acquisition / द्वितीय भाषा अर्जन.

A. Developing the ability to communicate in a language beyond one's first language. | Understanding meaning in spoken language.

B. Understanding meaning in spoken language. | Reading a shorter text closely for detailed understanding.

C. Producing an initial version of a text to develop ideas. | Developing the ability to communicate in a language beyond one's first language.

D. Understanding meaning in spoken language. | Developing the ability to communicate in a language beyond one's first language.

Correct answer / सही उत्तर: D. Understanding meaning in spoken language. | Developing the ability to communicate in a language beyond one's first language.

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 124 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Listening comprehension / श्रवण बोध and Miscue analysis / अपसंकैत विश्लेषण.

A. The teacher records when a pupil substitutes a word and analyses the clues used. | After hearing instructions, a pupil places objects in the correct order.

B. After hearing instructions, a pupil places objects in the correct order. | The teacher records when a pupil substitutes a word and analyses the clues used.

C. Children write a notice inviting families to an exhibition. | The teacher records when a pupil substitutes a word and analyses the clues used.

D. After hearing instructions, a pupil places objects in the correct order. | Partners suggest one improvement to each other's stories.

Correct answer / सही उत्तर: B. After hearing instructions, a pupil places objects in the correct order. | The teacher records when a pupil substitutes a word and analyses the clues used.

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 125 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Listening comprehension / श्रवण बोध / Interaction / अंतःक्रिया)

A. Interaction / अंतःक्रिया → Using a familiar language to support understanding of new content.

B. Home-language support / गृहभाषा समर्थन → Teacher and learners compose a text together.

C. Listening comprehension / श्रवण बोध → Exchange of meaning with others that supports language development.

D. Listening comprehension / श्रवण बोध → Understanding meaning in spoken language.

Correct answer / सही उत्तर: D. Listening comprehension / श्रवण बोध → Understanding meaning in spoken language.

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

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MCQ 126 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Listening comprehension / श्रवण बोध / Intonation / स्वर उतार-चढ़ाव)

A. Listening comprehension / श्रवण बोध → After hearing instructions, a pupil places objects in the correct order.

B. Miscue analysis / अपसंकैत विश्लेषण → A lesson moves from picture talk to reading and independent response.

C. Listening comprehension / श्रवण बोध → A learner changes pitch while asking a question aloud.

D. Intonation / स्वर उतार-चढ़ाव → The teacher records when a pupil substitutes a word and analyses the clues used.

Correct answer / सही उत्तर: A. Listening comprehension / श्रवण बोध → After hearing instructions, a pupil places objects in the correct order.

Explanation / व्याख्या

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

MCQ 127 • CORE PRACTICE · FORM 01

Identify the concept described: Practising speech in a meaningful context.

A. Curriculum alignment / पाठ्यचर्या संरेखण

B. Intonation / स्वर उतार-चढ़ाव

C. Language exposure / भाषा संपर्क

D. Situational conversation / परिस्थितिजन्य संवाद

Correct answer / सही उत्तर: D. Situational conversation / परिस्थितिजन्य संवाद

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

MCQ 128 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pairs act out asking for directions in English.

A. Situational conversation / परिस्थितिजन्य संवाद

B. Reading for specific information / विशिष्ट सूचना हेतु पठन

C. Extensive reading / विस्तृत पठन

D. Interaction / अंतःक्रिया

Correct answer / सही उत्तर: A. Situational conversation / परिस्थितिजन्य संवाद

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context.
Application: Pairs act out asking for directions in English.

MCQ 129 • CORE PRACTICE · FORM 03

Which explanation best defines Situational conversation / परिस्थितिजन्य संवाद?

A. Constructing meaning from written text.

B. Practising speech in a meaningful context.

C. Constructive comments from classmates based on agreed criteria.

D. Recognising and valuing the different languages and varieties used by learners.

Correct answer / सही उत्तर: B. Practising speech in a meaningful context.

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context.
Application: Pairs act out asking for directions in English.

MCQ 130 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Situational conversation / परिस्थितिजन्य संवाद?

A. A pupil distinguishes lowercase b from lowercase d.

B. Pairs act out asking for directions in English.

C. A learner writes the first version of a story before editing.

D. A group examines a paragraph to find evidence for an inference.

Correct answer / सही उत्तर: B. Pairs act out asking for directions in English.

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

MCQ 131 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Practising speech in a meaningful context. (2) Guidance about the place and use of languages in education.

A. Situational conversation / परिस्थितिजन्य संवाद | Language policy / भाषा नीति

B. Intonation / स्वर उतार-चढ़ाव | Language policy / भाषा नीति

C. Language policy / भाषा नीति | Situational conversation / परिस्थितिजन्य संवाद

D. Situational conversation / परिस्थितिजन्य संवाद | Inferential reading / अनुमानात्मक पठन

Correct answer / सही उत्तर: A. Situational conversation / परिस्थितिजन्य संवाद | Language policy / भाषा नीति

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English. Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction.

MCQ 132 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pairs act out asking for directions in English. (2) A learner changes pitch while asking a question aloud.

A. Comprehensible input / बोधगम्य भाषायी सामग्री | Intonation / स्वर उतार-चढ़ाव

B. Situational conversation / परिस्थितिजन्य संवाद | Guided reading / निर्देशित पठन

C. Intonation / स्वर उतार-चढ़ाव | Situational conversation / परिस्थितिजन्य संवाद

D. Situational conversation / परिस्थितिजन्य संवाद | Intonation / स्वर उतार-चढ़ाव

Correct answer / सही उत्तर: D. Situational conversation / परिस्थितिजन्य संवाद | Intonation / स्वर उतार-चढ़ाव

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

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MCQ 133 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Situational conversation / परिस्थितिजन्य संवाद and Interaction / अंतःक्रिया.

A. Exchange of meaning with others that supports language development. | Practising speech in a meaningful context.

B. Teacher-supported reading in a group matched to learning needs. | Exchange of meaning with others that supports language development.

C. Practising speech in a meaningful context. | Exchange of meaning with others that supports language development.

D. Practising speech in a meaningful context. | Describing levels of written performance against clear criteria.

Correct answer / सही उत्तर: C. Practising speech in a meaningful context. | Exchange of meaning with others that supports language development.

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English. Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task.

MCQ 134 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Situational conversation / परिस्थितिजन्य संवाद and Schema activation / पूर्वज्ञान सक्रियण.

A. Pairs act out asking for directions in English. | A learner changes pitch while asking a question aloud.

B. Pairs act out asking for directions in English. | Before a text about trains, pupils describe their own travel experiences.

C. A pupil names the animal mentioned in the first paragraph. | Before a text about trains, pupils describe their own travel experiences.

D. Before a text about trains, pupils describe their own travel experiences. | Pairs act out asking for directions in English.

Correct answer / सही उत्तर: B. Pairs act out asking for directions in English. | Before a text about trains, pupils describe their own travel experiences.

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 135 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Situational conversation / परिस्थितिजन्य संवाद / Schema activation / पूर्वज्ञान सक्रियण)

A. Situational conversation / परिस्थितिजन्य संवाद → Bringing relevant background knowledge into a reading task.

B. Schema activation / पूर्वज्ञान सक्रियण → Learning word meanings from meaningful language use.

C. Vocabulary in context / संदर्भ में शब्दावली → Teacher and learners compose a text together.

D. Situational conversation / परिस्थितिजन्य संवाद → Practising speech in a meaningful context.

Correct answer / सही उत्तर: D. Situational conversation / परिस्थितिजन्य संवाद → Practising speech in a meaningful context.

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context.
Application: Pairs act out asking for directions in English.

MCQ 136 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Situational conversation / परिस्थितिजन्य संवाद / Language policy / भाषा नीति)

A. Language policy / भाषा नीति → Children suggest sentences while the teacher records their ideas.

B. Situational conversation / परिस्थितिजन्य संवाद → A school considers national curricular recommendations when planning language instruction.

C. Situational conversation / परिस्थितिजन्य संवाद → Pairs act out asking for directions in English.

D. Shared writing / साझा लेखन → A pupil scans a timetable to find the departure time.

Correct answer / सही उत्तर: C. Situational conversation / परिस्थितिजन्य संवाद → Pairs act out asking for directions in English.

Explanation / व्याख्या

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context.
Application: Pairs act out asking for directions in English.

MCQ 137 • CORE PRACTICE · FORM 01

Identify the concept described: Reconstructing a heard or read narrative in one's own words.

A. Comprehensible input / बोधगम्य भाषायी सामग्री

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Letter recognition / अक्षर पहचान

D. Story retelling / कहानी पुनर्कथन

Correct answer / सही उत्तर: D. Story retelling / कहानी पुनर्कथन

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

MCQ 138 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A learner recounts the main events of a story in sequence.

A. Editing / संपादन

B. Story retelling / कहानी पुनर्कथन

C. Reading for specific information / विशिष्ट सूचना हेतु पठन

D. Learning sequence / अधिगम क्रम

Correct answer / सही उत्तर: B. Story retelling / कहानी पुनर्कथन

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

MCQ 139 • CORE PRACTICE · FORM 03

Which explanation best defines Story retelling / कहानी पुनर्कथन?

A. Variation in pitch that helps convey meaning and attitude.

B. Reconstructing a heard or read narrative in one's own words.

C. Ability to notice and manipulate individual sounds in spoken words.

D. Developing the ability to communicate in a language beyond one's first language.

Correct answer / सही उत्तर: B. Reconstructing a heard or read narrative in one's own words.

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

MCQ 140 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Story retelling / कहानी पुनर्कथन?

A. A learner recounts the main events of a story in sequence.

B. A child reads a dialogue aloud with meaningful pauses.

C. A child identifies the three sounds in dog.

D. Pupils hear English in songs, stories and classroom instructions.

Correct answer / सही उत्तर: A. A learner recounts the main events of a story in sequence.

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence.

MCQ 141 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Reconstructing a heard or read narrative in one's own words. (2) Bringing relevant background knowledge into a reading task.

A. Story retelling / कहानी पुनर्कथन | Schema activation / पूर्वज्ञान सक्रियण

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Schema activation / पूर्वज्ञान सक्रियण

C. Story retelling / कहानी पुनर्कथन | Differentiated language tasks / विभेदित भाषा कार्य

D. Schema activation / पूर्वज्ञान सक्रियण | Story retelling / कहानी पुनर्कथन

Correct answer / सही उत्तर: A. Story retelling / कहानी पुनर्कथन | Schema activation / पूर्वज्ञान सक्रियण

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

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MCQ 142 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A learner recounts the main events of a story in sequence. (2) A child infers that a character is worried from their actions.

A. Story retelling / कहानी पुनर्कथन | Inferential reading / अनुमानात्मक पठन

B. Story retelling / कहानी पुनर्कथन | Listening assessment / श्रवण आकलन

C. Inferential reading / अनुमानात्मक पठन | Story retelling / कहानी पुनर्कथन

D. Affective support / भावात्मक समर्थन | Inferential reading / अनुमानात्मक पठन

Correct answer / सही उत्तर: A. Story retelling / कहानी पुनर्कथन | Inferential reading / अनुमानात्मक पठन

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence. Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

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MCQ 143 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Story retelling / कहानी पुनर्कथन and Curriculum alignment / पाठ्यचर्या संरेखण.

A. Identifying information explicitly stated in a text. | Connecting language activities and assessment to intended curricular learning.

B. Reconstructing a heard or read narrative in one's own words. | Connecting language activities and assessment to intended curricular learning.

C. Connecting language activities and assessment to intended curricular learning. | Reconstructing a heard or read narrative in one's own words.

D. Reconstructing a heard or read narrative in one's own words. | Teacher and learners compose a text together.

Correct answer / सही उत्तर: B. Reconstructing a heard or read narrative in one's own words. | Connecting language activities and assessment to intended curricular learning.

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 144 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Story retelling / कहानी पुनर्कथन and Language exposure / भाषा संपर्क

A. Children suggest sentences while the teacher records their ideas. | Pupils hear English in songs, stories and classroom instructions.

B. A learner recounts the main events of a story in sequence. | A school considers national curricular recommendations when planning language instruction.

C. Pupils hear English in songs, stories and classroom instructions. | A learner recounts the main events of a story in sequence.

D. A learner recounts the main events of a story in sequence. | Pupils hear English in songs, stories and classroom instructions.

Correct answer / सही उत्तर: D. A learner recounts the main events of a story in sequence. | Pupils hear English in songs, stories and classroom instructions.

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 145 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Story retelling / कहानी पुनर्कथन / Comprehensible input / बोधगम्य भाषायी सामग्री)

A. Lesson planning / पाठ योजना → Locating a particular detail in a text.

B. Story retelling / कहानी पुनर्कथन → Language that learners can understand with suitable contextual support.

C. Comprehensible input / बोधगम्य भाषायी सामग्री → Selecting and sequencing activities aligned with intended learning.

D. Story retelling / कहानी पुनर्कथन → Reconstructing a heard or read narrative in one's own words.

Correct answer / सही उत्तर: D. Story retelling / कहानी पुनर्कथन → Reconstructing a heard or read narrative in one's own words.

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

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MCQ 146 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Story retelling / कहानी पुनर्कथन / Learning sequence / अधिगम क्रम)

A. Story retelling / कहानी पुनर्कथन → A learner recounts the main events of a story in sequence.

B. Learning sequence / अधिगम क्रम → A group examines a paragraph to find evidence for an inference.

C. Story retelling / कहानी पुनर्कथन → A lesson moves from picture talk to reading and independent response.

D. Intensive reading / गहन पठन → A teacher gives separate feedback on ideas, organisation and language.

Correct answer / सही उत्तर: A. Story retelling / कहानी पुनर्कथन → A learner recounts the main events of a story in sequence.

Explanation / व्याख्या

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

MCQ 147 • CORE PRACTICE · FORM 01

Identify the concept described: Practising ideas aloud before a speaking or writing task.

A. Shared writing / साझा लेखन

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Oral rehearsal / मौखिक पूर्वाभ्यास

D. Home-language support / गृहभाषा समर्थन

Correct answer / सही उत्तर: C. Oral rehearsal / मौखिक पूर्वाभ्यास

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.
Application: Pupils tell a partner what they plan to write about.

MCQ 148 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils tell a partner what they plan to write about.

A. Modelled writing / आदर्श लेखन

B. Oral rehearsal / मौखिक पूर्वाभ्यास

C. Writing rubric / लेखन मानदंड तालिका

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

Correct answer / सही उत्तर: B. Oral rehearsal / मौखिक पूर्वाभ्यास

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.
Application: Pupils tell a partner what they plan to write about.

MCQ 149 • CORE PRACTICE · FORM 03

Which explanation best defines Oral rehearsal / मौखिक पूर्वाभ्यास?

A. Practising ideas aloud before a speaking or writing task.

B. Developing the ability to communicate in a language beyond one's first language.

C. Breaking a spoken word into component sounds.

D. Adjusting support or task complexity while preserving language goals.

Correct answer / सही उत्तर: A. Practising ideas aloud before a speaking or writing task.

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.
Application: Pupils tell a partner what they plan to write about.

MCQ 150 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Oral rehearsal / मौखिक पूर्वाभ्यास?

A. Pupils tell a partner what they plan to write about.

B. A pupil combines /k/, /æ/ and /t/ to read cat.

C. A learner writes the first version of a story before editing.

D. Before a text about trains, pupils describe their own travel experiences.

Correct answer / सही उत्तर: A. Pupils tell a partner what they plan to write about.

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

MCQ 151 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Practising ideas aloud before a speaking or writing task. (2) Variation in pitch that helps convey meaning and attitude.

A. Blending / ध्वनि संयोजन | Intonation / स्वर उतार-चढ़ाव

B. Intonation / स्वर उतार-चढ़ाव | Oral rehearsal / मौखिक पूर्वाभ्यास

C. Oral rehearsal / मौखिक पूर्वाभ्यास | Intonation / स्वर उतार-चढ़ाव

D. Oral rehearsal / मौखिक पूर्वाभ्यास | Reading fluency / पठन प्रवाह

Correct answer / सही उत्तर: C. Oral rehearsal / मौखिक पूर्वाभ्यास | Intonation / स्वर उतार-चढ़ाव

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

GyanTech Guru Ji

MCQ 152 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils tell a partner what they plan to write about. (2) A teacher plans oral rehearsal, reading and a short writing task around an outcome.

A. Oral rehearsal / मौखिक पूर्वाभ्यास | Editing / संपादन

B. Blending / ध्वनि संयोजन | Lesson planning / पाठ योजना

C. Lesson planning / पाठ योजना | Oral rehearsal / मौखिक पूर्वाभ्यास

D. Oral rehearsal / मौखिक पूर्वाभ्यास | Lesson planning / पाठ योजना

Correct answer / सही उत्तर: D. Oral rehearsal / मौखिक पूर्वाभ्यास | Lesson planning / पाठ योजना

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

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MCQ 153 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Oral rehearsal / मौखिक पूर्वाभ्यास and Language diversity / भाषायी विविधता.

A. Practising ideas aloud before a speaking or writing task. | Reducing anxiety and building confidence in language learning.

B. Practising ideas aloud before a speaking or writing task. | Recognising and valuing the different languages and varieties used by learners.

C. Learners judging their own progress against criteria. | Recognising and valuing the different languages and varieties used by learners.

D. Recognising and valuing the different languages and varieties used by learners. | Practising ideas aloud before a speaking or writing task.

Correct answer / सही उत्तर: B. Practising ideas aloud before a speaking or writing task. | Recognising and valuing the different languages and varieties used by learners.

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 154 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Oral rehearsal / मौखिक पूर्वाभ्यास and Revision / पुनरीक्षण.

A. Pupils tell a partner what they plan to write about. | A pupil rearranges events to make a story easier to follow.

B. Pupils tell a partner what they plan to write about. | Pairs ask and answer questions to complete a picture task.

C. A pupil rearranges events to make a story easier to follow. | Pupils tell a partner what they plan to write about.

D. A school considers national curricular recommendations when planning language instruction. | A pupil rearranges events to make a story easier to follow.

Correct answer / सही उत्तर: A. Pupils tell a partner what they plan to write about. | A pupil rearranges events to make a story easier to follow.

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 155 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Oral rehearsal / मौखिक पूर्वाभ्यास / Shared writing / साझा लेखन)

A. Curriculum alignment / पाठ्यचर्या संरेखण → Constructing meaning from written text.

B. Oral rehearsal / मौखिक पूर्वाभ्यास → Teacher and learners compose a text together.

C. Shared writing / साझा लेखन → Connecting language activities and assessment to intended curricular learning.

D. Oral rehearsal / मौखिक पूर्वाभ्यास → Practising ideas aloud before a speaking or writing task.

Correct answer / सही उत्तर: D. Oral rehearsal / मौखिक पूर्वाभ्यास → Practising ideas aloud before a speaking or writing task.

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.

Application: Pupils tell a partner what they plan to write about.

GyanTech Guru Ji

MCQ 156 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Oral rehearsal / मौखिक पूर्वाभ्यास / Writing rubric / लेखन मानदंड तालिका)

A. Oral rehearsal / मौखिक पूर्वाभ्यास → A teacher gives separate feedback on ideas, organisation and language.

B. Second language acquisition / द्वितीय भाषा अर्जन → A child uses a simple checklist to review a completed paragraph.

C. Writing rubric / लेखन मानदंड तालिका → A learner gradually uses English to interact in daily classroom situations.

D. Oral rehearsal / मौखिक पूर्वाभ्यास → Pupils tell a partner what they plan to write about.

Correct answer / सही उत्तर: D. Oral rehearsal / मौखिक पूर्वाभ्यास → Pupils tell a partner what they plan to write about.

Explanation / व्याख्या

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.
Application: Pupils tell a partner what they plan to write about.

MCQ 157 • CORE PRACTICE · FORM 01

Identify the concept described: Managing speaker and listener roles during conversation.

A. Turn-taking / बारी-बारी बोलना

B. Intonation / स्वर उतार-चढ़ाव

C. Self-assessment / स्व-आकलन

D. Inferential reading / अनुमानात्मक पठन

Correct answer / सही उत्तर: A. Turn-taking / बारी-बारी बोलना

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.
Application: Children wait for a partner to finish before responding.

MCQ 158 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children wait for a partner to finish before responding.

A. Multilingual classroom / बहुभाषी कक्षा

B. Lesson planning / पाठ योजना

C. Guided reading / निर्देशित पठन

D. Turn-taking / बारी-बारी बोलना

Correct answer / सही उत्तर: D. Turn-taking / बारी-बारी बोलना

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.
Application: Children wait for a partner to finish before responding.

MCQ 159 • CORE PRACTICE · FORM 03

Which explanation best defines Turn-taking / बारी-बारी बोलना?

A. Identifying information explicitly stated in a text.

B. Managing speaker and listener roles during conversation.

C. Connecting a speech sound with its written representation.

D. Improving content, clarity and organisation of a draft.

Correct answer / सही उत्तर: B. Managing speaker and listener roles during conversation.

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.
Application: Children wait for a partner to finish before responding.

MCQ 160 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Turn-taking / बारी-बारी बोलना?

A. A lesson moves from picture talk to reading and independent response.

B. Children wait for a partner to finish before responding.

C. A child describes a picture in several connected sentences.

D. A child chooses several easy storybooks to read over a month.

Correct answer / सही उत्तर: B. Children wait for a partner to finish before responding.

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

MCQ 161 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Managing speaker and listener roles during conversation. (2) Producing connected speech with an appropriate flow.

A. Turn-taking / बारी-बारी बोलना | Shared writing / साझा लेखन

B. Schema activation / पूर्वज्ञान सक्रियण | Oral fluency / मौखिक प्रवाह

C. Turn-taking / बारी-बारी बोलना | Oral fluency / मौखिक प्रवाह

D. Oral fluency / मौखिक प्रवाह | Turn-taking / बारी-बारी बोलना

Correct answer / सही उत्तर: C. Turn-taking / बारी-बारी बोलना | Oral fluency / मौखिक प्रवाह

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding. Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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MCQ 162 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children wait for a partner to finish before responding. (2) A child chooses several easy storybooks to read over a month.

A. Turn-taking / बारी-बारी बोलना | Miscue analysis / अपसंकैत विश्लेषण

B. Turn-taking / बारी-बारी बोलना | Extensive reading / विस्तृत पठन

C. Extensive reading / विस्तृत पठन | Turn-taking / बारी-बारी बोलना

D. Editing / संपादन | Extensive reading / विस्तृत पठन

Correct answer / सही उत्तर: B. Turn-taking / बारी-बारी बोलना | Extensive reading / विस्तृत पठन

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 163 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Turn-taking / बारी-बारी बोलना and Reading comprehension / पठन बोध.

A. Managing speaker and listener roles during conversation. | Learning word meanings from meaningful language use.

B. Constructing meaning from written text. | Managing speaker and listener roles during conversation.

C. Teacher and learners compose a text together. | Constructing meaning from written text.

D. Managing speaker and listener roles during conversation. | Constructing meaning from written text.

Correct answer / सही उत्तर: D. Managing speaker and listener roles during conversation. | Constructing meaning from written text.

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding. Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 164 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Turn-taking / बारी-बारी बोलना and Purposeful writing / उद्देश्यपूर्ण लेखन.

A. Children wait for a partner to finish before responding. | The teacher prompts readers to use meaning and letter clues in a small group.

B. A child chooses several easy storybooks to read over a month. | Children write a notice inviting families to an exhibition.

C. Children wait for a partner to finish before responding. | Children write a notice inviting families to an exhibition.

D. Children write a notice inviting families to an exhibition. | Children wait for a partner to finish before responding.

Correct answer / सही उत्तर: C. Children wait for a partner to finish before responding. | Children write a notice inviting families to an exhibition.

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding. Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 165 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Turn-taking / बारी-बारी बोलना / Inferential reading / अनुमानात्मक पठन)

A. Turn-taking / बारी-बारी बोलना → Using textual clues to understand information not stated directly.

B. Turn-taking / बारी-बारी बोलना → Managing speaker and listener roles during conversation.

C. Inferential reading / अनुमानात्मक पठन → Exchange of meaning with others that supports language development.

D. Interaction / अंतःक्रिया → A classroom that recognises and uses learners' varied languages.

Correct answer / सही उत्तर: B. Turn-taking / बारी-बारी बोलना → Managing speaker and listener roles during conversation.

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.

Application: Children wait for a partner to finish before responding.

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MCQ 166 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Turn-taking / बारी-बारी बोलना / Comprehensible input / बोधगम्य भाषायी सामग्री)

A. Turn-taking / बारी-बारी बोलना → A teacher accompanies a new English instruction with gestures and objects.

B. Turn-taking / बारी-बारी बोलना → Children wait for a partner to finish before responding.

C. Phonemic awareness / स्वनिम जागरूकता → Children connect the sound /m/ with the letter m.

D. Comprehensible input / बोधगम्य भाषायी सामग्री → A child changes the first sound of cat to make bat.

Correct answer / सही उत्तर: B. Turn-taking / बारी-बारी बोलना → Children wait for a partner to finish before responding.

Explanation / व्याख्या

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.
Application: Children wait for a partner to finish before responding.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

Explain Four-block approach / चार ब्लॉक उपागम and give one classroom example.

Model answer: An integrated approach covering oral language, word recognition, reading and writing. A lesson combines conversation, sound work, shared reading and a writing task.

REVISION 03.02

Explain Listening comprehension / श्रवण बोध and give one classroom example.

Model answer: Understanding meaning in spoken language. After hearing instructions, a pupil places objects in the correct order.

REVISION 03.03

Explain Situational conversation / परिस्थितिजन्य संवाद and give one classroom example.

Model answer: Practising speech in a meaningful context. Pairs act out asking for directions in English.

REVISION 03.04

Explain Story retelling / कहानी पुनर्कथन and give one classroom example.

Model answer: Reconstructing a heard or read narrative in one's own words. A learner recounts the main events of a story in sequence.

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REVISION 03.05

Explain Oral rehearsal / मौखिक पूर्वाभ्यास and give one classroom example.

Model answer: Practising ideas aloud before a speaking or writing task. Pupils tell a partner what they plan to write about.

REVISION 03.06

Explain Turn-taking / बारी-बारी बोलना and give one classroom example.

Model answer: Managing speaker and listener roles during conversation. Children wait for a partner to finish before responding.

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CHAPTER 04 • 62 MCQs • 6 REVISION PROMPTS

Word Recognition

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Phonemic awareness / स्वनिम जागरूकता

Ability to notice and manipulate individual sounds in spoken words.

Classroom example: A child changes the first sound of cat to make bat.

Letter recognition / अक्षर पहचान

Identifying written letters accurately.

Classroom example: A pupil distinguishes lowercase b from lowercase d.

Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Connecting a speech sound with its written representation.

Classroom example: Children connect the sound /m/ with the letter m.

Vocabulary in context / संदर्भ में शब्दावली

Learning word meanings from meaningful language use.

Classroom example: A child infers the meaning of muddy from a story and picture.

Blending / ध्वनि संयोजन

Combining separate speech sounds to recognise a word.

Classroom example: A pupil combines /k/, /æ/ and /t/ to read cat.

Segmenting / ध्वनि विभाजन

Breaking a spoken word into component sounds.

Classroom example: A child identifies the three sounds in dog.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 167 • NEW CLASSROOM APPLICATION

A pupil reads ship as sip. Which support targets the difficulty?

A. Teach only the word length

B. Ask the pupil to write an unrelated essay

C. Ignore all sound distinctions

D. Practise hearing and reading the sh sound in meaningful words

Correct answer / सही उत्तर: D. Practise hearing and reading the sh sound in meaningful words

Explanation / व्याख्या

Targeted phonics practice addresses the sound-symbol difficulty.

MCQ 168 • NEW CLASSROOM APPLICATION

Which method deepens understanding of the word enormous?

A. Say the word faster

B. Count its letters only

C. Use a picture, contrast it with tiny and use it in a sentence

D. Copy the word twenty times without meaning

Correct answer / सही उत्तर: C. Use a picture, contrast it with tiny and use it in a sentence

Explanation / व्याख्या

Semantic connections and contextual use enrich vocabulary.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 169 • CORE PRACTICE · FORM 01

Identify the concept described: Ability to notice and manipulate individual sounds in spoken words.

A. Phonemic awareness / स्वनिम जागरूकता

B. Revision / पुनरीक्षण

C. Reading fluency / पठन प्रवाह

D. Self-assessment / स्व-आकलन

Correct answer / सही उत्तर: A. Phonemic awareness / स्वनिम जागरूकता

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 170 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child changes the first sound of cat to make bat.

A. Schema activation / पूर्वज्ञान सक्रियण

B. Multilingual classroom / बहुभाषी कक्षा

C. Second language acquisition / द्वितीय भाषा अर्जन

D. Phonemic awareness / स्वनिम जागरूकता

Correct answer / सही उत्तर: D. Phonemic awareness / स्वनिम जागरूकता

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 171 • CORE PRACTICE · FORM 03

Which explanation best defines Phonemic awareness / स्वनिम जागरूकता?

A. Bringing relevant background knowledge into a reading task.

B. Ability to notice and manipulate individual sounds in spoken words.

C. Reading with accuracy, suitable pace and expression.

D. Practising speech in a meaningful context.

Correct answer / सही उत्तर: B. Ability to notice and manipulate individual sounds in spoken words.

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 172 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Phonemic awareness / स्वनिम जागरूकता?

A. A school considers national curricular recommendations when planning language instruction.

B. A child uses a simple checklist to review a completed paragraph.

C. Children wait for a partner to finish before responding.

D. A child changes the first sound of cat to make bat.

Correct answer / सही उत्तर: D. A child changes the first sound of cat to make bat.

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

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MCQ 173 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Ability to notice and manipulate individual sounds in spoken words. (2) Exchange of meaning with others that supports language development.

A. Phonemic awareness / स्वनिम जागरूकता | Four-block approach / चार ब्लॉक उपागम

B. Interaction / अंतःक्रिया | Phonemic awareness / स्वनिम जागरूकता

C. Reading fluency / पठन प्रवाह | Interaction / अंतःक्रिया

D. Phonemic awareness / स्वनिम जागरूकता | Interaction / अंतःक्रिया

Correct answer / सही उत्तर: D. Phonemic awareness / स्वनिम जागरूकता | Interaction / अंतःक्रिया

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat. Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task.

MCQ 174 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child changes the first sound of cat to make bat. (2) Children wait for a partner to finish before responding.

A. Phonemic awareness / स्वनिम जागरूकता | Schema activation / पूर्वज्ञान सक्रियण

B. Phonemic awareness / स्वनिम जागरूकता | Turn-taking / बारी-बारी बोलना

C. Turn-taking / बारी-बारी बोलना | Phonemic awareness / स्वनिम जागरूकता

D. Intonation / स्वर उतार-चढ़ाव | Turn-taking / बारी-बारी बोलना

Correct answer / सही उत्तर: B. Phonemic awareness / स्वनिम जागरूकता | Turn-taking / बारी-बारी बोलना

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

MCQ 175 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Phonemic awareness / स्वनिम जागरूकता and Four-block approach / चार ब्लॉक उपागम.

A. Ability to notice and manipulate individual sounds in spoken words. | An integrated approach covering oral language, word recognition, reading and writing.

B. An integrated approach covering oral language, word recognition, reading and writing. | Ability to notice and manipulate individual sounds in spoken words.

C. Ability to notice and manipulate individual sounds in spoken words. | Locating a particular detail in a text.

D. Gathering evidence of understanding spoken language. | An integrated approach covering oral language, word recognition, reading and writing.

Correct answer / सही उत्तर: A. Ability to notice and manipulate individual sounds in spoken words. | An integrated approach covering oral language, word recognition, reading and writing.

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 176 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Phonemic awareness / स्वनिम जागरूकता and Reading fluency / पठन प्रवाह.

A. A child changes the first sound of cat to make bat. | A child reads a dialogue aloud with meaningful pauses.

B. A teacher gives separate feedback on ideas, organisation and language. | A child reads a dialogue aloud with meaningful pauses.

C. A child reads a dialogue aloud with meaningful pauses. | A child changes the first sound of cat to make bat.

D. A child changes the first sound of cat to make bat. | Partners suggest one improvement to each other's stories.

Correct answer / सही उत्तर: A. A child changes the first sound of cat to make bat. | A child reads a dialogue aloud with meaningful pauses.

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat. Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 177 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Phonemic awareness / स्वनिम जागरूकता / Purposeful writing / उद्देश्यपूर्ण लेखन)

A. Phonemic awareness / स्वनिम जागरूकता → Ability to notice and manipulate individual sounds in spoken words.

B. Phonemic awareness / स्वनिम जागरूकता → Writing for a meaningful audience and communicative purpose.

C. Miscue analysis / अपसंकैत विश्लेषण → Managing speaker and listener roles during conversation.

D. Purposeful writing / उद्देश्यपूर्ण लेखन → Examining deviations in oral reading to understand reading strategies.

Correct answer / सही उत्तर: A. Phonemic awareness / स्वनिम जागरूकता → Ability to notice and manipulate individual sounds in spoken words.

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 178 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Phonemic awareness / स्वनिम जागरूकता / Language diversity / भाषायी विविधता)

A. Phonemic awareness / स्वनिम जागरूकता → A child changes the first sound of cat to make bat.

B. Phonemic awareness / स्वनिम जागरूकता → Children compare ways of greeting across communities without ranking languages.

C. Language diversity / भाषायी विविधता → Partners suggest one improvement to each other's stories.

D. Peer feedback / सहपाठी प्रतिक्रिया → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Correct answer / सही उत्तर: A. Phonemic awareness / स्वनिम जागरूकता → A child changes the first sound of cat to make bat.

Explanation / व्याख्या

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 179 • CORE PRACTICE · FORM 01

Identify the concept described: Identifying written letters accurately.

A. Letter recognition / अक्षर पहचान

B. Guided reading / निर्देशित पठन

C. Revision / पुनरीक्षण

D. Lesson planning / पाठ योजना

Correct answer / सही उत्तर: A. Letter recognition / अक्षर पहचान

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 180 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil distinguishes lowercase b from lowercase d.

A. Purposeful writing / उद्देश्यपूर्ण लेखन

B. Extensive reading / विस्तृत पठन

C. Letter recognition / अक्षर पहचान

D. Contextual grammar / संदर्भगत व्याकरण

Correct answer / सही उत्तर: C. Letter recognition / अक्षर पहचान

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 181 • CORE PRACTICE · FORM 03

Which explanation best defines Letter recognition / अक्षर पहचान?

A. Practising ideas aloud before a speaking or writing task.

B. Reducing anxiety and building confidence in language learning.

C. Using a familiar language to support understanding of new content.

D. Identifying written letters accurately.

Correct answer / सही उत्तर: D. Identifying written letters accurately.

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 182 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Letter recognition / अक्षर पहचान?

A. A school considers national curricular recommendations when planning language instruction.

B. A pupil distinguishes lowercase b from lowercase d.

C. Pupils tell a partner what they plan to write about.

D. A pupil rearranges events to make a story easier to follow.

Correct answer / सही उत्तर: B. A pupil distinguishes lowercase b from lowercase d.

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 183 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Identifying written letters accurately. (2) Improving content, clarity and organisation of a draft.

A. Comprehensible input / बोधगम्य भाषायी सामग्री | Revision / पुनरीक्षण

B. Letter recognition / अक्षर पहचान | Extensive reading / विस्तृत पठन

C. Letter recognition / अक्षर पहचान | Revision / पुनरीक्षण

D. Revision / पुनरीक्षण | Letter recognition / अक्षर पहचान

Correct answer / सही उत्तर: C. Letter recognition / अक्षर पहचान | Revision / पुनरीक्षण

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 184 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil distinguishes lowercase b from lowercase d. (2) A pupil explains why a character changed their mind.

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Reading comprehension / पठन बोध

B. Letter recognition / अक्षर पहचान | Reading comprehension / पठन बोध

C. Reading comprehension / पठन बोध | Letter recognition / अक्षर पहचान

D. Letter recognition / अक्षर पहचान | Purposeful writing / उद्देश्यपूर्ण लेखन

Correct answer / सही उत्तर: B. Letter recognition / अक्षर पहचान | Reading comprehension / पठन बोध

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d. Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

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MCQ 185 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Letter recognition / अक्षर पहचान and Miscue analysis / अपसंकैत विश्लेषण.

A. Examining deviations in oral reading to understand reading strategies. | Identifying written letters accurately.

B. Identifying written letters accurately. | Examining deviations in oral reading to understand reading strategies.

C. Identifying written letters accurately. | Managing speaker and listener roles during conversation.

D. Learners judging their own progress against criteria. | Examining deviations in oral reading to understand reading strategies.

Correct answer / सही उत्तर: B. Identifying written letters accurately. | Examining deviations in oral reading to understand reading strategies.

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 186 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Letter recognition / अक्षर पहचान and Extensive reading / विस्तृत पठन.

A. A pupil distinguishes lowercase b from lowercase d. | A child chooses several easy storybooks to read over a month.

B. A child chooses several easy storybooks to read over a month. | A pupil distinguishes lowercase b from lowercase d.

C. A pupil distinguishes lowercase b from lowercase d. | Partners suggest one improvement to each other's stories.

D. A learner recounts the main events of a story in sequence. | A child chooses several easy storybooks to read over a month.

Correct answer / सही उत्तर: A. A pupil distinguishes lowercase b from lowercase d. | A child chooses several easy storybooks to read over a month.

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 187 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Letter recognition / अक्षर पहचान / Listening assessment / श्रवण आकलन)

A. Letter recognition / अक्षर पहचान → Gathering evidence of understanding spoken language.

B. Listening assessment / श्रवण आकलन → Producing an initial version of a text to develop ideas.

C. Letter recognition / अक्षर पहचान → Identifying written letters accurately.

D. Drafting / प्रारूप लेखन → Reducing anxiety and building confidence in language learning.

Correct answer / सही उत्तर: C. Letter recognition / अक्षर पहचान → Identifying written letters accurately.

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

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MCQ 188 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Letter recognition / अक्षर पहचान / Purposeful writing / उद्देश्यपूर्ण लेखन)

A. Purposeful writing / उद्देश्यपूर्ण लेखन → A learner recounts the main events of a story in sequence.

B. Story retelling / कहानी पुनर्कथन → A group examines a paragraph to find evidence for an inference.

C. Letter recognition / अक्षर पहचान → Children write a notice inviting families to an exhibition.

D. Letter recognition / अक्षर पहचान → A pupil distinguishes lowercase b from lowercase d.

Correct answer / सही उत्तर: D. Letter recognition / अक्षर पहचान → A pupil distinguishes lowercase b from lowercase d.

Explanation / व्याख्या

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 189 • CORE PRACTICE · FORM 01

Identify the concept described: Connecting a speech sound with its written representation.

A. Language diversity / भाषायी विविधता

B. Literal comprehension / शाब्दिक बोध

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Shared reading / साझा पठन

Correct answer / सही उत्तर: C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 190 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children connect the sound /m/ with the letter m.

A. Interaction / अंतःक्रिया

B. Turn-taking / बारी-बारी बोलना

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Self-assessment / स्व-आकलन

Correct answer / सही उत्तर: C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 191 • CORE PRACTICE · FORM 03

Which explanation best defines Sound-symbol correspondence / ध्वनि-चिह्न संबंध?

A. Reading a shorter text closely for detailed understanding.

B. Guidance about the place and use of languages in education.

C. Gathering evidence of understanding spoken language.

D. Connecting a speech sound with its written representation.

Correct answer / सही उत्तर: D. Connecting a speech sound with its written representation.

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 192 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Sound-symbol correspondence / ध्वनि-चिह्न संबंध?

A. A child describes a picture in several connected sentences.

B. A listening activity assesses the stated listening outcome rather than handwriting.

C. Children connect the sound /m/ with the letter m.

D. A pupil scans a timetable to find the departure time.

Correct answer / सही उत्तर: C. Children connect the sound /m/ with the letter m.

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 193 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Connecting a speech sound with its written representation. (2) Locating a particular detail in a text.

A. Reading fluency / पठन प्रवाह | Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Reading for specific information / विशिष्ट सूचना हेतु पठन

C. Reading for specific information / विशिष्ट सूचना हेतु पठन | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Shared writing / साझा लेखन

Correct answer / सही उत्तर: B. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Reading for specific information / विशिष्ट सूचना हेतु पठन

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m. Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

MCQ 194 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children connect the sound /m/ with the letter m. (2) A teacher writes an invitation while explaining choices of words and structure.

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Modelled writing / आदर्श लेखन

B. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Reading comprehension / पठन बोध

C. Modelled writing / आदर्श लेखन | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Guided reading / निर्देशित पठन | Modelled writing / आदर्श लेखन

Correct answer / सही उत्तर: A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Modelled writing / आदर्श लेखन

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

MCQ 195 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Sound-symbol correspondence / ध्वनि-चिह्न संबंध and Turn-taking / बारी-बारी बोलना.

A. Managing speaker and listener roles during conversation. | Connecting a speech sound with its written representation.

B. Connecting a speech sound with its written representation. | Using a familiar language to support understanding of new content.

C. Connecting a speech sound with its written representation. | Managing speaker and listener roles during conversation.

D. Constructive comments from classmates based on agreed criteria. | Managing speaker and listener roles during conversation.

Correct answer / सही उत्तर: C. Connecting a speech sound with its written representation. | Managing speaker and listener roles during conversation.

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

MCQ 196 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Sound-symbol correspondence / ध्वनि-चिह्न संबंध and Revision / पुनरीक्षण.

A. A pupil rearranges events to make a story easier to follow. | Children connect the sound /m/ with the letter m.

B. Children connect the sound /m/ with the letter m. | A pupil rearranges events to make a story easier to follow.

C. Children connect the sound /m/ with the letter m. | A teacher lets pupils discuss a story in their home language before sharing in English.

D. A pupil scans a timetable to find the departure time. | A pupil rearranges events to make a story easier to follow.

Correct answer / सही उत्तर: B. Children connect the sound /m/ with the letter m. | A pupil rearranges events to make a story easier to follow.

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 197 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Sound-symbol correspondence / ध्वनि-चिह्न संबंध / Purposeful writing / उद्देश्यपूर्ण लेखन)

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Connecting a speech sound with its written representation.

B. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Writing for a meaningful audience and communicative purpose.

C. Listening assessment / श्रवण आकलन → Teacher-supported reading in a group matched to learning needs.

D. Purposeful writing / उद्देश्यपूर्ण लेखन → Gathering evidence of understanding spoken language.

Correct answer / सही उत्तर: A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Connecting a speech sound with its written representation.

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 198 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Sound-symbol correspondence / ध्वनि-चिह्न संबंध / Comprehensible input / बोधगम्य भाषायी सामग्री)

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → A teacher accompanies a new English instruction with gestures and objects.

B. Multilingual classroom / बहुभाषी कक्षा → Pupils follow a spoken sequence of classroom directions.

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Children connect the sound /m/ with the letter m.

D. Comprehensible input / बोधगम्य भाषायी सामग्री → Pupils compare greetings in their home languages and English.

Correct answer / सही उत्तर: C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Children connect the sound /m/ with the letter m.

Explanation / व्याख्या

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 199 • CORE PRACTICE · FORM 01

Identify the concept described: Learning word meanings from meaningful language use.

A. Multilingual classroom / बहुभाषी कक्षा

B. Vocabulary in context / संदर्भ में शब्दावली

C. Shared writing / साझा लेखन

D. Story retelling / कहानी पुनर्कथन

Correct answer / सही उत्तर: B. Vocabulary in context / संदर्भ में शब्दावली

Explanation / व्याख्या

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture.

MCQ 200 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child infers the meaning of muddy from a story and picture.

A. Literal comprehension / शाब्दिक बोध
B. Shared writing / साझा लेखन
C. Oral rehearsal / मौखिक पूर्वाभ्यास
D. Vocabulary in context / संदर्भ में शब्दावली

Correct answer / सही उत्तर: D. Vocabulary in context / संदर्भ में शब्दावली

Explanation / व्याख्या
Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.
Application: A child infers the meaning of muddy from a story and picture.

MCQ 201 • CORE PRACTICE · FORM 03

Which explanation best defines Vocabulary in context / संदर्भ में शब्दावली?

A. Practising ideas aloud before a speaking or writing task.
B. Connecting language activities and assessment to intended curricular learning.
C. Learning word meanings from meaningful language use.
D. Reconstructing a heard or read narrative in one's own words.

Correct answer / सही उत्तर: C. Learning word meanings from meaningful language use.

Explanation / व्याख्या
Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.
Application: A child infers the meaning of muddy from a story and picture.

MCQ 202 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Vocabulary in context / संदर्भ में शब्दावली?

A. Partners suggest one improvement to each other's stories.

B. A child infers the meaning of muddy from a story and picture.

C. A school considers national curricular recommendations when planning language instruction.

D. A pupil rearranges events to make a story easier to follow.

Correct answer / सही उत्तर: B. A child infers the meaning of muddy from a story and picture.

Explanation / व्याख्या

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.

Application: A child infers the meaning of muddy from a story and picture.

MCQ 203 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Learning word meanings from meaningful language use. (2) Examining deviations in oral reading to understand reading strategies.

A. Vocabulary in context / संदर्भ में शब्दावली | Four-block approach / चार ब्लॉक उपागम

B. Vocabulary in context / संदर्भ में शब्दावली | Miscue analysis / अपसंकेत विश्लेषण

C. Miscue analysis / अपसंकेत विश्लेषण | Vocabulary in context / संदर्भ में शब्दावली

D. Language exposure / भाषा संपर्क| Miscue analysis / अपसंकेत विश्लेषण

Correct answer / सही उत्तर: B. Vocabulary in context / संदर्भ में शब्दावली | Miscue analysis / अपसंकेत विश्लेषण

Explanation / व्याख्या

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.

Application: A child infers the meaning of muddy from a story and picture. Miscue analysis / अपसंकेत विश्लेषण: Examining deviations in oral reading to understand reading strategies.

Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 204 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child infers the meaning of muddy from a story and picture. (2) A learner gradually uses English to interact in daily classroom situations.

A. Miscue analysis / अपसंकैत विश्लेषण | Second language acquisition / द्वितीय भाषा अर्जन

B. Vocabulary in context / संदर्भ में शब्दावली | Second language acquisition / द्वितीय भाषा अर्जन

C. Second language acquisition / द्वितीय भाषा अर्जन | Vocabulary in context / संदर्भ में शब्दावली

D. Vocabulary in context / संदर्भ में शब्दावली | Four-block approach / चार ब्लॉक उपागम

Correct answer / सही उत्तर: B. Vocabulary in context / संदर्भ में शब्दावली | Second language acquisition / द्वितीय भाषा अर्जन

Explanation / व्याख्या

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 205 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Vocabulary in context / संदर्भ में शब्दावली and Schema activation / पूर्वज्ञान सक्रियण.

A. Learning word meanings from meaningful language use. | An integrated approach covering oral language, word recognition, reading and writing.

B. Bringing relevant background knowledge into a reading task. | Learning word meanings from meaningful language use.

C. Learning word meanings from meaningful language use. | Bringing relevant background knowledge into a reading task.

D. Learners judging their own progress against criteria. | Bringing relevant background knowledge into a reading task.

Correct answer / सही उत्तर: C. Learning word meanings from meaningful language use. | Bringing relevant background knowledge into a reading task.

Explanation / व्याख्या

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 206 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Vocabulary in context / संदर्भ में शब्दावली and Turn-taking / बारी-बारी बोलना.

A. A child infers the meaning of muddy from a story and picture. | Children wait for a partner to finish before responding.

B. A child infers the meaning of muddy from a story and picture. | A pupil explains why a character changed their mind.

C. Children wait for a partner to finish before responding. | A child infers the meaning of muddy from a story and picture.

D. Pupils compare greetings in their home languages and English. | Children wait for a partner to finish before responding.

Correct answer / सही उत्तर: A. A child infers the meaning of muddy from a story and picture. | Children wait for a partner to finish before responding.

Explanation / व्याख्या

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

MCQ 207 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Vocabulary in context / संदर्भ में शब्दावली / Purposeful writing / उद्देश्यपूर्ण लेखन)

A. Vocabulary in context / संदर्भ में शब्दावली → Writing for a meaningful audience and communicative purpose.

B. Literal comprehension / शाब्दिक बोध → Exchange of meaning with others that supports language development.

C. Purposeful writing / उद्देश्यपूर्ण लेखन → Identifying information explicitly stated in a text.

D. Vocabulary in context / संदर्भ में शब्दावली → Learning word meanings from meaningful language use.

Correct answer / सही उत्तर: D. Vocabulary in context / संदर्भ में शब्दावली → Learning word meanings from meaningful language use.

Explanation / व्याख्या

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.
Application: A child infers the meaning of muddy from a story and picture.

MCQ 208 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Vocabulary in context / संदर्भ में शब्दावली / Drafting / प्रारूप लेखन)

A. Vocabulary in context / संदर्भ में शब्दावली → A learner writes the first version of a story before editing.

B. Vocabulary in context / संदर्भ में शब्दावली → A child infers the meaning of muddy from a story and picture.

C. Language learning outcome / भाषायी अधिगम प्रतिफल → Pupils compare greetings in their home languages and English.

D. Drafting / प्रारूप लेखन → Children can ask and answer simple questions about a picture.

Correct answer / सही उत्तर: B. Vocabulary in context / संदर्भ में शब्दावली → A child infers the meaning of muddy from a story and picture.

Explanation / व्याख्या

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture.

MCQ 209 • CORE PRACTICE · FORM 01

Identify the concept described: Combining separate speech sounds to recognise a word.

A. Drafting / प्रारूप लेखन

B. Blending / ध्वनि संयोजन

C. Four-block approach / चार ब्लॉक उपागम

D. Writing rubric / लेखन मानदंड तालिका

Correct answer / सही उत्तर: B. Blending / ध्वनि संयोजन

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 210 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil combines /k/, /æ/ and /t/ to read cat.

A. Listening assessment / श्रवण आकलन

B. Blending / ध्वनि संयोजन

C. Literal comprehension / शाब्दिक बोध

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

Correct answer / सही उत्तर: B. Blending / ध्वनि संयोजन

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 211 • CORE PRACTICE · FORM 03

Which explanation best defines Blending / ध्वनि संयोजन?

A. Producing connected speech with an appropriate flow.

B. Combining separate speech sounds to recognise a word.

C. Producing an initial version of a text to develop ideas.

D. Reading with accuracy, suitable pace and expression.

Correct answer / सही उत्तर: B. Combining separate speech sounds to recognise a word.

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 212 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Blending / ध्वनि संयोजन?

A. The teacher prompts readers to use meaning and letter clues in a small group.

B. A pupil combines /k/, /æ/ and /t/ to read cat.

C. A pupil rearranges events to make a story easier to follow.

D. A teacher accepts tentative answers and avoids ridicule.

Correct answer / सही उत्तर: B. A pupil combines /k/, /æ/ and /t/ to read cat.

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 213 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Combining separate speech sounds to recognise a word. (2) Teaching grammar through meaningful spoken or written language.

A. Contextual grammar / संदर्भगत व्याकरण | Blending / ध्वनि संयोजन

B. Blending / ध्वनि संयोजन | Contextual grammar / संदर्भगत व्याकरण

C. Language exposure / भाषा संपर्क| Contextual grammar / संदर्भगत व्याकरण

D. Blending / ध्वनि संयोजन | Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: B. Blending / ध्वनि संयोजन | Contextual grammar / संदर्भगत व्याकरण

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

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MCQ 214 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil combines /k/, /æ/ and /t/ to read cat. (2) The teacher records when a pupil substitutes a word and analyses the clues used.

A. Blending / ध्वनि संयोजन | Lesson planning / पाठ योजना

B. Comprehensible input / बोधगम्य भाषायी सामग्री | Miscue analysis / अपसंकैत विश्लेषण

C. Blending / ध्वनि संयोजन | Miscue analysis / अपसंकैत विश्लेषण

D. Miscue analysis / अपसंकैत विश्लेषण | Blending / ध्वनि संयोजन

Correct answer / सही उत्तर: C. Blending / ध्वनि संयोजन | Miscue analysis / अपसंकैत विश्लेषण

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

GyanTech Guru Ji

MCQ 215 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Blending / ध्वनि संयोजन and Language diversity / भाषायी विविधता.

A. Recognising and valuing the different languages and varieties used by learners. | Combining separate speech sounds to recognise a word.

B. Combining separate speech sounds to recognise a word. | Recognising and valuing the different languages and varieties used by learners.

C. Checking and correcting surface features of writing. | Recognising and valuing the different languages and varieties used by learners.

D. Combining separate speech sounds to recognise a word. | Producing an initial version of a text to develop ideas.

Correct answer / सही उत्तर: B. Combining separate speech sounds to recognise a word. | Recognising and valuing the different languages and varieties used by learners.

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 216 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Blending / ध्वनि संयोजन and Guided reading / निर्देशित पठन.

A. A pupil combines /k/, /æ/ and /t/ to read cat. | The teacher prompts readers to use meaning and letter clues in a small group.

B. The teacher prompts readers to use meaning and letter clues in a small group. | A pupil combines /k/, /æ/ and /t/ to read cat.

C. Children compare ways of greeting across communities without ranking languages. | The teacher prompts readers to use meaning and letter clues in a small group.

D. A pupil combines /k/, /æ/ and /t/ to read cat. | A learner recounts the main events of a story in sequence.

Correct answer / सही उत्तर: A. A pupil combines /k/, /æ/ and /t/ to read cat. | The teacher prompts readers to use meaning and letter clues in a small group.

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 217 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Blending / ध्वनि संयोजन / Revision / पुनरीक्षण)

A. Revision / पुनरीक्षण → A classroom that recognises and uses learners' varied languages.

B. Blending / ध्वनि संयोजन → Improving content, clarity and organisation of a draft.

C. Multilingual classroom / बहुभाषी कक्षा → Identifying information explicitly stated in a text.

D. Blending / ध्वनि संयोजन → Combining separate speech sounds to recognise a word.

Correct answer / सही उत्तर: D. Blending / ध्वनि संयोजन → Combining separate speech sounds to recognise a word.

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 218 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Blending / ध्वनि संयोजन / Multilingual classroom / बहुभाषी कक्षा)

A. Blending / ध्वनि संयोजन → Pupils compare greetings in their home languages and English.

B. Multilingual classroom / बहुभाषी कक्षा → A child uses a simple checklist to review a completed paragraph.

C. Blending / ध्वनि संयोजन → A pupil combines /k/, /æ/ and /t/ to read cat.

D. Self-assessment / स्व-आकलन → A child chooses several easy storybooks to read over a month.

Correct answer / सही उत्तर: C. Blending / ध्वनि संयोजन → A pupil combines /k/, /æ/ and /t/ to read cat.

Explanation / व्याख्या

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 219 • CORE PRACTICE · FORM 01

Identify the concept described: Breaking a spoken word into component sounds.

A. Self-assessment / स्व-आकलन

B. Oral rehearsal / मौखिक पूर्वाभ्यास

C. Segmenting / ध्वनि विभाजन

D. Oral fluency / मौखिक प्रवाह

Correct answer / सही उत्तर: C. Segmenting / ध्वनि विभाजन

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 220 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child identifies the three sounds in dog.

A. Story retelling / कहानी पुनर्कथन

B. Segmenting / ध्वनि विभाजन

C. Shared writing / साझा लेखन

D. Language learning outcome / भाषायी अधिगम प्रतिफल

Correct answer / सही उत्तर: B. Segmenting / ध्वनि विभाजन

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

GyanTech Guru Ji

MCQ 221 • CORE PRACTICE · FORM 03

Which explanation best defines Segmenting / ध्वनि विभाजन?

A. Connecting language activities and assessment to intended curricular learning.

B. Breaking a spoken word into component sounds.

C. Constructive comments from classmates based on agreed criteria.

D. Practising ideas aloud before a speaking or writing task.

Correct answer / सही उत्तर: B. Breaking a spoken word into component sounds.

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 222 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Segmenting / ध्वनि विभाजन?

A. A child identifies the three sounds in dog.

B. Partners suggest one improvement to each other's stories.

C. A child chooses several easy storybooks to read over a month.

D. After hearing instructions, a pupil places objects in the correct order.

Correct answer / सही उत्तर: A. A child identifies the three sounds in dog.

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

GyanTech Guru Ji

MCQ 223 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Breaking a spoken word into component sounds. (2) Reducing anxiety and building confidence in language learning.

A. Segmenting / ध्वनि विभाजन | Affective support / भावात्मक समर्थन

B. Modelled writing / आदर्श लेखन | Affective support / भावात्मक समर्थन

C. Segmenting / ध्वनि विभाजन | Intensive reading / गहन पठन

D. Affective support / भावात्मक समर्थन | Segmenting / ध्वनि विभाजन

Correct answer / सही उत्तर: A. Segmenting / ध्वनि विभाजन | Affective support / भावात्मक समर्थन

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog. Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

MCQ 224 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child identifies the three sounds in dog. (2) The teacher records when a pupil substitutes a word and analyses the clues used.

A. Miscue analysis / अपसंकैत विश्लेषण | Segmenting / ध्वनि विभाजन

B. Segmenting / ध्वनि विभाजन | Reading for specific information / विशिष्ट सूचना हेतु पठन

C. Drafting / प्रारूप लेखन | Miscue analysis / अपसंकैत विश्लेषण

D. Segmenting / ध्वनि विभाजन | Miscue analysis / अपसंकैत विश्लेषण

Correct answer / सही उत्तर: D. Segmenting / ध्वनि विभाजन | Miscue analysis / अपसंकैत विश्लेषण

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 225 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Segmenting / ध्वनि विभाजन and Language diversity / भाषायी विविधता.

A. Recognising and valuing the different languages and varieties used by learners. | Breaking a spoken word into component sounds.

B. Breaking a spoken word into component sounds. | Bringing relevant background knowledge into a reading task.

C. Breaking a spoken word into component sounds. | Recognising and valuing the different languages and varieties used by learners.

D. Teacher and learners compose a text together. | Recognising and valuing the different languages and varieties used by learners.

Correct answer / सही उत्तर: C. Breaking a spoken word into component sounds. | Recognising and valuing the different languages and varieties used by learners.

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 226 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Segmenting / ध्वनि विभाजन and Four-block approach / चार ब्लॉक उपागम.

A. A child identifies the three sounds in dog. | A lesson combines conversation, sound work, shared reading and a writing task.

B. A child identifies the three sounds in dog. | A child chooses several easy storybooks to read over a month.

C. A lesson combines conversation, sound work, shared reading and a writing task. | A child identifies the three sounds in dog.

D. A group examines a paragraph to find evidence for an inference. | A lesson combines conversation, sound work, shared reading and a writing task.

Correct answer / सही उत्तर: A. A child identifies the three sounds in dog. | A lesson combines conversation, sound work, shared reading and a writing task.

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 227 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Segmenting / ध्वनि विभाजन / Affective support / भावात्मक समर्थन)

A. Segmenting / ध्वनि विभाजन → Reducing anxiety and building confidence in language learning.

B. Segmenting / ध्वनि विभाजन → Breaking a spoken word into component sounds.

C. Affective support / भावात्मक समर्थन → Connecting language activities and assessment to intended curricular learning.

D. Curriculum alignment / पाठ्यचर्या संरेखण → Reading a shorter text closely for detailed understanding.

Correct answer / सही उत्तर: B. Segmenting / ध्वनि विभाजन → Breaking a spoken word into component sounds.

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 228 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Segmenting / ध्वनि विभाजन / Language learning outcome / भाषायी अधिगम प्रतिफल)

A. Segmenting / ध्वनि विभाजन → A child identifies the three sounds in dog.

B. Language learning outcome / भाषायी अधिगम प्रतिफल → A child uses a simple checklist to review a completed paragraph.

C. Segmenting / ध्वनि विभाजन → Children can ask and answer simple questions about a picture.

D. Self-assessment / स्व-आकलन → A teacher writes an invitation while explaining choices of words and structure.

Correct answer / सही उत्तर: A. Segmenting / ध्वनि विभाजन → A child identifies the three sounds in dog.

Explanation / व्याख्या

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 04.01

Explain Phonemic awareness / स्वनिम जागरूकता and give one classroom example.

Model answer: Ability to notice and manipulate individual sounds in spoken words. A child changes the first sound of cat to make bat.

REVISION 04.02

Explain Letter recognition / अक्षर पहचान and give one classroom example.

Model answer: Identifying written letters accurately. A pupil distinguishes lowercase b from lowercase d.

REVISION 04.03

Explain Sound-symbol correspondence / ध्वनि-चिह्न संबंध and give one classroom example.

Model answer: Connecting a speech sound with its written representation. Children connect the sound /m/ with the letter m.

REVISION 04.04

Explain Vocabulary in context / संदर्भ में शब्दावली and give one classroom example.

Model answer: Learning word meanings from meaningful language use. A child infers the meaning of muddy from a story and picture.

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REVISION 04.05

Explain Blending / ध्वनि संयोजन and give one classroom example.

Model answer: Combining separate speech sounds to recognise a word. A pupil combines /k/, /æ/ and /t/ to read cat.

REVISION 04.06

Explain Segmenting / ध्वनि विभाजन and give one classroom example.

Model answer: Breaking a spoken word into component sounds. A child identifies the three sounds in dog.

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CHAPTER 05 • 82 MCQs • 8 REVISION PROMPTS

Reading and Resources

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Schema activation / पूर्वज्ञान सक्रियण

Bringing relevant background knowledge into a reading task.

Classroom example: Before a text about trains, pupils describe their own travel experiences.

Intensive reading / गहन पठन

Reading a shorter text closely for detailed understanding.

Classroom example: A group examines a paragraph to find evidence for an inference.

Extensive reading / विस्तृत पठन

Reading a range of texts for general understanding and enjoyment.

Classroom example: A child chooses several easy storybooks to read over a month.

Guided reading / निर्देशित पठन

Teacher-supported reading in a group matched to learning needs.

Classroom example: The teacher prompts readers to use meaning and letter clues in a small group.

Reading for specific information / विशिष्ट सूचना हेतु पठन

Locating a particular detail in a text.

Classroom example: A pupil scans a timetable to find the departure time.

Shared reading / साझा पठन

Teacher and learners read a visible text together.

Classroom example: The class joins in reading repeated lines of a big book.

Reading comprehension / पठन बोध

Constructing meaning from written text.

Classroom example: A pupil explains why a character changed their mind.

Inferential reading / अनुमानात्मक पठन

Using textual clues to understand information not stated directly.

Classroom example: A child infers that a character is worried from their actions.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 229 • NEW CLASSROOM APPLICATION

Which question asks for inference rather than literal retrieval?

A. Why might the character have hidden the letter?
B. What is the title printed on the page?
C. How many paragraphs are visible?
D. Which word appears first?

Correct answer / सही उत्तर: A. Why might the character have hidden the letter?

Explanation / व्याख्या

Inference requires combining textual clues with knowledge.

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MCQ 230 • NEW CLASSROOM APPLICATION

How can a teacher support a class with mixed reading levels?

A. Remove all independent reading
B. Use one fixed speed for everyone
C. Give every learner the hardest text without help
D. Provide texts of varied complexity and guided support

Correct answer / सही उत्तर: D. Provide texts of varied complexity and guided support

Explanation / व्याख्या

Differentiation helps learners access meaningful texts.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 231 • CORE PRACTICE · FORM 01

Identify the concept described: Bringing relevant background knowledge into a reading task.

A. Self-assessment / स्व-आकलन
B. Schema activation / पूर्वज्ञान सक्रियण
C. Turn-taking / बारी-बारी बोलना
D. Learning sequence / अधिगम क्रम

Correct answer / सही उत्तर: B. Schema activation / पूर्वज्ञान सक्रियण

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.

Application: Before a text about trains, pupils describe their own travel experiences.

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MCQ 232 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Before a text about trains, pupils describe their own travel experiences.

A. Story retelling / कहानी पुनर्कथन

B. Intonation / स्वर उतार-चढ़ाव

C. Peer feedback / सहपाठी प्रतिक्रिया

D. Schema activation / पूर्वज्ञान सक्रियण

Correct answer / सही उत्तर: D. Schema activation / पूर्वज्ञान सक्रियण

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 233 • CORE PRACTICE · FORM 03

Which explanation best defines Schema activation / पूर्वज्ञान सक्रियण?

A. Bringing relevant background knowledge into a reading task.

B. Adjusting support or task complexity while preserving language goals.

C. Identifying written letters accurately.

D. Reducing anxiety and building confidence in language learning.

Correct answer / सही उत्तर: A. Bringing relevant background knowledge into a reading task.

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

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MCQ 234 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Schema activation / पूर्वज्ञान सक्रियण?

A. A child changes the first sound of cat to make bat.

B. A lesson moves from picture talk to reading and independent response.

C. Before a text about trains, pupils describe their own travel experiences.

D. Pupils compare greetings in their home languages and English.

Correct answer / सही उत्तर: C. Before a text about trains, pupils describe their own travel experiences.

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 235 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Bringing relevant background knowledge into a reading task. (2) Connecting language activities and assessment to intended curricular learning.

A. Contextual grammar / संदर्भगत व्याकरण | Curriculum alignment / पाठ्यचर्या संरेखण

B. Schema activation / पूर्वज्ञान सक्रियण | Listening comprehension / श्रवण बोध

C. Curriculum alignment / पाठ्यचर्या संरेखण | Schema activation / पूर्वज्ञान सक्रियण

D. Schema activation / पूर्वज्ञान सक्रियण | Curriculum alignment / पाठ्यचर्या संरेखण

Correct answer / सही उत्तर: D. Schema activation / पूर्वज्ञान सक्रियण | Curriculum alignment / पाठ्यचर्या संरेखण

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 236 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Before a text about trains, pupils describe their own travel experiences. (2) Partners suggest one improvement to each other's stories.

A. Curriculum alignment / पाठ्यचर्या संरेखण | Peer feedback / सहपाठी प्रतिक्रिया

B. Peer feedback / सहपाठी प्रतिक्रिया | Schema activation / पूर्वज्ञान सक्रियण

C. Schema activation / पूर्वज्ञान सक्रियण | Reading fluency / पठन प्रवाह

D. Schema activation / पूर्वज्ञान सक्रियण | Peer feedback / सहपाठी प्रतिक्रिया

Correct answer / सही उत्तर: D. Schema activation / पूर्वज्ञान सक्रियण | Peer feedback / सहपाठी प्रतिक्रिया

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences. Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 237 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Schema activation / पूर्वज्ञान सक्रियण and Segmenting / ध्वनि विभाजन.

A. Bringing relevant background knowledge into a reading task. | Breaking a spoken word into component sounds.

B. Bringing relevant background knowledge into a reading task. | Using a familiar language to support understanding of new content.

C. Teaching grammar through meaningful spoken or written language. | Breaking a spoken word into component sounds.

D. Breaking a spoken word into component sounds. | Bringing relevant background knowledge into a reading task.

Correct answer / सही उत्तर: A. Bringing relevant background knowledge into a reading task. | Breaking a spoken word into component sounds.

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 238 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Schema activation / पूर्वज्ञान सक्रियण and Second language acquisition / द्वितीय भाषा अर्जन.

A. Before a text about trains, pupils describe their own travel experiences. | A learner gradually uses English to interact in daily classroom situations.

B. Children write a notice inviting families to an exhibition. | A learner gradually uses English to interact in daily classroom situations.

C. Before a text about trains, pupils describe their own travel experiences. | A learner recounts the main events of a story in sequence.

D. A learner gradually uses English to interact in daily classroom situations. | Before a text about trains, pupils describe their own travel experiences.

Correct answer / सही उत्तर: A. Before a text about trains, pupils describe their own travel experiences. | A learner gradually uses English to interact in daily classroom situations.

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 239 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Schema activation / पूर्वज्ञान सक्रियण / Letter recognition / अक्षर पहचान)

A. Schema activation / पूर्वज्ञान सक्रियण → Bringing relevant background knowledge into a reading task.

B. Letter recognition / अक्षर पहचान → Connecting language activities and assessment to intended curricular learning.

C. Schema activation / पूर्वज्ञान सक्रियण → Identifying written letters accurately.

D. Curriculum alignment / पाठ्यचर्या संरेखण → Exchange of meaning with others that supports language development.

Correct answer / सही उत्तर: A. Schema activation / पूर्वज्ञान सक्रियण → Bringing relevant background knowledge into a reading task.

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 240 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Schema activation / पूर्वज्ञान सक्रियण / Four-block approach / चार ब्लॉक उपागम)

A. Schema activation / पूर्वज्ञान सक्रियण → Before a text about trains, pupils describe their own travel experiences.

B. Four-block approach / चार ब्लॉक उपागम → Children suggest sentences while the teacher records their ideas.

C. Shared writing / साझा लेखन → A teacher gives separate feedback on ideas, organisation and language.

D. Schema activation / पूर्वज्ञान सक्रियण → A lesson combines conversation, sound work, shared reading and a writing task.

Correct answer / सही उत्तर: A. Schema activation / पूर्वज्ञान सक्रियण → Before a text about trains, pupils describe their own travel experiences.

Explanation / व्याख्या

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 241 • CORE PRACTICE · FORM 01

Identify the concept described: Reading a shorter text closely for detailed understanding.

A. Situational conversation / परिस्थितिजन्य संवाद

B. Intensive reading / गहन पठन

C. Curriculum alignment / पाठ्यचर्या संरेखण

D. Language policy / भाषा नीति

Correct answer / सही उत्तर: B. Intensive reading / गहन पठन

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding.
Application: A group examines a paragraph to find evidence for an inference.

MCQ 242 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A group examines a paragraph to find evidence for an inference.

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Intonation / स्वर उतार-चढ़ाव

C. Intensive reading / गहन पठन

D. Literal comprehension / शाब्दिक बोध

Correct answer / सही उत्तर: C. Intensive reading / गहन पठन

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding.
Application: A group examines a paragraph to find evidence for an inference.

MCQ 243 • CORE PRACTICE · FORM 03

Which explanation best defines Intensive reading / गहन पठन?

A. Producing connected speech with an appropriate flow.

B. Reading a shorter text closely for detailed understanding.

C. Describing levels of written performance against clear criteria.

D. Reconstructing a heard or read narrative in one's own words.

Correct answer / सही उत्तर: B. Reading a shorter text closely for detailed understanding.

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding.
Application: A group examines a paragraph to find evidence for an inference.

MCQ 244 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Intensive reading / गहन पठन?

A. A listening activity assesses the stated listening outcome rather than handwriting.

B. A group examines a paragraph to find evidence for an inference.

C. A pupil combines /k/, /æ/ and /t/ to read cat.

D. Pupils explore past tense while revising a narrative of yesterday's trip.

Correct answer / सही उत्तर: B. A group examines a paragraph to find evidence for an inference.

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference.

MCQ 245 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Reading a shorter text closely for detailed understanding. (2) Improving content, clarity and organisation of a draft.

A. Intensive reading / गहन पठन | Miscue analysis / अपसंकैत विश्लेषण

B. Intensive reading / गहन पठन | Revision / पुनरीक्षण

C. Story retelling / कहानी पुनर्कथन | Revision / पुनरीक्षण

D. Revision / पुनरीक्षण | Intensive reading / गहन पठन

Correct answer / सही उत्तर: B. Intensive reading / गहन पठन | Revision / पुनरीक्षण

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 246 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A group examines a paragraph to find evidence for an inference. (2) A teacher writes an invitation while explaining choices of words and structure.

A. Intensive reading / गहन पठन | Modelled writing / आदर्श लेखन

B. Intensive reading / गहन पठन | Home-language support / गृहभाषा समर्थन

C. Oral fluency / मौखिक प्रवाह | Modelled writing / आदर्श लेखन

D. Modelled writing / आदर्श लेखन | Intensive reading / गहन पठन

Correct answer / सही उत्तर: A. Intensive reading / गहन पठन | Modelled writing / आदर्श लेखन

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

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MCQ 247 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Intensive reading / गहन पठन and Shared writing / साझा लेखन.

A. Teacher and learners compose a text together. | Reading a shorter text closely for detailed understanding.

B. Reading a shorter text closely for detailed understanding. | Reducing anxiety and building confidence in language learning.

C. Breaking a spoken word into component sounds. | Teacher and learners compose a text together.

D. Reading a shorter text closely for detailed understanding. | Teacher and learners compose a text together.

Correct answer / सही उत्तर: D. Reading a shorter text closely for detailed understanding. | Teacher and learners compose a text together.

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference. Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 248 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Intensive reading / गहन पठन and Language exposure / भाषा संपर्क

A. A group examines a paragraph to find evidence for an inference. | A child changes the first sound of cat to make bat.

B. A group examines a paragraph to find evidence for an inference. | Pupils hear English in songs, stories and classroom instructions.

C. Pupils hear English in songs, stories and classroom instructions. | A group examines a paragraph to find evidence for an inference.

D. Children connect the sound /m/ with the letter m. | Pupils hear English in songs, stories and classroom instructions.

Correct answer / सही उत्तर: B. A group examines a paragraph to find evidence for an inference. | Pupils hear English in songs, stories and classroom instructions.

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 249 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Intensive reading / गहन पठन / Home-language support / गृहभाषा समर्थन)

A. Intensive reading / गहन पठन → Reading a shorter text closely for detailed understanding.

B. Intensive reading / गहन पठन → Using a familiar language to support understanding of new content.

C. Home-language support / गृहभाषा समर्थन → Connecting language activities and assessment to intended curricular learning.

D. Curriculum alignment / पाठ्यचर्या संरेखण → Writing for a meaningful audience and communicative purpose.

Correct answer / सही उत्तर: A. Intensive reading / गहन पठन → Reading a shorter text closely for detailed understanding.

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding.
Application: A group examines a paragraph to find evidence for an inference.

MCQ 250 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Intensive reading / गहन पठन / Second language acquisition / द्वितीय भाषा अर्जन)

A. Second language acquisition / द्वितीय भाषा अर्जन → Pupils explore past tense while revising a narrative of yesterday's trip.

B. Intensive reading / गहन पठन → A learner gradually uses English to interact in daily classroom situations.

C. Contextual grammar / संदर्भगत व्याकरण → A lesson moves from picture talk to reading and independent response.

D. Intensive reading / गहन पठन → A group examines a paragraph to find evidence for an inference.

Correct answer / सही उत्तर: D. Intensive reading / गहन पठन → A group examines a paragraph to find evidence for an inference.

Explanation / व्याख्या

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference.

MCQ 251 • CORE PRACTICE · FORM 01

Identify the concept described: Reading a range of texts for general understanding and enjoyment.

A. Second language acquisition / द्वितीय भाषा अर्जन

B. Writing rubric / लेखन मानदंड तालिका

C. Listening comprehension / श्रवण बोध

D. Extensive reading / विस्तृत पठन

Correct answer / सही उत्तर: D. Extensive reading / विस्तृत पठन

Explanation / व्याख्या

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 252 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child chooses several easy storybooks to read over a month.

A. Language diversity / भाषायी विविधता
B. Phonemic awareness / स्वनिम जागरूकता
C. Affective support / भावात्मक समर्थन
D. Extensive reading / विस्तृत पठन

Correct answer / सही उत्तर: D. Extensive reading / विस्तृत पठन

Explanation / व्याख्या
Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 253 • CORE PRACTICE · FORM 03

Which explanation best defines Extensive reading / विस्तृत पठन?

A. Combining separate speech sounds to recognise a word.
B. An observable expectation of language use after learning.
C. Reading a range of texts for general understanding and enjoyment.
D. Learning word meanings from meaningful language use.

Correct answer / सही उत्तर: C. Reading a range of texts for general understanding and enjoyment.

Explanation / व्याख्या
Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 254 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Extensive reading / विस्तृत पठन?

A. A school considers national curricular recommendations when planning language instruction.

B. A teacher accepts tentative answers and avoids ridicule.

C. A pupil distinguishes lowercase b from lowercase d.

D. A child chooses several easy storybooks to read over a month.

Correct answer / सही उत्तर: D. A child chooses several easy storybooks to read over a month.

Explanation / व्याख्या

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 255 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Reading a range of texts for general understanding and enjoyment. (2) Teaching grammar through meaningful spoken or written language.

A. Extensive reading / विस्तृत पठन | Contextual grammar / संदर्भगत व्याकरण

B. Comprehensible input / बोधगम्य भाषायी सामग्री | Contextual grammar / संदर्भगत व्याकरण

C. Contextual grammar / संदर्भगत व्याकरण | Extensive reading / विस्तृत पठन

D. Extensive reading / विस्तृत पठन | Literal comprehension / शाब्दिक बोध

Correct answer / सही उत्तर: A. Extensive reading / विस्तृत पठन | Contextual grammar / संदर्भगत व्याकरण

Explanation / व्याख्या

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 256 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child chooses several easy storybooks to read over a month. (2) A teacher lets pupils discuss a story in their home language before sharing in English.

A. Letter recognition / अक्षर पहचान | Home-language support / गृहभाषा समर्थन

B. Extensive reading / विस्तृत पठन | Home-language support / गृहभाषा समर्थन

C. Home-language support / गृहभाषा समर्थन | Extensive reading / विस्तृत पठन

D. Extensive reading / विस्तृत पठन | Story retelling / कहानी पुनर्कथन

Correct answer / सही उत्तर: B. Extensive reading / विस्तृत पठन | Home-language support / गृहभाषा समर्थन

Explanation / व्याख्या

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 257 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Extensive reading / विस्तृत पठन and Vocabulary in context / संदर्भ में शब्दावली.

A. Examining deviations in oral reading to understand reading strategies. | Learning word meanings from meaningful language use.

B. Learning word meanings from meaningful language use. | Reading a range of texts for general understanding and enjoyment.

C. Reading a range of texts for general understanding and enjoyment. | Practising speech in a meaningful context.

D. Reading a range of texts for general understanding and enjoyment. | Learning word meanings from meaningful language use.

Correct answer / सही उत्तर: D. Reading a range of texts for general understanding and enjoyment. | Learning word meanings from meaningful language use.

Explanation / व्याख्या

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month. Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture.

MCQ 258 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Extensive reading / विस्तृत पठन and Miscue analysis / अपसंकैत विश्लेषण.

A. The teacher records when a pupil substitutes a word and analyses the clues used. | A child chooses several easy storybooks to read over a month.

B. A teacher accepts tentative answers and avoids ridicule. | The teacher records when a pupil substitutes a word and analyses the clues used.

C. A child chooses several easy storybooks to read over a month. | A teacher lets pupils discuss a story in their home language before sharing in English.

D. A child chooses several easy storybooks to read over a month. | The teacher records when a pupil substitutes a word and analyses the clues used.

Correct answer / सही उत्तर: D. A child chooses several easy storybooks to read over a month. | The teacher records when a pupil substitutes a word and analyses the clues used.

Explanation / व्याख्या

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 259 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Extensive reading / विस्तृत पठन / Letter recognition / अक्षर पहचान)

A. Extensive reading / विस्तृत पठन → Identifying written letters accurately.

B. Extensive reading / विस्तृत पठन → Reading a range of texts for general understanding and enjoyment.

C. Letter recognition / अक्षर पहचान → An integrated approach covering oral language, word recognition, reading and writing.

D. Four-block approach / चार ब्लॉक उपागम → Reading with accuracy, suitable pace and expression.

Correct answer / सही उत्तर: B. Extensive reading / विस्तृत पठन → Reading a range of texts for general understanding and enjoyment.

Explanation / व्याख्या

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

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MCQ 260 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Extensive reading / विस्तृत पठन / Differentiated language tasks / विभेदित भाषा कार्य)

A. Differentiated language tasks / विभेदित भाषा कार्य → A teacher lets pupils discuss a story in their home language before sharing in English.

B. Home-language support / गृहभाषा समर्थन → Children compare ways of greeting across communities without ranking languages.

C. Extensive reading / विस्तृत पठन → A child chooses several easy storybooks to read over a month.

D. Extensive reading / विस्तृत पठन → Some pupils use sentence frames while others write freely.

Correct answer / सही उत्तर: C. Extensive reading / विस्तृत पठन → A child chooses several easy storybooks to read over a month.

Explanation / व्याख्या

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 261 • CORE PRACTICE · FORM 01

Identify the concept described: Teacher-supported reading in a group matched to learning needs.

A. Drafting / प्रारूप लेखन

B. Contextual grammar / संदर्भगत व्याकरण

C. Guided reading / निर्देशित पठन

D. Oral rehearsal / मौखिक पूर्वाभ्यास

Correct answer / सही उत्तर: C. Guided reading / निर्देशित पठन

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 262 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? The teacher prompts readers to use meaning and letter clues in a small group.

A. Curriculum alignment / पाठ्यचर्या संरेखण

B. Letter recognition / अक्षर पहचान

C. Guided reading / निर्देशित पठन

D. Language learning outcome / भाषायी अधिगम प्रतिफल

Correct answer / सही उत्तर: C. Guided reading / निर्देशित पठन

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 263 • CORE PRACTICE · FORM 03

Which explanation best defines Guided reading / निर्देशित पठन?

A. Learning word meanings from meaningful language use.

B. Teacher-supported reading in a group matched to learning needs.

C. Teaching grammar through meaningful spoken or written language.

D. Producing connected speech with an appropriate flow.

Correct answer / सही उत्तर: B. Teacher-supported reading in a group matched to learning needs.

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.

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MCQ 264 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Guided reading / निर्देशित पठन?

A. A child corrects spelling and punctuation before publishing.

B. The teacher prompts readers to use meaning and letter clues in a small group.

C. Pupils follow a spoken sequence of classroom directions.

D. A teacher accompanies a new English instruction with gestures and objects.

Correct answer / सही उत्तर: B. The teacher prompts readers to use meaning and letter clues in a small group.

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 265 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Teacher-supported reading in a group matched to learning needs. (2) An ordered progression of activities supporting a learning goal.

A. Guided reading / निर्देशित पठन | Learning sequence / अधिगम क्रम

B. Situational conversation / परिस्थितिजन्य संवाद | Learning sequence / अधिगम क्रम

C. Guided reading / निर्देशित पठन | Intonation / स्वर उतार-चढ़ाव

D. Learning sequence / अधिगम क्रम | Guided reading / निर्देशित पठन

Correct answer / सही उत्तर: A. Guided reading / निर्देशित पठन | Learning sequence / अधिगम क्रम

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.
Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

MCQ 266 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) The teacher prompts readers to use meaning and letter clues in a small group. (2) A lesson moves from picture talk to reading and independent response.

A. Learning sequence / अधिगम क्रम | Guided reading / निर्देशित पठन

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Learning sequence / अधिगम क्रम

C. Guided reading / निर्देशित पठन | Writing rubric / लेखन मानदंड तालिका

D. Guided reading / निर्देशित पठन | Learning sequence / अधिगम क्रम

Correct answer / सही उत्तर: D. Guided reading / निर्देशित पठन | Learning sequence / अधिगम क्रम

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.
Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

GyanTech Guru Ji

MCQ 267 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Guided reading / निर्देशित पठन and Four-block approach / चार ब्लॉक उपागम.

A. Teacher-supported reading in a group matched to learning needs. | Developing the ability to communicate in a language beyond one's first language.

B. An integrated approach covering oral language, word recognition, reading and writing. | Teacher-supported reading in a group matched to learning needs.

C. Connecting language activities and assessment to intended curricular learning. | An integrated approach covering oral language, word recognition, reading and writing.

D. Teacher-supported reading in a group matched to learning needs. | An integrated approach covering oral language, word recognition, reading and writing.

Correct answer / सही उत्तर: D. Teacher-supported reading in a group matched to learning needs. | An integrated approach covering oral language, word recognition, reading and writing.

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 268 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Guided reading / निर्देशित पठन and Home-language support / गृहभाषा समर्थन.

A. A lesson combines conversation, sound work, shared reading and a writing task. | A teacher lets pupils discuss a story in their home language before sharing in English.

B. A teacher lets pupils discuss a story in their home language before sharing in English. | The teacher prompts readers to use meaning and letter clues in a small group.

C. The teacher prompts readers to use meaning and letter clues in a small group. | A teacher lets pupils discuss a story in their home language before sharing in English.

D. The teacher prompts readers to use meaning and letter clues in a small group. | Pupils hear English in songs, stories and classroom instructions.

Correct answer / सही उत्तर: C. The teacher prompts readers to use meaning and letter clues in a small group. | A teacher lets pupils discuss a story in their home language before sharing in English.

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 269 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Guided reading / निर्देशित पठन / Modelled writing / आदर्श लेखन)

A. Modelled writing / आदर्श लेखन → Practising speech in a meaningful context.

B. Guided reading / निर्देशित पठन → Demonstrating writing decisions and processes explicitly.

C. Situational conversation / परिस्थितिजन्य संवाद → Reading with accuracy, suitable pace and expression.

D. Guided reading / निर्देशित पठन → Teacher-supported reading in a group matched to learning needs.

Correct answer / सही उत्तर: D. Guided reading / निर्देशित पठन → Teacher-supported reading in a group matched to learning needs.

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

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MCQ 270 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Guided reading / निर्देशित पठन / Writing rubric / लेखन मानदंड तालिका)

A. Language policy / भाषा नीति → Children compare ways of greeting across communities without ranking languages.

B. Guided reading / निर्देशित पठन → A teacher gives separate feedback on ideas, organisation and language.

C. Writing rubric / लेखन मानदंड तालिका → A school considers national curricular recommendations when planning language instruction.

D. Guided reading / निर्देशित पठन → The teacher prompts readers to use meaning and letter clues in a small group.

Correct answer / सही उत्तर: D. Guided reading / निर्देशित पठन → The teacher prompts readers to use meaning and letter clues in a small group.

Explanation / व्याख्या

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 271 • CORE PRACTICE · FORM 01

Identify the concept described: Locating a particular detail in a text.

A. Home-language support / गृहभाषा समर्थन

B. Differentiated language tasks / विभेदित भाषा कार्य

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

Correct answer / सही उत्तर: D. Reading for specific information / विशिष्ट सूचना हेतु पठन

Explanation / व्याख्या

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text.
Application: A pupil scans a timetable to find the departure time.

MCQ 272 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil scans a timetable to find the departure time.

A. Reading for specific information / विशिष्ट सूचना हेतु पठन
B. Shared writing / साझा लेखन
C. Lesson planning / पाठ योजना
D. Contextual grammar / संदर्भगत व्याकरण

Correct answer / सही उत्तर: A. Reading for specific information / विशिष्ट सूचना हेतु पठन

Explanation / व्याख्या
Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text.
Application: A pupil scans a timetable to find the departure time.

MCQ 273 • CORE PRACTICE · FORM 03

Which explanation best defines Reading for specific information / विशिष्ट सूचना हेतु पठन?

A. Combining separate speech sounds to recognise a word.
B. Guidance about the place and use of languages in education.
C. Locating a particular detail in a text.
D. Gathering evidence of understanding spoken language.

Correct answer / सही उत्तर: C. Locating a particular detail in a text.

Explanation / व्याख्या
Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text.
Application: A pupil scans a timetable to find the departure time.

GyanTech Guru Ji

MCQ 274 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Reading for specific information / विशिष्ट सूचना हेतु पठन?

A. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

B. A learner recounts the main events of a story in sequence.

C. A pupil scans a timetable to find the departure time.

D. A learner gradually uses English to interact in daily classroom situations.

Correct answer / सही उत्तर: C. A pupil scans a timetable to find the departure time.

Explanation / व्याख्या

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

MCQ 275 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Locating a particular detail in a text. (2) Variation in pitch that helps convey meaning and attitude.

A. Reading for specific information / विशिष्ट सूचना हेतु पठन | Vocabulary in context / संदर्भ में शब्दावली

B. Reading for specific information / विशिष्ट सूचना हेतु पठन | Intonation / स्वर उतार-चढ़ाव

C. Reading fluency / पठन प्रवाह | Intonation / स्वर उतार-चढ़ाव

D. Intonation / स्वर उतार-चढ़ाव | Reading for specific information / विशिष्ट सूचना हेतु पठन

Correct answer / सही उत्तर: B. Reading for specific information / विशिष्ट सूचना हेतु पठन | Intonation / स्वर उतार-चढ़ाव

Explanation / व्याख्या

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 276 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil scans a timetable to find the departure time. (2) A school considers national curricular recommendations when planning language instruction.

A. Language policy / भाषा नीति | Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Intonation / स्वर उतार-चढ़ाव | Language policy / भाषा नीति

C. Reading for specific information / विशिष्ट सूचना हेतु पठन | Story retelling / कहानी पुनर्कथन

D. Reading for specific information / विशिष्ट सूचना हेतु पठन | Language policy / भाषा नीति

Correct answer / सही उत्तर: D. Reading for specific information / विशिष्ट सूचना हेतु पठन | Language policy / भाषा नीति

Explanation / व्याख्या

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time. Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction.

MCQ 277 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Reading for specific information / विशिष्ट सूचना हेतु पठन and Segmenting / ध्वनि विभाजन.

A. Breaking a spoken word into component sounds. | Locating a particular detail in a text.

B. Locating a particular detail in a text. | Connecting language activities and assessment to intended curricular learning.

C. Locating a particular detail in a text. | Breaking a spoken word into component sounds.

D. An integrated approach covering oral language, word recognition, reading and writing. | Breaking a spoken word into component sounds.

Correct answer / सही उत्तर: C. Locating a particular detail in a text. | Breaking a spoken word into component sounds.

Explanation / व्याख्या

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 278 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Reading for specific information / विशिष्ट सूचना हेतु पठन and Listening assessment / श्रवण आकलन.

A. A pupil scans a timetable to find the departure time. | Pupils follow a spoken sequence of classroom directions.

B. A pupil scans a timetable to find the departure time. | A child corrects spelling and punctuation before publishing.

C. Pupils follow a spoken sequence of classroom directions. | A pupil scans a timetable to find the departure time.

D. Children connect the sound /m/ with the letter m. | Pupils follow a spoken sequence of classroom directions.

Correct answer / सही उत्तर: A. A pupil scans a timetable to find the departure time. | Pupils follow a spoken sequence of classroom directions.

Explanation / व्याख्या

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time. Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 279 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Reading for specific information / विशिष्ट सूचना हेतु पठन / Lesson planning / पाठ योजना)

A. Reading for specific information / विशिष्ट सूचना हेतु पठन → Selecting and sequencing activities aligned with intended learning.

B. Lesson planning / पाठ योजना → Teaching grammar through meaningful spoken or written language.

C. Reading for specific information / विशिष्ट सूचना हेतु पठन → Locating a particular detail in a text.

D. Contextual grammar / संदर्भगत व्याकरण → Producing an initial version of a text to develop ideas.

Correct answer / सही उत्तर: C. Reading for specific information / विशिष्ट सूचना हेतु पठन → Locating a particular detail in a text.

Explanation / व्याख्या

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text.
Application: A pupil scans a timetable to find the departure time.

MCQ 280 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Reading for specific information / विशिष्ट सूचना हेतु पठन / Listening comprehension / श्रवण बोध)

A. Reading for specific information / विशिष्ट सूचना हेतु पठन → After hearing instructions, a pupil places objects in the correct order.

B. Listening comprehension / श्रवण बोध → Pupils follow a spoken sequence of classroom directions.

C. Listening assessment / श्रवण आकलन → A school considers national curricular recommendations when planning language instruction.

D. Reading for specific information / विशिष्ट सूचना हेतु पठन → A pupil scans a timetable to find the departure time.

Correct answer / सही उत्तर: D. Reading for specific information / विशिष्ट सूचना हेतु पठन → A pupil scans a timetable to find the departure time.

Explanation / व्याख्या

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

MCQ 281 • CORE PRACTICE · FORM 01

Identify the concept described: Teacher and learners read a visible text together.

A. Shared reading / साझा पठन

B. Literal comprehension / शाब्दिक बोध

C. Affective support / भावात्मक समर्थन

D. Shared writing / साझा लेखन

Correct answer / सही उत्तर: A. Shared reading / साझा पठन

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 282 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? The class joins in reading repeated lines of a big book.

A. Story retelling / कहानी पुनर्कथन

B. Shared reading / साझा पठन

C. Blending / ध्वनि संयोजन

D. Miscue analysis / अपसंकैत विश्लेषण

Correct answer / सही उत्तर: B. Shared reading / साझा पठन

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 283 • CORE PRACTICE · FORM 03

Which explanation best defines Shared reading / साझा पठन?

A. Teacher and learners read a visible text together.

B. Describing levels of written performance against clear criteria.

C. Selecting and sequencing activities aligned with intended learning.

D. Recognising and valuing the different languages and varieties used by learners.

Correct answer / सही उत्तर: A. Teacher and learners read a visible text together.

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 284 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Shared reading / साझा पठन?

A. A child describes a picture in several connected sentences.

B. The teacher records when a pupil substitutes a word and analyses the clues used.

C. The class joins in reading repeated lines of a big book.

D. Pupils hear English in songs, stories and classroom instructions.

Correct answer / सही उत्तर: C. The class joins in reading repeated lines of a big book.

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 285 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Teacher and learners read a visible text together. (2) Producing an initial version of a text to develop ideas.

A. Language diversity / भाषायी विविधता | Drafting / प्रारूप लेखन

B. Shared reading / साझा पठन | Drafting / प्रारूप लेखन

C. Drafting / प्रारूप लेखन | Shared reading / साझा पठन

D. Shared reading / साझा पठन | Contextual grammar / संदर्भगत व्याकरण

Correct answer / सही उत्तर: B. Shared reading / साझा पठन | Drafting / प्रारूप लेखन

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book. Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

GyanTech Guru Ji

MCQ 286 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) The class joins in reading repeated lines of a big book. (2) Children connect the sound /m/ with the letter m.

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Shared reading / साझा पठन

B. Listening comprehension / श्रवण बोध | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

C. Shared reading / साझा पठन | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Shared reading / साझा पठन | Turn-taking / बारी-बारी बोलना

Correct answer / सही उत्तर: C. Shared reading / साझा पठन | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book. Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

GyanTech Guru Ji

MCQ 287 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Shared reading / साझा पठन and Second language acquisition / द्वितीय भाषा अर्जन.

A. Teacher and learners read a visible text together. | An integrated approach covering oral language, word recognition, reading and writing.

B. Developing the ability to communicate in a language beyond one's first language. | Teacher and learners read a visible text together.

C. Teacher and learners read a visible text together. | Developing the ability to communicate in a language beyond one's first language.

D. Producing connected speech with an appropriate flow. | Developing the ability to communicate in a language beyond one's first language.

Correct answer / सही उत्तर: C. Teacher and learners read a visible text together. | Developing the ability to communicate in a language beyond one's first language.

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 288 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Shared reading / साझा पठन and Learning sequence / अधिगम क्रम.

A. The class joins in reading repeated lines of a big book. | Children write a notice inviting families to an exhibition.

B. A lesson moves from picture talk to reading and independent response. | The class joins in reading repeated lines of a big book.

C. The class joins in reading repeated lines of a big book. | A lesson moves from picture talk to reading and independent response.

D. A child identifies the three sounds in dog. | A lesson moves from picture talk to reading and independent response.

Correct answer / सही उत्तर: C. The class joins in reading repeated lines of a big book. | A lesson moves from picture talk to reading and independent response.

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book. Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response.

MCQ 289 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Shared reading / साझा पठन / Comprehensible input / बोधगम्य भाषायी सामग्री)

A. Comprehensible input / बोधगम्य भाषायी सामग्री → Using a familiar language to support understanding of new content.

B. Shared reading / साझा पठन → Teacher and learners read a visible text together.

C. Home-language support / गृहभाषा समर्थन → Identifying information explicitly stated in a text.

D. Shared reading / साझा पठन → Language that learners can understand with suitable contextual support.

Correct answer / सही उत्तर: B. Shared reading / साझा पठन → Teacher and learners read a visible text together.

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

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MCQ 290 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Shared reading / साझा पठन / Home-language support / गृहभाषा समर्थन)

A. Shared reading / साझा पठन → A teacher lets pupils discuss a story in their home language before sharing in English.

B. Contextual grammar / संदर्भगत व्याकरण → A teacher accepts tentative answers and avoids ridicule.

C. Shared reading / साझा पठन → The class joins in reading repeated lines of a big book.

D. Home-language support / गृहभाषा समर्थन → Pupils explore past tense while revising a narrative of yesterday's trip.

Correct answer / सही उत्तर: C. Shared reading / साझा पठन → The class joins in reading repeated lines of a big book.

Explanation / व्याख्या

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 291 • CORE PRACTICE · FORM 01

Identify the concept described: Constructing meaning from written text.

A. Miscue analysis / अपसंकैत विश्लेषण

B. Oral rehearsal / मौखिक पूर्वाभ्यास

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Reading comprehension / पठन बोध

Correct answer / सही उत्तर: D. Reading comprehension / पठन बोध

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 292 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil explains why a character changed their mind.

A. Situational conversation / परिस्थितिजन्य संवाद

B. Reading comprehension / पठन बोध

C. Language learning outcome / भाषायी अधिगम प्रतिफल

D. Listening assessment / श्रवण आकलन

Correct answer / सही उत्तर: B. Reading comprehension / पठन बोध

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 293 • CORE PRACTICE · FORM 03

Which explanation best defines Reading comprehension / पठन बोध?

A. Using a familiar language to support understanding of new content.

B. Practising ideas aloud before a speaking or writing task.

C. Constructing meaning from written text.

D. A classroom that recognises and uses learners' varied languages.

Correct answer / सही उत्तर: C. Constructing meaning from written text.

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 294 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Reading comprehension / पठन बोध?

A. A pupil explains why a character changed their mind.

B. Pairs act out asking for directions in English.

C. A child identifies the three sounds in dog.

D. Children connect the sound /m/ with the letter m.

Correct answer / सही उत्तर: A. A pupil explains why a character changed their mind.

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 295 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Constructing meaning from written text. (2) Practising speech in a meaningful context.

A. Reading comprehension / पठन बोध | Letter recognition / अक्षर पहचान

B. Situational conversation / परिस्थितिजन्य संवाद | Reading comprehension / पठन बोध

C. Reading comprehension / पठन बोध | Situational conversation / परिस्थितिजन्य संवाद

D. Differentiated language tasks / विभेदित भाषा कार्य | Situational conversation / परिस्थितिजन्य संवाद

Correct answer / सही उत्तर: C. Reading comprehension / पठन बोध | Situational conversation / परिस्थितिजन्य संवाद

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind. Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

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MCQ 296 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil explains why a character changed their mind. (2) Children connect the sound /m/ with the letter m.

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Reading comprehension / पठन बोध

B. Language policy / भाषा नीति | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

C. Reading comprehension / पठन बोध | Self-assessment / स्व-आकलन

D. Reading comprehension / पठन बोध | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Correct answer / सही उत्तर: D. Reading comprehension / पठन बोध | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind. Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

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MCQ 297 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Reading comprehension / पठन बोध and Language learning outcome / भाषायी अधिगम प्रतिफल.

A. An observable expectation of language use after learning. | Constructing meaning from written text.

B. Improving content, clarity and organisation of a draft. | An observable expectation of language use after learning.

C. Constructing meaning from written text. | A classroom that recognises and uses learners' varied languages.

D. Constructing meaning from written text. | An observable expectation of language use after learning.

Correct answer / सही उत्तर: D. Constructing meaning from written text. | An observable expectation of language use after learning.

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 298 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Reading comprehension / पठन बोध and Miscue analysis / अपसंकैत विश्लेषण.

A. The teacher records when a pupil substitutes a word and analyses the clues used. | A pupil explains why a character changed their mind.

B. A pupil explains why a character changed their mind. | The teacher records when a pupil substitutes a word and analyses the clues used.

C. Pupils explore past tense while revising a narrative of yesterday's trip. | The teacher records when a pupil substitutes a word and analyses the clues used.

D. A pupil explains why a character changed their mind. | A teacher writes an invitation while explaining choices of words and structure.

Correct answer / सही उत्तर: B. A pupil explains why a character changed their mind. | The teacher records when a pupil substitutes a word and analyses the clues used.

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 299 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Reading comprehension / पठन बोध / Blending / ध्वनि संयोजन)

A. Reading comprehension / पठन बोध → Combining separate speech sounds to recognise a word.

B. Drafting / प्रारूप लेखन → Guidance about the place and use of languages in education.

C. Reading comprehension / पठन बोध → Constructing meaning from written text.

D. Blending / ध्वनि संयोजन → Producing an initial version of a text to develop ideas.

Correct answer / सही उत्तर: C. Reading comprehension / पठन बोध → Constructing meaning from written text.

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 300 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Reading comprehension / पठन बोध / Oral fluency / मौखिक प्रवाह)

A. Reading comprehension / पठन बोध → A pupil explains why a character changed their mind.

B. Curriculum alignment / पाठ्यचर्या संरेखण → Children can ask and answer simple questions about a picture.

C. Oral fluency / मौखिक प्रवाह → A listening activity assesses the stated listening outcome rather than handwriting.

D. Reading comprehension / पठन बोध → A child describes a picture in several connected sentences.

Correct answer / सही उत्तर: A. Reading comprehension / पठन बोध → A pupil explains why a character changed their mind.

Explanation / व्याख्या

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 301 • CORE PRACTICE · FORM 01

Identify the concept described: Using textual clues to understand information not stated directly.

A. Inferential reading / अनुमानात्मक पठन

B. Intonation / स्वर उतार-चढ़ाव

C. Lesson planning / पाठ योजना

D. Shared writing / साझा लेखन

Correct answer / सही उत्तर: A. Inferential reading / अनुमानात्मक पठन

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

MCQ 302 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child infers that a character is worried from their actions.

A. Revision / पुनरीक्षण

B. Affective support / भावात्मक समर्थन

C. Inferential reading / अनुमानात्मक पठन

D. Four-block approach / चार ब्लॉक उपागम

Correct answer / सही उत्तर: C. Inferential reading / अनुमानात्मक पठन

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

MCQ 303 • CORE PRACTICE · FORM 03

Which explanation best defines Inferential reading / अनुमानात्मक पठन?

A. Producing an initial version of a text to develop ideas.

B. Selecting and sequencing activities aligned with intended learning.

C. Using textual clues to understand information not stated directly.

D. Learning word meanings from meaningful language use.

Correct answer / सही उत्तर: C. Using textual clues to understand information not stated directly.

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

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MCQ 304 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Inferential reading / अनुमानात्मक पठन?

A. A child infers that a character is worried from their actions.

B. A teacher lets pupils discuss a story in their home language before sharing in English.

C. Pupils hear English in songs, stories and classroom instructions.

D. After hearing instructions, a pupil places objects in the correct order.

Correct answer / सही उत्तर: A. A child infers that a character is worried from their actions.

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

MCQ 305 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Using textual clues to understand information not stated directly. (2) Guidance about the place and use of languages in education.

A. Inferential reading / अनुमानात्मक पठन | Segmenting / ध्वनि विभाजन

B. Language policy / भाषा नीति | Inferential reading / अनुमानात्मक पठन

C. Story retelling / कहानी पुनर्कथन | Language policy / भाषा नीति

D. Inferential reading / अनुमानात्मक पठन | Language policy / भाषा नीति

Correct answer / सही उत्तर: D. Inferential reading / अनुमानात्मक पठन | Language policy / भाषा नीति

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions. Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction.

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MCQ 306 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child infers that a character is worried from their actions. (2) Pairs ask and answer questions to complete a picture task.

A. Interaction / अंतःक्रिया | Inferential reading / अनुमानात्मक पठन

B. Inferential reading / अनुमानात्मक पठन | Interaction / अंतःक्रिया

C. Inferential reading / अनुमानात्मक पठन | Multilingual classroom / बहुभाषी कक्षा

D. Differentiated language tasks / विभेदित भाषा कार्य | Interaction / अंतःक्रिया

Correct answer / सही उत्तर: B. Inferential reading / अनुमानात्मक पठन | Interaction / अंतःक्रिया

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions. Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task.

MCQ 307 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Inferential reading / अनुमानात्मक पठन and Editing / संपादन.

A. Using textual clues to understand information not stated directly. | Checking and correcting surface features of writing.

B. Exchange of meaning with others that supports language development. | Checking and correcting surface features of writing.

C. Checking and correcting surface features of writing. | Using textual clues to understand information not stated directly.

D. Using textual clues to understand information not stated directly. | Language that learners can understand with suitable contextual support.

Correct answer / सही उत्तर: A. Using textual clues to understand information not stated directly. | Checking and correcting surface features of writing.

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions. Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 308 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Inferential reading / अनुमानात्मक पठन and Listening comprehension / श्रवण बोध.

A. A child infers that a character is worried from their actions. | A teacher writes an invitation while explaining choices of words and structure.

B. A child infers that a character is worried from their actions. | After hearing instructions, a pupil places objects in the correct order.

C. A teacher lets pupils discuss a story in their home language before sharing in English. | After hearing instructions, a pupil places objects in the correct order.

D. After hearing instructions, a pupil places objects in the correct order. | A child infers that a character is worried from their actions.

Correct answer / सही उत्तर: B. A child infers that a character is worried from their actions. | After hearing instructions, a pupil places objects in the correct order.

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions. Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

MCQ 309 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Inferential reading / अनुमानात्मक पठन / Language learning outcome / भाषायी अधिगम प्रतिफल)

A. Language learning outcome / भाषायी अधिगम प्रतिफल → Adjusting support or task complexity while preserving language goals.

B. Inferential reading / अनुमानात्मक पठन → An observable expectation of language use after learning.

C. Inferential reading / अनुमानात्मक पठन → Using textual clues to understand information not stated directly.

D. Differentiated language tasks / विभेदित भाषा कार्य → Recognising and valuing the different languages and varieties used by learners.

Correct answer / सही उत्तर: C. Inferential reading / अनुमानात्मक पठन → Using textual clues to understand information not stated directly.

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

MCQ 310 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Inferential reading / अनुमानात्मक पठन / Segmenting / ध्वनि विभाजन)

A. Inferential reading / अनुमानात्मक पठन → A child infers that a character is worried from their actions.

B. Segmenting / ध्वनि विभाजन → Children suggest sentences while the teacher records their ideas.

C. Shared writing / साझा लेखन → Pairs act out asking for directions in English.

D. Inferential reading / अनुमानात्मक पठन → A child identifies the three sounds in dog.

Correct answer / सही उत्तर: A. Inferential reading / अनुमानात्मक पठन → A child infers that a character is worried from their actions.

Explanation / व्याख्या

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

Explain Schema activation / पूर्वज्ञान सक्रियण and give one classroom example.

Model answer: Bringing relevant background knowledge into a reading task. Before a text about trains, pupils describe their own travel experiences.

REVISION 05.02

Explain Intensive reading / गहन पठन and give one classroom example.

Model answer: Reading a shorter text closely for detailed understanding. A group examines a paragraph to find evidence for an inference.

REVISION 05.03

Explain Extensive reading / विस्तृत पठन and give one classroom example.

Model answer: Reading a range of texts for general understanding and enjoyment. A child chooses several easy storybooks to read over a month.

REVISION 05.04

Explain Guided reading / निर्देशित पठन and give one classroom example.

Model answer: Teacher-supported reading in a group matched to learning needs. The teacher prompts readers to use meaning and letter clues in a small group.

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REVISION 05.05

Explain Reading for specific information / विशिष्ट सूचना हेतु पठन and give one classroom example.

Model answer: Locating a particular detail in a text. A pupil scans a timetable to find the departure time.

REVISION 05.06

Explain Shared reading / साझा पठन and give one classroom example.

Model answer: Teacher and learners read a visible text together. The class joins in reading repeated lines of a big book.

REVISION 05.07

Explain Reading comprehension / पठन बोध and give one classroom example.

Model answer: Constructing meaning from written text. A pupil explains why a character changed their mind.

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REVISION 05.08

Explain Inferential reading / अनुमानात्मक पठन and give one classroom example.

Model answer: Using textual clues to understand information not stated directly. A child infers that a character is worried from their actions.

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CHAPTER 06 • 62 MCQs • 6 REVISION PROMPTS

Writing Skills

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Modelled writing / आदर्श लेखन

Demonstrating writing decisions and processes explicitly.

Classroom example: A teacher writes an invitation while explaining choices of words and structure.

Drafting / प्रारूप लेखन

Producing an initial version of a text to develop ideas.

Classroom example: A learner writes the first version of a story before editing.

Purposeful writing / उद्देश्यपूर्ण लेखन

Writing for a meaningful audience and communicative purpose.

Classroom example: Children write a notice inviting families to an exhibition.

Shared writing / साझा लेखन

Teacher and learners compose a text together.

Classroom example: Children suggest sentences while the teacher records their ideas.

Revision / पुनरीक्षण

Improving content, clarity and organisation of a draft.

Classroom example: A pupil rearranges events to make a story easier to follow.

Editing / संपादन

Checking and correcting surface features of writing.

Classroom example: A child corrects spelling and punctuation before publishing.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 311 • NEW CLASSROOM APPLICATION

Which action belongs to revision rather than proofreading?

A. Check capital letters only
B. Correct a single spelling error
C. Reorganise ideas to make the message clearer
D. Add a missing full stop

Correct answer / सही उत्तर: C. Reorganise ideas to make the message clearer

Explanation / व्याख्या

Revision improves meaning and organisation; proofreading addresses surface conventions.

MCQ 312 • NEW CLASSROOM APPLICATION

Which task has a clear authentic audience?

A. Count blank lines in a notebook
B. Copy a random paragraph without a purpose
C. Write unrelated words repeatedly
D. Write an invitation for another class to attend an exhibition

Correct answer / सही उत्तर: D. Write an invitation for another class to attend an exhibition

Explanation / व्याख्या

Writing for an audience encourages meaningful communication.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 313 • CORE PRACTICE · FORM 01

Identify the concept described: Demonstrating writing decisions and processes explicitly.

A. Intonation / स्वर उतार-चढ़ाव

B. Modelled writing / आदर्श लेखन

C. Situational conversation / परिस्थितिजन्य संवाद

D. Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: B. Modelled writing / आदर्श लेखन

Explanation / व्याख्या

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.

Application: A teacher writes an invitation while explaining choices of words and structure.

MCQ 314 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher writes an invitation while explaining choices of words and structure.

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Intensive reading / गहन पठन

C. Modelled writing / आदर्श लेखन

D. Language policy / भाषा नीति

Correct answer / सही उत्तर: C. Modelled writing / आदर्श लेखन

Explanation / व्याख्या

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.

Application: A teacher writes an invitation while explaining choices of words and structure.

MCQ 315 • CORE PRACTICE · FORM 03

Which explanation best defines Modelled writing / आदर्श लेखन?

A. Demonstrating writing decisions and processes explicitly.
B. Teacher and learners read a visible text together.
C. Describing levels of written performance against clear criteria.
D. Examining deviations in oral reading to understand reading strategies.

Correct answer / सही उत्तर: A. Demonstrating writing decisions and processes explicitly.

Explanation / व्याख्या
Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.
Application: A teacher writes an invitation while explaining choices of words and structure.

MCQ 316 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Modelled writing / आदर्श लेखन?

A. A pupil names the animal mentioned in the first paragraph.
B. Before a text about trains, pupils describe their own travel experiences.
C. Children can ask and answer simple questions about a picture.
D. A teacher writes an invitation while explaining choices of words and structure.

Correct answer / सही उत्तर: D. A teacher writes an invitation while explaining choices of words and structure.

Explanation / व्याख्या
Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.
Application: A teacher writes an invitation while explaining choices of words and structure.

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MCQ 317 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Demonstrating writing decisions and processes explicitly. (2) Practising ideas aloud before a speaking or writing task.

A. Modelled writing / आदर्श लेखन | Schema activation / पूर्वज्ञान सक्रियण

B. Differentiated language tasks / विभेदित भाषा कार्य | Oral rehearsal / मौखिक पूर्वाभ्यास

C. Oral rehearsal / मौखिक पूर्वाभ्यास | Modelled writing / आदर्श लेखन

D. Modelled writing / आदर्श लेखन | Oral rehearsal / मौखिक पूर्वाभ्यास

Correct answer / सही उत्तर: D. Modelled writing / आदर्श लेखन | Oral rehearsal / मौखिक पूर्वाभ्यास

Explanation / व्याख्या

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure. Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

MCQ 318 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher writes an invitation while explaining choices of words and structure. (2) A child uses a simple checklist to review a completed paragraph.

A. Self-assessment / स्व-आकलन | Modelled writing / आदर्श लेखन

B. Oral fluency / मौखिक प्रवाह | Self-assessment / स्व-आकलन

C. Modelled writing / आदर्श लेखन | Contextual grammar / संदर्भगत व्याकरण

D. Modelled writing / आदर्श लेखन | Self-assessment / स्व-आकलन

Correct answer / सही उत्तर: D. Modelled writing / आदर्श लेखन | Self-assessment / स्व-आकलन

Explanation / व्याख्या

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure. Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 319 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Modelled writing / आदर्श लेखन and Reading fluency / पठन प्रवाह.

A. Reading with accuracy, suitable pace and expression. | Demonstrating writing decisions and processes explicitly.

B. Constructing meaning from written text. | Reading with accuracy, suitable pace and expression.

C. Demonstrating writing decisions and processes explicitly. | Teacher-supported reading in a group matched to learning needs.

D. Demonstrating writing decisions and processes explicitly. | Reading with accuracy, suitable pace and expression.

Correct answer / सही उत्तर: D. Demonstrating writing decisions and processes explicitly. | Reading with accuracy, suitable pace and expression.

Explanation / व्याख्या

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure. Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 320 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Modelled writing / आदर्श लेखन and Lesson planning / पाठ योजना.

A. A teacher writes an invitation while explaining choices of words and structure. | A child identifies the three sounds in dog.

B. A teacher writes an invitation while explaining choices of words and structure. | A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. A teacher plans oral rehearsal, reading and a short writing task around an outcome. | A teacher writes an invitation while explaining choices of words and structure.

D. Children connect the sound /m/ with the letter m. | A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Correct answer / सही उत्तर: B. A teacher writes an invitation while explaining choices of words and structure. | A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Explanation / व्याख्या

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.
Application: A teacher writes an invitation while explaining choices of words and structure.
Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 321 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Modelled writing / आदर्श लेखन / Language diversity / भाषायी विविधता)

A. Modelled writing / आदर्श लेखन → Recognising and valuing the different languages and varieties used by learners.

B. Modelled writing / आदर्श लेखन → Demonstrating writing decisions and processes explicitly.

C. Language diversity / भाषायी विविधता → Teacher-supported reading in a group matched to learning needs.

D. Guided reading / निर्देशित पठन → Describing levels of written performance against clear criteria.

Correct answer / सही उत्तर: B. Modelled writing / आदर्श लेखन → Demonstrating writing decisions and processes explicitly.

Explanation / व्याख्या

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.
Application: A teacher writes an invitation while explaining choices of words and structure.

MCQ 322 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Modelled writing / आदर्श लेखन / Vocabulary in context / संदर्भ में शब्दावली)

A. Multilingual classroom / बहुभाषी कक्षा → Children wait for a partner to finish before responding.

B. Modelled writing / आदर्श लेखन → A child infers the meaning of muddy from a story and picture.

C. Modelled writing / आदर्श लेखन → A teacher writes an invitation while explaining choices of words and structure.

D. Vocabulary in context / संदर्भ में शब्दावली → Pupils compare greetings in their home languages and English.

Correct answer / सही उत्तर: C. Modelled writing / आदर्श लेखन → A teacher writes an invitation while explaining choices of words and structure.

Explanation / व्याख्या

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

MCQ 323 • CORE PRACTICE · FORM 01

Identify the concept described: Producing an initial version of a text to develop ideas.

A. Miscue analysis / अपसंकैत विश्लेषण

B. Listening comprehension / श्रवण बोध

C. Schema activation / पूर्वज्ञान सक्रियण

D. Drafting / प्रारूप लेखन

Correct answer / सही उत्तर: D. Drafting / प्रारूप लेखन

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 324 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A learner writes the first version of a story before editing.

A. Intensive reading / गहन पठन

B. Drafting / प्रारूप लेखन

C. Reading fluency / पठन प्रवाह

D. Turn-taking / बारी-बारी बोलना

Correct answer / सही उत्तर: B. Drafting / प्रारूप लेखन

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 325 • CORE PRACTICE · FORM 03

Which explanation best defines Drafting / प्रारूप लेखन?

A. An integrated approach covering oral language, word recognition, reading and writing.

B. Producing an initial version of a text to develop ideas.

C. Locating a particular detail in a text.

D. Practising speech in a meaningful context.

Correct answer / सही उत्तर: B. Producing an initial version of a text to develop ideas.

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 326 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Drafting / प्रारूप लेखन?

A. Children compare ways of greeting across communities without ranking languages.

B. Pupils hear English in songs, stories and classroom instructions.

C. A learner writes the first version of a story before editing.

D. A child describes a picture in several connected sentences.

Correct answer / सही उत्तर: C. A learner writes the first version of a story before editing.

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 327 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Producing an initial version of a text to develop ideas. (2) Practising speech in a meaningful context.

A. Drafting / प्रारूप लेखन | Comprehensible input / बोधगम्य भाषायी सामग्री

B. Segmenting / ध्वनि विभाजन | Situational conversation / परिस्थितिजन्य संवाद

C. Situational conversation / परिस्थितिजन्य संवाद | Drafting / प्रारूप लेखन

D. Drafting / प्रारूप लेखन | Situational conversation / परिस्थितिजन्य संवाद

Correct answer / सही उत्तर: D. Drafting / प्रारूप लेखन | Situational conversation / परिस्थितिजन्य संवाद

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing. Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

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MCQ 328 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A learner writes the first version of a story before editing. (2) Children can ask and answer simple questions about a picture.

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Drafting / प्रारूप लेखन

B. Drafting / प्रारूप लेखन | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Drafting / प्रारूप लेखन | Home-language support / गृहभाषा समर्थन

D. Writing rubric / लेखन मानदंड तालिका | Language learning outcome / भाषायी अधिगम प्रतिफल

Correct answer / सही उत्तर: B. Drafting / प्रारूप लेखन | Language learning outcome / भाषायी अधिगम प्रतिफल

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

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MCQ 329 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Drafting / प्रारूप लेखन and Listening assessment / श्रवण आकलन.

A. Producing an initial version of a text to develop ideas. | Reconstructing a heard or read narrative in one's own words.

B. Gathering evidence of understanding spoken language. | Producing an initial version of a text to develop ideas.

C. Constructing meaning from written text. | Gathering evidence of understanding spoken language.

D. Producing an initial version of a text to develop ideas. | Gathering evidence of understanding spoken language.

Correct answer / सही उत्तर: D. Producing an initial version of a text to develop ideas. | Gathering evidence of understanding spoken language.

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing. Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 330 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Drafting / प्रारूप लेखन and Contextual grammar / संदर्भगत व्याकरण.

A. Pupils explore past tense while revising a narrative of yesterday's trip. | A learner writes the first version of a story before editing.

B. A learner writes the first version of a story before editing. | Pupils explore past tense while revising a narrative of yesterday's trip.

C. A learner writes the first version of a story before editing. | Children wait for a partner to finish before responding.

D. A pupil combines /k/, /æ/ and /t/ to read cat. | Pupils explore past tense while revising a narrative of yesterday's trip.

Correct answer / सही उत्तर: B. A learner writes the first version of a story before editing. | Pupils explore past tense while revising a narrative of yesterday's trip.

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 331 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Drafting / प्रारूप लेखन / Intensive reading / गहन पठन)

A. Intensive reading / गहन पठन → Language that learners can understand with suitable contextual support.

B. Drafting / प्रारूप लेखन → Reading a shorter text closely for detailed understanding.

C. Comprehensible input / बोधगम्य भाषायी सामग्री → Producing connected speech with an appropriate flow.

D. Drafting / प्रारूप लेखन → Producing an initial version of a text to develop ideas.

Correct answer / सही उत्तर: D. Drafting / प्रारूप लेखन → Producing an initial version of a text to develop ideas.

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 332 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Drafting / प्रारूप लेखन / Segmenting / ध्वनि विभाजन)

A. Drafting / प्रारूप लेखन → A learner writes the first version of a story before editing.

B. Segmenting / ध्वनि विभाजन → Pupils tell a partner what they plan to write about.

C. Drafting / प्रारूप लेखन → A child identifies the three sounds in dog.

D. Oral rehearsal / मौखिक पूर्वाभ्यास → A child describes a picture in several connected sentences.

Correct answer / सही उत्तर: A. Drafting / प्रारूप लेखन → A learner writes the first version of a story before editing.

Explanation / व्याख्या

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 333 • CORE PRACTICE · FORM 01

Identify the concept described: Writing for a meaningful audience and communicative purpose.

A. Purposeful writing / उद्देश्यपूर्ण लेखन

B. Turn-taking / बारी-बारी बोलना

C. Segmenting / ध्वनि विभाजन

D. Peer feedback / सहपाठी प्रतिक्रिया

Correct answer / सही उत्तर: A. Purposeful writing / उद्देश्यपूर्ण लेखन

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 334 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children write a notice inviting families to an exhibition.

A. Purposeful writing / उद्देश्यपूर्ण लेखन

B. Affective support / भावात्मक समर्थन

C. Reading comprehension / पठन बोध

D. Literal comprehension / शाब्दिक बोध

Correct answer / सही उत्तर: A. Purposeful writing / उद्देश्यपूर्ण लेखन

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

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MCQ 335 • CORE PRACTICE · FORM 03

Which explanation best defines Purposeful writing / उद्देश्यपूर्ण लेखन?

A. Practising speech in a meaningful context.

B. Writing for a meaningful audience and communicative purpose.

C. Teacher-supported reading in a group matched to learning needs.

D. Teacher and learners read a visible text together.

Correct answer / सही उत्तर: B. Writing for a meaningful audience and communicative purpose.

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 336 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Purposeful writing / उद्देश्यपूर्ण लेखन?

A. Children write a notice inviting families to an exhibition.

B. A lesson combines conversation, sound work, shared reading and a writing task.

C. Partners suggest one improvement to each other's stories.

D. A pupil distinguishes lowercase b from lowercase d.

Correct answer / सही उत्तर: A. Children write a notice inviting families to an exhibition.

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

GyanTech Guru Ji

MCQ 337 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Writing for a meaningful audience and communicative purpose. (2) Describing levels of written performance against clear criteria.

A. Purposeful writing / उद्देश्यपूर्ण लेखन | Writing rubric / लेखन मानदंड तालिका

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Affective support / भावात्मक समर्थन

C. Writing rubric / लेखन मानदंड तालिका | Purposeful writing / उद्देश्यपूर्ण लेखन

D. Phonemic awareness / स्वनिम जागरूकता | Writing rubric / लेखन मानदंड तालिका

Correct answer / सही उत्तर: A. Purposeful writing / उद्देश्यपूर्ण लेखन | Writing rubric / लेखन मानदंड तालिका

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

GyanTech Guru Ji

MCQ 338 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children write a notice inviting families to an exhibition. (2) After hearing instructions, a pupil places objects in the correct order.

A. Listening comprehension / श्रवण बोध | Purposeful writing / उद्देश्यपूर्ण लेखन

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Self-assessment / स्व-आकलन

C. Purposeful writing / उद्देश्यपूर्ण लेखन | Listening comprehension / श्रवण बोध

D. Extensive reading / विस्तृत पठन | Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: C. Purposeful writing / उद्देश्यपूर्ण लेखन | Listening comprehension / श्रवण बोध

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition. Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

GyanTech Guru Ji

MCQ 339 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Purposeful writing / उद्देश्यपूर्ण लेखन and Second language acquisition / द्वितीय भाषा अर्जन.

A. Writing for a meaningful audience and communicative purpose. | Describing levels of written performance against clear criteria.

B. Connecting language activities and assessment to intended curricular learning. | Developing the ability to communicate in a language beyond one's first language.

C. Developing the ability to communicate in a language beyond one's first language. | Writing for a meaningful audience and communicative purpose.

D. Writing for a meaningful audience and communicative purpose. | Developing the ability to communicate in a language beyond one's first language.

Correct answer / सही उत्तर: D. Writing for a meaningful audience and communicative purpose. | Developing the ability to communicate in a language beyond one's first language.

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 340 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Purposeful writing / उद्देश्यपूर्ण लेखन and Language diversity / भाषायी विविधता.

A. A group examines a paragraph to find evidence for an inference. | Children compare ways of greeting across communities without ranking languages.

B. Children write a notice inviting families to an exhibition. | Children compare ways of greeting across communities without ranking languages.

C. Children compare ways of greeting across communities without ranking languages. | Children write a notice inviting families to an exhibition.

D. Children write a notice inviting families to an exhibition. | The teacher records when a pupil substitutes a word and analyses the clues used.

Correct answer / सही उत्तर: B. Children write a notice inviting families to an exhibition. | Children compare ways of greeting across communities without ranking languages.

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 341 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Purposeful writing / उद्देश्यपूर्ण लेखन / Intensive reading / गहन पठन)

A. Purposeful writing / उद्देश्यपूर्ण लेखन → Reading a shorter text closely for detailed understanding.

B. Intensive reading / गहन पठन → Managing speaker and listener roles during conversation.

C. Turn-taking / बारी-बारी बोलना → Reconstructing a heard or read narrative in one's own words.

D. Purposeful writing / उद्देश्यपूर्ण लेखन → Writing for a meaningful audience and communicative purpose.

Correct answer / सही उत्तर: D. Purposeful writing / उद्देश्यपूर्ण लेखन → Writing for a meaningful audience and communicative purpose.

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 342 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Purposeful writing / उद्देश्यपूर्ण लेखन / Second language acquisition / द्वितीय भाषा अर्जन)

A. Purposeful writing / उद्देश्यपूर्ण लेखन → Children write a notice inviting families to an exhibition.

B. Second language acquisition / द्वितीय भाषा अर्जन → A group examines a paragraph to find evidence for an inference.

C. Intensive reading / गहन पठन → Partners suggest one improvement to each other's stories.

D. Purposeful writing / उद्देश्यपूर्ण लेखन → A learner gradually uses English to interact in daily classroom situations.

Correct answer / सही उत्तर: A. Purposeful writing / उद्देश्यपूर्ण लेखन → Children write a notice inviting families to an exhibition.

Explanation / व्याख्या

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 343 • CORE PRACTICE · FORM 01

Identify the concept described: Teacher and learners compose a text together.

A. Story retelling / कहानी पुनर्कथन

B. Shared writing / साझा लेखन

C. Multilingual classroom / बहुभाषी कक्षा

D. Schema activation / पूर्वज्ञान सक्रियण

Correct answer / सही उत्तर: B. Shared writing / साझा लेखन

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 344 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children suggest sentences while the teacher records their ideas.

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Shared writing / साझा लेखन

C. Letter recognition / अक्षर पहचान

D. Schema activation / पूर्वज्ञान सक्रियण

Correct answer / सही उत्तर: B. Shared writing / साझा लेखन

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 345 • CORE PRACTICE · FORM 03

Which explanation best defines Shared writing / साझा लेखन?

A. Managing speaker and listener roles during conversation.

B. Teacher and learners compose a text together.

C. Producing connected speech with an appropriate flow.

D. Ability to notice and manipulate individual sounds in spoken words.

Correct answer / सही उत्तर: B. Teacher and learners compose a text together.

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 346 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Shared writing / साझा लेखन?

A. A listening activity assesses the stated listening outcome rather than handwriting.

B. Children wait for a partner to finish before responding.

C. Children suggest sentences while the teacher records their ideas.

D. A pupil distinguishes lowercase b from lowercase d.

Correct answer / सही उत्तर: C. Children suggest sentences while the teacher records their ideas.

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 347 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Teacher and learners compose a text together. (2) Describing levels of written performance against clear criteria.

A. Shared writing / साझा लेखन | Writing rubric / लेखन मानदंड तालिका

B. Writing rubric / लेखन मानदंड तालिका | Shared writing / साझा लेखन

C. Language diversity / भाषायी विविधता | Writing rubric / लेखन मानदंड तालिका

D. Shared writing / साझा लेखन | Comprehensible input / बोधगम्य भाषायी सामग्री

Correct answer / सही उत्तर: A. Shared writing / साझा लेखन | Writing rubric / लेखन मानदंड तालिका

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 348 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children suggest sentences while the teacher records their ideas. (2) The teacher prompts readers to use meaning and letter clues in a small group.

A. Curriculum alignment / पाठ्यचर्या संरेखण | Guided reading / निर्देशित पठन

B. Guided reading / निर्देशित पठन | Shared writing / साझा लेखन

C. Shared writing / साझा लेखन | Guided reading / निर्देशित पठन

D. Shared writing / साझा लेखन | Listening assessment / श्रवण आकलन

Correct answer / सही उत्तर: C. Shared writing / साझा लेखन | Guided reading / निर्देशित पठन

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

GyanTech Guru Ji

MCQ 349 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Shared writing / साझा लेखन and Writing rubric / लेखन मानदंड तालिका.

A. Describing levels of written performance against clear criteria. | Teacher and learners compose a text together.

B. Teacher and learners compose a text together. | Variation in pitch that helps convey meaning and attitude.

C. Teacher and learners compose a text together. | Describing levels of written performance against clear criteria.

D. Connecting a speech sound with its written representation. | Describing levels of written performance against clear criteria.

Correct answer / सही उत्तर: C. Teacher and learners compose a text together. | Describing levels of written performance against clear criteria.

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 350 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Shared writing / साझा लेखन and Letter recognition / अक्षर पहचान.

A. A pupil distinguishes lowercase b from lowercase d. | Children suggest sentences while the teacher records their ideas.

B. A pupil explains why a character changed their mind. | A pupil distinguishes lowercase b from lowercase d.

C. Children suggest sentences while the teacher records their ideas. | The class joins in reading repeated lines of a big book.

D. Children suggest sentences while the teacher records their ideas. | A pupil distinguishes lowercase b from lowercase d.

Correct answer / सही उत्तर: D. Children suggest sentences while the teacher records their ideas. | A pupil distinguishes lowercase b from lowercase d.

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas. Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 351 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Shared writing / साझा लेखन / Inferential reading / अनुमानात्मक पठन)

A. Shared writing / साझा लेखन → Using textual clues to understand information not stated directly.

B. Shared writing / साझा लेखन → Teacher and learners compose a text together.

C. Inferential reading / अनुमानात्मक पठन → A classroom that recognises and uses learners' varied languages.

D. Multilingual classroom / बहुभाषी कक्षा → Recognising and valuing the different languages and varieties used by learners.

Correct answer / सही उत्तर: B. Shared writing / साझा लेखन → Teacher and learners compose a text together.

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 352 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Shared writing / साझा लेखन / Guided reading / निर्देशित पठन)

A. Shared writing / साझा लेखन → Children suggest sentences while the teacher records their ideas.

B. Affective support / भावात्मक समर्थन → Partners suggest one improvement to each other's stories.

C. Shared writing / साझा लेखन → The teacher prompts readers to use meaning and letter clues in a small group.

D. Guided reading / निर्देशित पठन → A teacher accepts tentative answers and avoids ridicule.

Correct answer / सही उत्तर: A. Shared writing / साझा लेखन → Children suggest sentences while the teacher records their ideas.

Explanation / व्याख्या

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 353 • CORE PRACTICE · FORM 01

Identify the concept described: Improving content, clarity and organisation of a draft.

A. Revision / पुनरीक्षण

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Literal comprehension / शाब्दिक बोध

D. Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: A. Revision / पुनरीक्षण

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 354 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil rearranges events to make a story easier to follow.

A. Reading fluency / पठन प्रवाह

B. Language exposure / भाषा संपर्क

C. Peer feedback / सहपाठी प्रतिक्रिया

D. Revision / पुनरीक्षण

Correct answer / सही उत्तर: D. Revision / पुनरीक्षण

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 355 • CORE PRACTICE · FORM 03

Which explanation best defines Revision / पुनरीक्षण?

A. Improving content, clarity and organisation of a draft.

B. Learners judging their own progress against criteria.

C. Variation in pitch that helps convey meaning and attitude.

D. Connecting language activities and assessment to intended curricular learning.

Correct answer / सही उत्तर: A. Improving content, clarity and organisation of a draft.

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 356 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Revision / पुनरीक्षण?

A. A teacher accepts tentative answers and avoids ridicule.

B. The class joins in reading repeated lines of a big book.

C. A teacher lets pupils discuss a story in their home language before sharing in English.

D. A pupil rearranges events to make a story easier to follow.

Correct answer / सही उत्तर: D. A pupil rearranges events to make a story easier to follow.

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 357 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Improving content, clarity and organisation of a draft. (2) Examining deviations in oral reading to understand reading strategies.

A. Revision / पुनरीक्षण | Listening assessment / श्रवण आकलन

B. Miscue analysis / अपसंकैत विश्लेषण | Revision / पुनरीक्षण

C. Revision / पुनरीक्षण | Miscue analysis / अपसंकैत विश्लेषण

D. Curriculum alignment / पाठ्यचर्या संरेखण | Miscue analysis / अपसंकैत विश्लेषण

Correct answer / सही उत्तर: C. Revision / पुनरीक्षण | Miscue analysis / अपसंकैत विश्लेषण

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

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MCQ 358 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil rearranges events to make a story easier to follow. (2) A teacher plans oral rehearsal, reading and a short writing task around an outcome.

A. Lesson planning / पाठ योजना | Revision / पुनरीक्षण

B. Revision / पुनरीक्षण | Second language acquisition / द्वितीय भाषा अर्जन

C. Revision / पुनरीक्षण | Lesson planning / पाठ योजना

D. Four-block approach / चार ब्लॉक उपागम | Lesson planning / पाठ योजना

Correct answer / सही उत्तर: C. Revision / पुनरीक्षण | Lesson planning / पाठ योजना

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

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MCQ 359 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Revision / पुनरीक्षण and Contextual grammar / संदर्भगत व्याकरण.

A. Improving content, clarity and organisation of a draft. | Teaching grammar through meaningful spoken or written language.

B. Improving content, clarity and organisation of a draft. | Using a familiar language to support understanding of new content.

C. Learning word meanings from meaningful language use. | Teaching grammar through meaningful spoken or written language.

D. Teaching grammar through meaningful spoken or written language. | Improving content, clarity and organisation of a draft.

Correct answer / सही उत्तर: A. Improving content, clarity and organisation of a draft. | Teaching grammar through meaningful spoken or written language.

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 360 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Revision / पुनरीक्षण and Contextual grammar / संदर्भगत व्याकरण.

A. A pupil rearranges events to make a story easier to follow. | After hearing instructions, a pupil places objects in the correct order.

B. A pupil rearranges events to make a story easier to follow. | Pupils explore past tense while revising a narrative of yesterday's trip.

C. A child identifies the three sounds in dog. | Pupils explore past tense while revising a narrative of yesterday's trip.

D. Pupils explore past tense while revising a narrative of yesterday's trip. | A pupil rearranges events to make a story easier to follow.

Correct answer / सही उत्तर: B. A pupil rearranges events to make a story easier to follow. | Pupils explore past tense while revising a narrative of yesterday's trip.

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 361 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Revision / पुनरीक्षण / Letter recognition / अक्षर पहचान)

A. Language learning outcome / भाषायी अधिगम प्रतिफल → Gathering evidence of understanding spoken language.

B. Letter recognition / अक्षर पहचान → An observable expectation of language use after learning.

C. Revision / पुनरीक्षण → Identifying written letters accurately.

D. Revision / पुनरीक्षण → Improving content, clarity and organisation of a draft.

Correct answer / सही उत्तर: D. Revision / पुनरीक्षण → Improving content, clarity and organisation of a draft.

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

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MCQ 362 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Revision / पुनरीक्षण / Peer feedback / सहपाठी प्रतिक्रिया)

A. Peer feedback / सहपाठी प्रतिक्रिया → A child chooses several easy storybooks to read over a month.

B. Extensive reading / विस्तृत पठन → Pupils hear English in songs, stories and classroom instructions.

C. Revision / पुनरीक्षण → Partners suggest one improvement to each other's stories.

D. Revision / पुनरीक्षण → A pupil rearranges events to make a story easier to follow.

Correct answer / सही उत्तर: D. Revision / पुनरीक्षण → A pupil rearranges events to make a story easier to follow.

Explanation / व्याख्या

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 363 • CORE PRACTICE · FORM 01

Identify the concept described: Checking and correcting surface features of writing.

A. Blending / ध्वनि संयोजन

B. Language exposure / भाषा संपर्क

C. Editing / संपादन

D. Intensive reading / गहन पठन

Correct answer / सही उत्तर: C. Editing / संपादन

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 364 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child corrects spelling and punctuation before publishing.

A. Editing / संपादन

B. Inferential reading / अनुमानात्मक पठन

C. Oral fluency / मौखिक प्रवाह

D. Interaction / अंतःक्रिया

Correct answer / सही उत्तर: A. Editing / संपादन

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 365 • CORE PRACTICE · FORM 03

Which explanation best defines Editing / संपादन?

A. Connecting a speech sound with its written representation.

B. Checking and correcting surface features of writing.

C. Teacher-supported reading in a group matched to learning needs.

D. Gathering evidence of understanding spoken language.

Correct answer / सही उत्तर: B. Checking and correcting surface features of writing.

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 366 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Editing / संपादन?

A. The class joins in reading repeated lines of a big book.

B. Pairs act out asking for directions in English.

C. A child corrects spelling and punctuation before publishing.

D. A learner changes pitch while asking a question aloud.

Correct answer / सही उत्तर: C. A child corrects spelling and punctuation before publishing.

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 367 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Checking and correcting surface features of writing. (2) Variation in pitch that helps convey meaning and attitude.

A. Intonation / स्वर उतार-चढ़ाव | Editing / संपादन

B. Editing / संपादन | Multilingual classroom / बहुभाषी कक्षा

C. Learning sequence / अधिगम क्रम | Intonation / स्वर उतार-चढ़ाव

D. Editing / संपादन | Intonation / स्वर उतार-चढ़ाव

Correct answer / सही उत्तर: D. Editing / संपादन | Intonation / स्वर उतार-चढ़ाव

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

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MCQ 368 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child corrects spelling and punctuation before publishing. (2) Children compare ways of greeting across communities without ranking languages.

A. Listening comprehension / श्रवण बोध | Language diversity / भाषायी विविधता

B. Editing / संपादन | Language diversity / भाषायी विविधता

C. Editing / संपादन | Guided reading / निर्देशित पठन

D. Language diversity / भाषायी विविधता | Editing / संपादन

Correct answer / सही उत्तर: B. Editing / संपादन | Language diversity / भाषायी विविधता

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

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MCQ 369 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Editing / संपादन and Phonemic awareness / स्वनिम जागरूकता.

A. Ability to notice and manipulate individual sounds in spoken words. | Checking and correcting surface features of writing.

B. Checking and correcting surface features of writing. | Constructing meaning from written text.

C. Learners judging their own progress against criteria. | Ability to notice and manipulate individual sounds in spoken words.

D. Checking and correcting surface features of writing. | Ability to notice and manipulate individual sounds in spoken words.

Correct answer / सही उत्तर: D. Checking and correcting surface features of writing. | Ability to notice and manipulate individual sounds in spoken words.

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing. Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 370 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Editing / संपादन and Differentiated language tasks / विभेदित भाषा कार्य.

A. Pupils follow a spoken sequence of classroom directions. | Some pupils use sentence frames while others write freely.

B. Some pupils use sentence frames while others write freely. | A child corrects spelling and punctuation before publishing.

C. A child corrects spelling and punctuation before publishing. | Some pupils use sentence frames while others write freely.

D. A child corrects spelling and punctuation before publishing. | Before a text about trains, pupils describe their own travel experiences.

Correct answer / सही उत्तर: C. A child corrects spelling and punctuation before publishing. | Some pupils use sentence frames while others write freely.

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing. Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 371 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Editing / संपादन / Language diversity / भाषायी विविधता)

A. Editing / संपादन → Checking and correcting surface features of writing.

B. Language diversity / भाषायी विविधता → Managing speaker and listener roles during conversation.

C. Turn-taking / बारी-बारी बोलना → Reading a shorter text closely for detailed understanding.

D. Editing / संपादन → Recognising and valuing the different languages and varieties used by learners.

Correct answer / सही उत्तर: A. Editing / संपादन → Checking and correcting surface features of writing.

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 372 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Editing / संपादन / Affective support / भावात्मक समर्थन)

A. Editing / संपादन → A teacher accepts tentative answers and avoids ridicule.

B. Curriculum alignment / पाठ्यचर्या संरेखण → A pupil scans a timetable to find the departure time.

C. Affective support / भावात्मक समर्थन → A listening activity assesses the stated listening outcome rather than handwriting.

D. Editing / संपादन → A child corrects spelling and punctuation before publishing.

Correct answer / सही उत्तर: D. Editing / संपादन → A child corrects spelling and punctuation before publishing.

Explanation / व्याख्या

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 06.01

Explain Modelled writing / आदर्श लेखन and give one classroom example.

Model answer: Demonstrating writing decisions and processes explicitly. A teacher writes an invitation while explaining choices of words and structure.

REVISION 06.02

Explain Drafting / प्रारूप लेखन and give one classroom example.

Model answer: Producing an initial version of a text to develop ideas. A learner writes the first version of a story before editing.

REVISION 06.03

Explain Purposeful writing / उद्देश्यपूर्ण लेखन and give one classroom example.

Model answer: Writing for a meaningful audience and communicative purpose. Children write a notice inviting families to an exhibition.

REVISION 06.04

Explain Shared writing / साझा लेखन and give one classroom example.

Model answer: Teacher and learners compose a text together. Children suggest sentences while the teacher records their ideas.

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REVISION 06.05

Explain Revision / पुनरीक्षण and give one classroom example.

Model answer: Improving content, clarity and organisation of a draft. A pupil rearranges events to make a story easier to follow.

REVISION 06.06

Explain Editing / संपादन and give one classroom example.

Model answer: Checking and correcting surface features of writing. A child corrects spelling and punctuation before publishing.

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CHAPTER 07 • 32 MCQs • 3 REVISION PROMPTS

Unit and Lesson Planning

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Lesson planning / पाठ योजना

Selecting and sequencing activities aligned with intended learning.

Classroom example: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Learning sequence / अधिगम क्रम

An ordered progression of activities supporting a learning goal.

Classroom example: A lesson moves from picture talk to reading and independent response.

Differentiated language tasks / विभेदित भाषा कार्य

Adjusting support or task complexity while preserving language goals.

Classroom example: Some pupils use sentence frames while others write freely.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 373 • NEW CLASSROOM APPLICATION

For the goal of giving directions, which activity is appropriate?

A. Draw unrelated pictures silently
B. Copy definitions of nouns only
C. Pairs guide one another along a simple map
D. Memorise a poem without discussion

Correct answer / सही उत्तर: C. Pairs guide one another along a simple map

Explanation / व्याख्या

The activity directly practises the communicative outcome.

MCQ 374 • NEW CLASSROOM APPLICATION

What is a reasonable progression for a new language structure?

A. Require independent mastery before modelling
B. Model in context, guide practice, then allow independent use
C. Test first without any exposure
D. Avoid using the structure in communication

Correct answer / सही उत्तर: B. Model in context, guide practice, then allow independent use

Explanation / व्याख्या

Gradual support builds confidence and independence.

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Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 375 • CORE PRACTICE · FORM 01

Identify the concept described: Selecting and sequencing activities aligned with intended learning.

A. Shared writing / साझा लेखन

B. Lesson planning / पाठ योजना

C. Language exposure / भाषा संपर्क

D. Extensive reading / विस्तृत पठन

Correct answer / सही उत्तर: B. Lesson planning / पाठ योजना

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 376 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher plans oral rehearsal, reading and a short writing task around an outcome.

A. Lesson planning / पाठ योजना

B. Curriculum alignment / पाठ्यचर्या संरेखण

C. Second language acquisition / द्वितीय भाषा अर्जन

D. Affective support / भावात्मक समर्थन

Correct answer / सही उत्तर: A. Lesson planning / पाठ योजना

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 377 • CORE PRACTICE · FORM 03

Which explanation best defines Lesson planning / पाठ योजना?

A. Variation in pitch that helps convey meaning and attitude.

B. Learning word meanings from meaningful language use.

C. Selecting and sequencing activities aligned with intended learning.

D. Language that learners can understand with suitable contextual support.

Correct answer / सही उत्तर: C. Selecting and sequencing activities aligned with intended learning.

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 378 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Lesson planning / पाठ योजना?

A. Children compare ways of greeting across communities without ranking languages.

B. A teacher writes an invitation while explaining choices of words and structure.

C. A child uses a simple checklist to review a completed paragraph.

D. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Correct answer / सही उत्तर: D. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

GyanTech Guru Ji

MCQ 379 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Selecting and sequencing activities aligned with intended learning. (2) Reconstructing a heard or read narrative in one's own words.

A. Lesson planning / पाठ योजना | Story retelling / कहानी पुनर्कथन

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Story retelling / कहानी पुनर्कथन

C. Lesson planning / पाठ योजना | Shared reading / साझा पठन

D. Story retelling / कहानी पुनर्कथन | Lesson planning / पाठ योजना

Correct answer / सही उत्तर: A. Lesson planning / पाठ योजना | Story retelling / कहानी पुनर्कथन

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome. Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence.

MCQ 380 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher plans oral rehearsal, reading and a short writing task around an outcome. (2) A child identifies the three sounds in dog.

A. Lesson planning / पाठ योजना | Shared writing / साझा लेखन

B. Shared reading / साझा पठन | Segmenting / ध्वनि विभाजन

C. Segmenting / ध्वनि विभाजन | Lesson planning / पाठ योजना

D. Lesson planning / पाठ योजना | Segmenting / ध्वनि विभाजन

Correct answer / सही उत्तर: D. Lesson planning / पाठ योजना | Segmenting / ध्वनि विभाजन

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 381 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Lesson planning / पाठ योजना and Schema activation / पूर्वज्ञान सक्रियण.

A. Bringing relevant background knowledge into a reading task. | Selecting and sequencing activities aligned with intended learning.

B. Selecting and sequencing activities aligned with intended learning. | Bringing relevant background knowledge into a reading task.

C. Selecting and sequencing activities aligned with intended learning. | Understanding meaning in spoken language.

D. Exchange of meaning with others that supports language development. | Bringing relevant background knowledge into a reading task.

Correct answer / सही उत्तर: B. Selecting and sequencing activities aligned with intended learning. | Bringing relevant background knowledge into a reading task.

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.
Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 382 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Lesson planning / पाठ योजना and Blending / ध्वनि संयोजन.

A. A teacher plans oral rehearsal, reading and a short writing task around an outcome. | A pupil combines /k/, /æ/ and /t/ to read cat.

B. A pupil combines /k/, /æ/ and /t/ to read cat. | A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. A teacher plans oral rehearsal, reading and a short writing task around an outcome. | Pupils explore past tense while revising a narrative of yesterday's trip.

D. A child chooses several easy storybooks to read over a month. | A pupil combines /k/, /æ/ and /t/ to read cat.

Correct answer / सही उत्तर: A. A teacher plans oral rehearsal, reading and a short writing task around an outcome. | A pupil combines /k/, /æ/ and /t/ to read cat.

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome. Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 383 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Lesson planning / पाठ योजना / Schema activation / पूर्वज्ञान सक्रियण)

A. Schema activation / पूर्वज्ञान सक्रियण → Exchange of meaning with others that supports language development.

B. Lesson planning / पाठ योजना → Bringing relevant background knowledge into a reading task.

C. Lesson planning / पाठ योजना → Selecting and sequencing activities aligned with intended learning.

D. Interaction / अंतःक्रिया → Language that learners can understand with suitable contextual support.

Correct answer / सही उत्तर: C. Lesson planning / पाठ योजना → Selecting and sequencing activities aligned with intended learning.

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 384 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Lesson planning / पाठ योजना / Multilingual classroom / बहुभाषी कक्षा)

A. Interaction / अंतःक्रिया → A teacher writes an invitation while explaining choices of words and structure.

B. Lesson planning / पाठ योजना → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. Multilingual classroom / बहुभाषी कक्षा → Pairs ask and answer questions to complete a picture task.

D. Lesson planning / पाठ योजना → Pupils compare greetings in their home languages and English.

Correct answer / सही उत्तर: B. Lesson planning / पाठ योजना → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Explanation / व्याख्या

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 385 • CORE PRACTICE · FORM 01

Identify the concept described: An ordered progression of activities supporting a learning goal.

A. Learning sequence / अधिगम क्रम

B. Interaction / अंतःक्रिया

C. Reading fluency / पठन प्रवाह

D. Language exposure / भाषा संपर्क

Correct answer / सही उत्तर: A. Learning sequence / अधिगम क्रम

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response.

MCQ 386 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A lesson moves from picture talk to reading and independent response.

A. Oral fluency / मौखिक प्रवाह
B. Learning sequence / अधिगम क्रम
C. Letter recognition / अक्षर पहचान
D. Comprehensible input / बोधगम्य भाषायी सामग्री

Correct answer / सही उत्तर: B. Learning sequence / अधिगम क्रम

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

MCQ 387 • CORE PRACTICE · FORM 03

Which explanation best defines Learning sequence / अधिगम क्रम?

A. Exchange of meaning with others that supports language development.
B. Guidance about the place and use of languages in education.
C. An ordered progression of activities supporting a learning goal.
D. Reading a shorter text closely for detailed understanding.

Correct answer / सही उत्तर: C. An ordered progression of activities supporting a learning goal.

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

MCQ 388 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Learning sequence / अधिगम क्रम?

A. A child identifies the three sounds in dog.

B. A lesson moves from picture talk to reading and independent response.

C. Children wait for a partner to finish before responding.

D. A group examines a paragraph to find evidence for an inference.

Correct answer / सही उत्तर: B. A lesson moves from picture talk to reading and independent response.

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response.

MCQ 389 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) An ordered progression of activities supporting a learning goal. (2) Describing levels of written performance against clear criteria.

A. Learning sequence / अधिगम क्रम | Language exposure / भाषा संपर्क

B. Peer feedback / सहपाठी प्रतिक्रिया | Writing rubric / लेखन मानदंड तालिका

C. Writing rubric / लेखन मानदंड तालिका | Learning sequence / अधिगम क्रम

D. Learning sequence / अधिगम क्रम | Writing rubric / लेखन मानदंड तालिका

Correct answer / सही उत्तर: D. Learning sequence / अधिगम क्रम | Writing rubric / लेखन मानदंड तालिका

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 390 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A lesson moves from picture talk to reading and independent response. (2) Pupils tell a partner what they plan to write about.

A. Learning sequence / अधिगम क्रम | Revision / पुनरीक्षण

B. Oral rehearsal / मौखिक पूर्वाभ्यास | Learning sequence / अधिगम क्रम

C. Learning sequence / अधिगम क्रम | Oral rehearsal / मौखिक पूर्वाभ्यास

D. Letter recognition / अक्षर पहचान | Oral rehearsal / मौखिक पूर्वाभ्यास

Correct answer / सही उत्तर: C. Learning sequence / अधिगम क्रम | Oral rehearsal / मौखिक पूर्वाभ्यास

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response. Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

GyanTech Guru Ji

MCQ 391 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Learning sequence / अधिगम क्रम and Schema activation / पूर्वज्ञान सक्रियण.

A. Bringing relevant background knowledge into a reading task. | An ordered progression of activities supporting a learning goal.

B. An ordered progression of activities supporting a learning goal. | Bringing relevant background knowledge into a reading task.

C. Variation in pitch that helps convey meaning and attitude. | Bringing relevant background knowledge into a reading task.

D. An ordered progression of activities supporting a learning goal. | Opportunities to encounter meaningful language in use.

Correct answer / सही उत्तर: B. An ordered progression of activities supporting a learning goal. | Bringing relevant background knowledge into a reading task.

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 392 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Learning sequence / अधिगम क्रम and Literal comprehension / शाब्दिक बोध.

A. A lesson moves from picture talk to reading and independent response. | Pupils compare greetings in their home languages and English.

B. A lesson moves from picture talk to reading and independent response. | A pupil names the animal mentioned in the first paragraph.

C. A pupil names the animal mentioned in the first paragraph. | A lesson moves from picture talk to reading and independent response.

D. A child changes the first sound of cat to make bat. | A pupil names the animal mentioned in the first paragraph.

Correct answer / सही उत्तर: B. A lesson moves from picture talk to reading and independent response. | A pupil names the animal mentioned in the first paragraph.

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 393 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Learning sequence / अधिगम क्रम / Self-assessment / स्व-आकलन)

A. Learning sequence / अधिगम क्रम → Learners judging their own progress against criteria.

B. Self-assessment / स्व-आकलन → Variation in pitch that helps convey meaning and attitude.

C. Learning sequence / अधिगम क्रम → An ordered progression of activities supporting a learning goal.

D. Intonation / स्वर उतार-चढ़ाव → Describing levels of written performance against clear criteria.

Correct answer / सही उत्तर: C. Learning sequence / अधिगम क्रम → An ordered progression of activities supporting a learning goal.

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

MCQ 394 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Learning sequence / अधिगम क्रम / Intensive reading / गहन पठन)

A. Intensive reading / गहन पठन → Pupils explore past tense while revising a narrative of yesterday's trip.

B. Contextual grammar / संदर्भगत व्याकरण → Pupils compare greetings in their home languages and English.

C. Learning sequence / अधिगम क्रम → A lesson moves from picture talk to reading and independent response.

D. Learning sequence / अधिगम क्रम → A group examines a paragraph to find evidence for an inference.

Correct answer / सही उत्तर: C. Learning sequence / अधिगम क्रम → A lesson moves from picture talk to reading and independent response.

Explanation / व्याख्या

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

MCQ 395 • CORE PRACTICE · FORM 01

Identify the concept described: Adjusting support or task complexity while preserving language goals.

A. Peer feedback / सहपाठी प्रतिक्रिया

B. Revision / पुनरीक्षण

C. Differentiated language tasks / विभेदित भाषा कार्य

D. Oral rehearsal / मौखिक पूर्वाभ्यास

Correct answer / सही उत्तर: C. Differentiated language tasks / विभेदित भाषा कार्य

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 396 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Some pupils use sentence frames while others write freely.

A. Second language acquisition / द्वितीय भाषा अर्जन

B. Differentiated language tasks / विभेदित भाषा कार्य

C. Segmenting / ध्वनि विभाजन

D. Reading fluency / पठन प्रवाह

Correct answer / सही उत्तर: B. Differentiated language tasks / विभेदित भाषा कार्य

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 397 • CORE PRACTICE · FORM 03

Which explanation best defines Differentiated language tasks / विभेदित भाषा कार्य?

A. Reading a range of texts for general understanding and enjoyment.

B. Adjusting support or task complexity while preserving language goals.

C. A classroom that recognises and uses learners' varied languages.

D. An integrated approach covering oral language, word recognition, reading and writing.

Correct answer / सही उत्तर: B. Adjusting support or task complexity while preserving language goals.

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 398 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Differentiated language tasks / विभेदित भाषा कार्य?

A. A teacher accepts tentative answers and avoids ridicule.

B. Some pupils use sentence frames while others write freely.

C. Pupils compare greetings in their home languages and English.

D. Partners suggest one improvement to each other's stories.

Correct answer / सही उत्तर: B. Some pupils use sentence frames while others write freely.

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 399 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Adjusting support or task complexity while preserving language goals. (2) An observable expectation of language use after learning.

A. Differentiated language tasks / विभेदित भाषा कार्य | Extensive reading / विस्तृत पठन

B. Listening comprehension / श्रवण बोध | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Language learning outcome / भाषायी अधिगम प्रतिफल | Differentiated language tasks / विभेदित भाषा कार्य

D. Differentiated language tasks / विभेदित भाषा कार्य | Language learning outcome / भाषायी अधिगम प्रतिफल

Correct answer / सही उत्तर: D. Differentiated language tasks / विभेदित भाषा कार्य | Language learning outcome / भाषायी अधिगम प्रतिफल

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 400 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Some pupils use sentence frames while others write freely. (2) A pupil scans a timetable to find the departure time.

A. Reading fluency / पठन प्रवाह | Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Reading for specific information / विशिष्ट सूचना हेतु पठन | Differentiated language tasks / विभेदित भाषा कार्य

C. Differentiated language tasks / विभेदित भाषा कार्य | Multilingual classroom / बहुभाषी कक्षा

D. Differentiated language tasks / विभेदित भाषा कार्य | Reading for specific information / विशिष्ट सूचना हेतु पठन

Correct answer / सही उत्तर: D. Differentiated language tasks / विभेदित भाषा कार्य | Reading for specific information / विशिष्ट सूचना हेतु पठन

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely. Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

MCQ 401 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Differentiated language tasks / विभेदित भाषा कार्य and Oral rehearsal / मौखिक पूर्वाभ्यास.

A. Adjusting support or task complexity while preserving language goals. | Practising ideas aloud before a speaking or writing task.

B. Adjusting support or task complexity while preserving language goals. | Producing connected speech with an appropriate flow.

C. Teaching grammar through meaningful spoken or written language. | Practising ideas aloud before a speaking or writing task.

D. Practising ideas aloud before a speaking or writing task. | Adjusting support or task complexity while preserving language goals.

Correct answer / सही उत्तर: A. Adjusting support or task complexity while preserving language goals. | Practising ideas aloud before a speaking or writing task.

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely. Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

MCQ 402 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Differentiated language tasks / विभेदित भाषा कार्य and Reading for specific information / विशिष्ट सूचना हेतु पठन.

A. A pupil scans a timetable to find the departure time. | Some pupils use sentence frames while others write freely.

B. Pupils follow a spoken sequence of classroom directions. | A pupil scans a timetable to find the departure time.

C. Some pupils use sentence frames while others write freely. | A pupil scans a timetable to find the departure time.

D. Some pupils use sentence frames while others write freely. | A learner changes pitch while asking a question aloud.

Correct answer / सही उत्तर: C. Some pupils use sentence frames while others write freely. | A pupil scans a timetable to find the departure time.

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely. Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

MCQ 403 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Differentiated language tasks / विभेदित भाषा कार्य / Phonemic awareness / स्वनिम जागरूकता)

A. Differentiated language tasks / विभेदित भाषा कार्य → Ability to notice and manipulate individual sounds in spoken words.

B. Phonemic awareness / स्वनिम जागरूकता → Constructive comments from classmates based on agreed criteria.

C. Differentiated language tasks / विभेदित भाषा कार्य → Adjusting support or task complexity while preserving language goals.

D. Peer feedback / सहपाठी प्रतिक्रिया → Reconstructing a heard or read narrative in one's own words.

Correct answer / सही उत्तर: C. Differentiated language tasks / विभेदित भाषा कार्य → Adjusting support or task complexity while preserving language goals.

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 404 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Differentiated language tasks / विभेदित भाषा कार्य / Second language acquisition / द्वितीय भाषा अर्जन)

A. Differentiated language tasks / विभेदित भाषा कार्य → Some pupils use sentence frames while others write freely.

B. Differentiated language tasks / विभेदित भाषा कार्य → A learner gradually uses English to interact in daily classroom situations.

C. Second language acquisition / द्वितीय भाषा अर्जन → A teacher gives separate feedback on ideas, organisation and language.

D. Writing rubric / लेखन मानदंड तालिका → Pupils follow a spoken sequence of classroom directions.

Correct answer / सही उत्तर: A. Differentiated language tasks / विभेदित भाषा कार्य → Some pupils use sentence frames while others write freely.

Explanation / व्याख्या

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 07.01

Explain Lesson planning / पाठ योजना and give one classroom example.

Model answer: Selecting and sequencing activities aligned with intended learning. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

REVISION 07.02

Explain Learning sequence / अधिगम क्रम and give one classroom example.

Model answer: An ordered progression of activities supporting a learning goal. A lesson moves from picture talk to reading and independent response.

REVISION 07.03

Explain Differentiated language tasks / विभेदित भाषा कार्य and give one classroom example.

Model answer: Adjusting support or task complexity while preserving language goals. Some pupils use sentence frames while others write freely.

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CHAPTER 08 • 32 MCQs • 3 REVISION PROMPTS

Assessment of Oral Language

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Intonation / स्वर उतार-चढ़ाव

Variation in pitch that helps convey meaning and attitude.

Classroom example: A learner changes pitch while asking a question aloud.

Oral fluency / मौखिक प्रवाह

Producing connected speech with an appropriate flow.

Classroom example: A child describes a picture in several connected sentences.

Listening assessment / श्रवण आकलन

Gathering evidence of understanding spoken language.

Classroom example: Pupils follow a spoken sequence of classroom directions.

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New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 405 • NEW CLASSROOM APPLICATION

Which evidence assesses listening comprehension?

A. Pupils follow a spoken set of instructions

B. Pupils name the colour of their pen

C. Pupils are scored on handwriting

D. Pupils copy the same instructions from the board

Correct answer / सही उत्तर: A. Pupils follow a spoken set of instructions

Explanation / व्याख्या

The response must depend on understanding spoken language.

MCQ 406 • NEW CLASSROOM APPLICATION

What should an oral presentation rubric include?

A. Only accent resemblance to the teacher

B. Only the length of hair

C. Only uniform volume

D. Clarity, relevant ideas and interaction appropriate to the task

Correct answer / सही उत्तर: D. Clarity, relevant ideas and interaction appropriate to the task

Explanation / व्याख्या

Criteria should measure communicative performance fairly.

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Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 407 • CORE PRACTICE · FORM 01

Identify the concept described: Variation in pitch that helps convey meaning and attitude.

A. Shared writing / साझा लेखन

B. Interaction / अंतःक्रिया

C. Shared reading / साझा पठन

D. Intonation / स्वर उतार-चढ़ाव

Correct answer / सही उत्तर: D. Intonation / स्वर उतार-चढ़ाव

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 408 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A learner changes pitch while asking a question aloud.

A. Segmenting / ध्वनि विभाजन

B. Affective support / भावात्मक समर्थन

C. Writing rubric / लेखन मानदंड तालिका

D. Intonation / स्वर उतार-चढ़ाव

Correct answer / सही उत्तर: D. Intonation / स्वर उतार-चढ़ाव

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 409 • CORE PRACTICE · FORM 03

Which explanation best defines Intonation / स्वर उतार-चढ़ाव?

A. Managing speaker and listener roles during conversation.

B. Selecting and sequencing activities aligned with intended learning.

C. Variation in pitch that helps convey meaning and attitude.

D. Demonstrating writing decisions and processes explicitly.

Correct answer / सही उत्तर: C. Variation in pitch that helps convey meaning and attitude.

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 410 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Intonation / स्वर उतार-चढ़ाव?

A. Pupils explore past tense while revising a narrative of yesterday's trip.

B. A learner changes pitch while asking a question aloud.

C. A child uses a simple checklist to review a completed paragraph.

D. A child infers that a character is worried from their actions.

Correct answer / सही उत्तर: B. A learner changes pitch while asking a question aloud.

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

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MCQ 411 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Variation in pitch that helps convey meaning and attitude. (2) Using a familiar language to support understanding of new content.

A. Intonation / स्वर उतार-चढ़ाव | Turn-taking / बारी-बारी बोलना

B. Intonation / स्वर उतार-चढ़ाव | Home-language support / गृहभाषा समर्थन

C. Intensive reading / गहन पठन | Home-language support / गृहभाषा समर्थन

D. Home-language support / गृहभाषा समर्थन | Intonation / स्वर उतार-चढ़ाव

Correct answer / सही उत्तर: B. Intonation / स्वर उतार-चढ़ाव | Home-language support / गृहभाषा समर्थन

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

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MCQ 412 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A learner changes pitch while asking a question aloud. (2) A teacher lets pupils discuss a story in their home language before sharing in English.

A. Intonation / स्वर उतार-चढ़ाव | Home-language support / गृहभाषा समर्थन

B. Home-language support / गृहभाषा समर्थन | Intonation / स्वर उतार-चढ़ाव

C. Intonation / स्वर उतार-चढ़ाव | Comprehensible input / बोधगम्य भाषायी सामग्री

D. Curriculum alignment / पाठ्यचर्या संरेखण | Home-language support / गृहभाषा समर्थन

Correct answer / सही उत्तर: A. Intonation / स्वर उतार-चढ़ाव | Home-language support / गृहभाषा समर्थन

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 413 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Intonation / स्वर उतार-चढ़ाव and Writing rubric / लेखन मानदंड तालिका.

A. Describing levels of written performance against clear criteria. | Variation in pitch that helps convey meaning and attitude.

B. Variation in pitch that helps convey meaning and attitude. | Describing levels of written performance against clear criteria.

C. Variation in pitch that helps convey meaning and attitude. | Learning word meanings from meaningful language use.

D. Reading a range of texts for general understanding and enjoyment. | Describing levels of written performance against clear criteria.

Correct answer / सही उत्तर: B. Variation in pitch that helps convey meaning and attitude. | Describing levels of written performance against clear criteria.

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 414 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Intonation / स्वर उतार-चढ़ाव and Oral rehearsal / मौखिक पूर्वाभ्यास.

A. A learner changes pitch while asking a question aloud. | Pupils tell a partner what they plan to write about.

B. Pupils explore past tense while revising a narrative of yesterday's trip. | Pupils tell a partner what they plan to write about.

C. Pupils tell a partner what they plan to write about. | A learner changes pitch while asking a question aloud.

D. A learner changes pitch while asking a question aloud. | Partners suggest one improvement to each other's stories.

Correct answer / सही उत्तर: A. A learner changes pitch while asking a question aloud. | Pupils tell a partner what they plan to write about.

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud. Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

MCQ 415 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Intonation / स्वर उतार-चढ़ाव / Shared reading / साझा पठन)

A. Intonation / स्वर उतार-चढ़ाव → Teacher and learners read a visible text together.

B. Interaction / अंतःक्रिया → Teaching grammar through meaningful spoken or written language.

C. Intonation / स्वर उतार-चढ़ाव → Variation in pitch that helps convey meaning and attitude.

D. Shared reading / साझा पठन → Exchange of meaning with others that supports language development.

Correct answer / सही उत्तर: C. Intonation / स्वर उतार-चढ़ाव → Variation in pitch that helps convey meaning and attitude.

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 416 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Intonation / स्वर उतार-चढ़ाव / Reading fluency / पठन प्रवाह)

A. Reading fluency / पठन प्रवाह → Partners suggest one improvement to each other's stories.

B. Peer feedback / सहपाठी प्रतिक्रिया → Children wait for a partner to finish before responding.

C. Intonation / स्वर उतार-चढ़ाव → A learner changes pitch while asking a question aloud.

D. Intonation / स्वर उतार-चढ़ाव → A child reads a dialogue aloud with meaningful pauses.

Correct answer / सही उत्तर: C. Intonation / स्वर उतार-चढ़ाव → A learner changes pitch while asking a question aloud.

Explanation / व्याख्या

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 417 • CORE PRACTICE · FORM 01

Identify the concept described: Producing connected speech with an appropriate flow.

A. Oral fluency / मौखिक प्रवाह

B. Language learning outcome / भाषायी अधिगम प्रतिफल

C. Shared writing / साझा लेखन

D. Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: A. Oral fluency / मौखिक प्रवाह

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 418 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child describes a picture in several connected sentences.

A. Blending / ध्वनि संयोजन

B. Reading for specific information / विशिष्ट सूचना हेतु पठन

C. Oral fluency / मौखिक प्रवाह

D. Editing / संपादन

Correct answer / सही उत्तर: C. Oral fluency / मौखिक प्रवाह

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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MCQ 419 • CORE PRACTICE · FORM 03

Which explanation best defines Oral fluency / मौखिक प्रवाह?

A. Reconstructing a heard or read narrative in one's own words.

B. Producing an initial version of a text to develop ideas.

C. Ability to notice and manipulate individual sounds in spoken words.

D. Producing connected speech with an appropriate flow.

Correct answer / सही उत्तर: D. Producing connected speech with an appropriate flow.

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 420 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Oral fluency / मौखिक प्रवाह?

A. After hearing instructions, a pupil places objects in the correct order.

B. The class joins in reading repeated lines of a big book.

C. A pupil explains why a character changed their mind.

D. A child describes a picture in several connected sentences.

Correct answer / सही उत्तर: D. A child describes a picture in several connected sentences.

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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MCQ 421 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Producing connected speech with an appropriate flow. (2) Breaking a spoken word into component sounds.

A. Oral fluency / मौखिक प्रवाह | Segmenting / ध्वनि विभाजन

B. Segmenting / ध्वनि विभाजन | Oral fluency / मौखिक प्रवाह

C. Language exposure / भाषा संपर्क| Segmenting / ध्वनि विभाजन

D. Oral fluency / मौखिक प्रवाह | Modelled writing / आदर्श लेखन

Correct answer / सही उत्तर: A. Oral fluency / मौखिक प्रवाह | Segmenting / ध्वनि विभाजन

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 422 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child describes a picture in several connected sentences. (2) Children connect the sound /m/ with the letter m.

A. Oral fluency / मौखिक प्रवाह | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

B. Peer feedback / सहपाठी प्रतिक्रिया | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Oral fluency / मौखिक प्रवाह

D. Oral fluency / मौखिक प्रवाह | Comprehensible input / बोधगम्य भाषायी सामग्री

Correct answer / सही उत्तर: A. Oral fluency / मौखिक प्रवाह | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences. Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 423 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Oral fluency / मौखिक प्रवाह and Literal comprehension / शाब्दिक बोध.

A. Producing connected speech with an appropriate flow. | Adjusting support or task complexity while preserving language goals.

B. Producing connected speech with an appropriate flow. | Identifying information explicitly stated in a text.

C. Teacher and learners read a visible text together. | Identifying information explicitly stated in a text.

D. Identifying information explicitly stated in a text. | Producing connected speech with an appropriate flow.

Correct answer / सही उत्तर: B. Producing connected speech with an appropriate flow. | Identifying information explicitly stated in a text.

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 424 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Oral fluency / मौखिक प्रवाह and Differentiated language tasks / विभेदित भाषा कार्य.

A. A child describes a picture in several connected sentences. | Some pupils use sentence frames while others write freely.

B. A pupil explains why a character changed their mind. | Some pupils use sentence frames while others write freely.

C. Some pupils use sentence frames while others write freely. | A child describes a picture in several connected sentences.

D. A child describes a picture in several connected sentences. | The teacher records when a pupil substitutes a word and analyses the clues used.

Correct answer / सही उत्तर: A. A child describes a picture in several connected sentences. | Some pupils use sentence frames while others write freely.

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences. Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 425 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Oral fluency / मौखिक प्रवाह / Purposeful writing / उद्देश्यपूर्ण लेखन)

A. Purposeful writing / उद्देश्यपूर्ण लेखन → Developing the ability to communicate in a language beyond one's first language.

B. Oral fluency / मौखिक प्रवाह → Producing connected speech with an appropriate flow.

C. Second language acquisition / द्वितीय भाषा अर्जन → Connecting language activities and assessment to intended curricular learning.

D. Oral fluency / मौखिक प्रवाह → Writing for a meaningful audience and communicative purpose.

Correct answer / सही उत्तर: B. Oral fluency / मौखिक प्रवाह → Producing connected speech with an appropriate flow.

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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MCQ 426 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Oral fluency / मौखिक प्रवाह / Language learning outcome / भाषायी अधिगम प्रतिफल)

A. Language learning outcome / भाषायी अधिगम प्रतिफल → A pupil names the animal mentioned in the first paragraph.

B. Oral fluency / मौखिक प्रवाह → Children can ask and answer simple questions about a picture.

C. Oral fluency / मौखिक प्रवाह → A child describes a picture in several connected sentences.

D. Literal comprehension / शाब्दिक बोध → The class joins in reading repeated lines of a big book.

Correct answer / सही उत्तर: C. Oral fluency / मौखिक प्रवाह → A child describes a picture in several connected sentences.

Explanation / व्याख्या

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 427 • CORE PRACTICE · FORM 01

Identify the concept described: Gathering evidence of understanding spoken language.

A. Extensive reading / विस्तृत पठन

B. Listening assessment / श्रवण आकलन

C. Contextual grammar / संदर्भगत व्याकरण

D. Language exposure / भाषा संपर्क

Correct answer / सही उत्तर: B. Listening assessment / श्रवण आकलन

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 428 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils follow a spoken sequence of classroom directions.

A. Shared writing / साझा लेखन

B. Listening assessment / श्रवण आकलन

C. Listening comprehension / श्रवण बोध

D. Segmenting / ध्वनि विभाजन

Correct answer / सही उत्तर: B. Listening assessment / श्रवण आकलन

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language.
Application: Pupils follow a spoken sequence of classroom directions.

MCQ 429 • CORE PRACTICE · FORM 03

Which explanation best defines Listening assessment / श्रवण आकलन?

A. Examining deviations in oral reading to understand reading strategies.

B. Demonstrating writing decisions and processes explicitly.

C. An observable expectation of language use after learning.

D. Gathering evidence of understanding spoken language.

Correct answer / सही उत्तर: D. Gathering evidence of understanding spoken language.

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language.
Application: Pupils follow a spoken sequence of classroom directions.

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MCQ 430 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Listening assessment / श्रवण आकलन?

A. Children write a notice inviting families to an exhibition.

B. A pupil explains why a character changed their mind.

C. Pupils follow a spoken sequence of classroom directions.

D. A listening activity assesses the stated listening outcome rather than handwriting.

Correct answer / सही उत्तर: C. Pupils follow a spoken sequence of classroom directions.

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 431 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Gathering evidence of understanding spoken language. (2) Checking and correcting surface features of writing.

A. Listening assessment / श्रवण आकलन | Lesson planning / पाठ योजना

B. Peer feedback / सहपाठी प्रतिक्रिया | Editing / संपादन

C. Editing / संपादन | Listening assessment / श्रवण आकलन

D. Listening assessment / श्रवण आकलन | Editing / संपादन

Correct answer / सही उत्तर: D. Listening assessment / श्रवण आकलन | Editing / संपादन

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions. Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

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MCQ 432 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils follow a spoken sequence of classroom directions. (2) A listening activity assesses the stated listening outcome rather than handwriting.

A. Affective support / भावात्मक समर्थन | Curriculum alignment / पाठ्यचर्या संरेखण

B. Listening assessment / श्रवण आकलन | Modelled writing / आदर्श लेखन

C. Curriculum alignment / पाठ्यचर्या संरेखण | Listening assessment / श्रवण आकलन

D. Listening assessment / श्रवण आकलन | Curriculum alignment / पाठ्यचर्या संरेखण

Correct answer / सही उत्तर: D. Listening assessment / श्रवण आकलन | Curriculum alignment / पाठ्यचर्या संरेखण

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

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MCQ 433 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Listening assessment / श्रवण आकलन and Language diversity / भाषायी विविधता.

A. Gathering evidence of understanding spoken language. | Recognising and valuing the different languages and varieties used by learners.

B. Adjusting support or task complexity while preserving language goals. | Recognising and valuing the different languages and varieties used by learners.

C. Gathering evidence of understanding spoken language. | Constructive comments from classmates based on agreed criteria.

D. Recognising and valuing the different languages and varieties used by learners. | Gathering evidence of understanding spoken language.

Correct answer / सही उत्तर: A. Gathering evidence of understanding spoken language. | Recognising and valuing the different languages and varieties used by learners.

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 434 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Listening assessment / श्रवण आकलन and Shared writing / साझा लेखन.

A. Children suggest sentences while the teacher records their ideas. | Pupils follow a spoken sequence of classroom directions.

B. Pupils follow a spoken sequence of classroom directions. | The class joins in reading repeated lines of a big book.

C. Pupils follow a spoken sequence of classroom directions. | Children suggest sentences while the teacher records their ideas.

D. A pupil combines /k/, /æ/ and /t/ to read cat. | Children suggest sentences while the teacher records their ideas.

Correct answer / सही उत्तर: C. Pupils follow a spoken sequence of classroom directions. | Children suggest sentences while the teacher records their ideas.

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions. Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 435 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Listening assessment / श्रवण आकलन / Contextual grammar / संदर्भगत व्याकरण)

A. Contextual grammar / संदर्भगत व्याकरण → Producing an initial version of a text to develop ideas.

B. Listening assessment / श्रवण आकलन → Gathering evidence of understanding spoken language.

C. Listening assessment / श्रवण आकलन → Teaching grammar through meaningful spoken or written language.

D. Drafting / प्रारूप लेखन → Reading a shorter text closely for detailed understanding.

Correct answer / सही उत्तर: B. Listening assessment / श्रवण आकलन → Gathering evidence of understanding spoken language.

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

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MCQ 436 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Listening assessment / श्रवण आकलन / Guided reading / निर्देशित पठन)

A. Modelled writing / आदर्श लेखन → The teacher records when a pupil substitutes a word and analyses the clues used.

B. Listening assessment / श्रवण आकलन → Pupils follow a spoken sequence of classroom directions.

C. Listening assessment / श्रवण आकलन → The teacher prompts readers to use meaning and letter clues in a small group.

D. Guided reading / निर्देशित पठन → A teacher writes an invitation while explaining choices of words and structure.

Correct answer / सही उत्तर: B. Listening assessment / श्रवण आकलन → Pupils follow a spoken sequence of classroom directions.

Explanation / व्याख्या

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language.
Application: Pupils follow a spoken sequence of classroom directions.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 08.01

Explain Intonation / स्वर उतार-चढ़ाव and give one classroom example.

Model answer: Variation in pitch that helps convey meaning and attitude. A learner changes pitch while asking a question aloud.

REVISION 08.02

Explain Oral fluency / मौखिक प्रवाह and give one classroom example.

Model answer: Producing connected speech with an appropriate flow. A child describes a picture in several connected sentences.

REVISION 08.03

Explain Listening assessment / श्रवण आकलन and give one classroom example.

Model answer: Gathering evidence of understanding spoken language. Pupils follow a spoken sequence of classroom directions.

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CHAPTER 09 • 32 MCQs • 3 REVISION PROMPTS

Assessment of Reading

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Miscue analysis / अपसंकैत विश्लेषण

Examining deviations in oral reading to understand reading strategies.

Classroom example: The teacher records when a pupil substitutes a word and analyses the clues used.

Reading fluency / पठन प्रवाह

Reading with accuracy, suitable pace and expression.

Classroom example: A child reads a dialogue aloud with meaningful pauses.

Literal comprehension / शाब्दिक बोध

Identifying information explicitly stated in a text.

Classroom example: A pupil names the animal mentioned in the first paragraph.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 437 • NEW CLASSROOM APPLICATION

A child reads quickly but cannot explain the passage. What is needed?

A. Support comprehension as well as fluency
B. Reward speed alone
C. Stop reading instruction
D. Increase speed targets only

Correct answer / सही उत्तर: A. Support comprehension as well as fluency

Explanation / व्याख्या

Reading fluency serves meaning; speed alone is insufficient.

MCQ 438 • NEW CLASSROOM APPLICATION

Which evidence helps plan targeted reading support?

A. One unrelated spelling mark
B. Patterns in miscues, retelling and comprehension responses
C. Only the colour of the book
D. A permanent label based on one mistake

Correct answer / सही उत्तर: B. Patterns in miscues, retelling and comprehension responses

Explanation / व्याख्या

Multiple reading observations reveal strategy and difficulty.

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Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 439 • CORE PRACTICE · FORM 01

Identify the concept described: Examining deviations in oral reading to understand reading strategies.

A. Miscue analysis / अपसंकैत विश्लेषण

B. Guided reading / निर्देशित पठन

C. Reading for specific information / विशिष्ट सूचना हेतु पठन

D. Story retelling / कहानी पुनर्कथन

Correct answer / सही उत्तर: A. Miscue analysis / अपसंकैत विश्लेषण

Explanation / व्याख्या

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 440 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? The teacher records when a pupil substitutes a word and analyses the clues used.

A. Writing rubric / लेखन मानदंड तालिका

B. Miscue analysis / अपसंकैत विश्लेषण

C. Shared reading / साझा पठन

D. Listening comprehension / श्रवण बोध

Correct answer / सही उत्तर: B. Miscue analysis / अपसंकैत विश्लेषण

Explanation / व्याख्या

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 441 • CORE PRACTICE · FORM 03

Which explanation best defines Miscue analysis / अपसंकेत विश्लेषण?

A. Learning word meanings from meaningful language use.

B. Connecting language activities and assessment to intended curricular learning.

C. Examining deviations in oral reading to understand reading strategies.

D. An integrated approach covering oral language, word recognition, reading and writing.

Correct answer / सही उत्तर: C. Examining deviations in oral reading to understand reading strategies.

Explanation / व्याख्या

Miscue analysis / अपसंकेत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 442 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Miscue analysis / अपसंकेत विश्लेषण?

A. A teacher lets pupils discuss a story in their home language before sharing in English.

B. Pupils tell a partner what they plan to write about.

C. The teacher records when a pupil substitutes a word and analyses the clues used.

D. A lesson combines conversation, sound work, shared reading and a writing task.

Correct answer / सही उत्तर: C. The teacher records when a pupil substitutes a word and analyses the clues used.

Explanation / व्याख्या

Miscue analysis / अपसंकेत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 443 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Examining deviations in oral reading to understand reading strategies. (2) Recognising and valuing the different languages and varieties used by learners.

A. Language diversity / भाषायी विविधता | Miscue analysis / अपसंकैत विश्लेषण

B. Miscue analysis / अपसंकैत विश्लेषण | Language diversity / भाषायी विविधता

C. Situational conversation / परिस्थितिजन्य संवाद | Language diversity / भाषायी विविधता

D. Miscue analysis / अपसंकैत विश्लेषण | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Correct answer / सही उत्तर: B. Miscue analysis / अपसंकैत विश्लेषण | Language diversity / भाषायी विविधता

Explanation / व्याख्या

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 444 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) The teacher records when a pupil substitutes a word and analyses the clues used. (2) The teacher prompts readers to use meaning and letter clues in a small group.

A. Purposeful writing / उद्देश्यपूर्ण लेखन | Guided reading / निर्देशित पठन

B. Miscue analysis / अपसंकैत विश्लेषण | Guided reading / निर्देशित पठन

C. Guided reading / निर्देशित पठन | Miscue analysis / अपसंकैत विश्लेषण

D. Miscue analysis / अपसंकैत विश्लेषण | Language diversity / भाषायी विविधता

Correct answer / सही उत्तर: B. Miscue analysis / अपसंकैत विश्लेषण | Guided reading / निर्देशित पठन

Explanation / व्याख्या

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 445 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Miscue analysis / अपसंकैत विश्लेषण and Multilingual classroom / बहुभाषी कक्षा.

A. Reading a range of texts for general understanding and enjoyment. | A classroom that recognises and uses learners' varied languages.

B. A classroom that recognises and uses learners' varied languages. | Examining deviations in oral reading to understand reading strategies.

C. Examining deviations in oral reading to understand reading strategies. | Improving content, clarity and organisation of a draft.

D. Examining deviations in oral reading to understand reading strategies. | A classroom that recognises and uses learners' varied languages.

Correct answer / सही उत्तर: D. Examining deviations in oral reading to understand reading strategies. | A classroom that recognises and uses learners' varied languages.

Explanation / व्याख्या

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used. Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 446 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Miscue analysis / अपसंकैत विश्लेषण and Purposeful writing / उद्देश्यपूर्ण लेखन.

A. The teacher records when a pupil substitutes a word and analyses the clues used. | A child changes the first sound of cat to make bat.

B. A child infers that a character is worried from their actions. | Children write a notice inviting families to an exhibition.

C. The teacher records when a pupil substitutes a word and analyses the clues used. | Children write a notice inviting families to an exhibition.

D. Children write a notice inviting families to an exhibition. | The teacher records when a pupil substitutes a word and analyses the clues used.

Correct answer / सही उत्तर: C. The teacher records when a pupil substitutes a word and analyses the clues used. | Children write a notice inviting families to an exhibition.

Explanation / व्याख्या

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used. Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 447 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Miscue analysis / अपसंकैत विश्लेषण / Interaction / अंतःक्रिया)

A. Interaction / अंतःक्रिया → Understanding meaning in spoken language.

B. Miscue analysis / अपसंकैत विश्लेषण → Examining deviations in oral reading to understand reading strategies.

C. Miscue analysis / अपसंकैत विश्लेषण → Exchange of meaning with others that supports language development.

D. Listening comprehension / श्रवण बोध → Guidance about the place and use of languages in education.

Correct answer / सही उत्तर: B. Miscue analysis / अपसंकैत विश्लेषण → Examining deviations in oral reading to understand reading strategies.

Explanation / व्याख्या

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 448 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Miscue analysis / अपसंकैत विश्लेषण / Curriculum alignment / पाठ्यचर्या संरेखण)

A. Miscue analysis / अपसंकैत विश्लेषण → The teacher records when a pupil substitutes a word and analyses the clues used.

B. Peer feedback / सहपाठी प्रतिक्रिया → A learner recounts the main events of a story in sequence.

C. Miscue analysis / अपसंकैत विश्लेषण → A listening activity assesses the stated listening outcome rather than handwriting.

D. Curriculum alignment / पाठ्यचर्या संरेखण → Partners suggest one improvement to each other's stories.

Correct answer / सही उत्तर: A. Miscue analysis / अपसंकैत विश्लेषण → The teacher records when a pupil substitutes a word and analyses the clues used.

Explanation / व्याख्या

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 449 • CORE PRACTICE · FORM 01

Identify the concept described: Reading with accuracy, suitable pace and expression.

A. Situational conversation / परिस्थितिजन्य संवाद

B. Reading fluency / पठन प्रवाह

C. Contextual grammar / संदर्भगत व्याकरण

D. Oral rehearsal / मौखिक पूर्वाभ्यास

Correct answer / सही उत्तर: B. Reading fluency / पठन प्रवाह

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 450 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child reads a dialogue aloud with meaningful pauses.

A. Oral rehearsal / मौखिक पूर्वाभ्यास

B. Writing rubric / लेखन मानदंड तालिका

C. Reading fluency / पठन प्रवाह

D. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Correct answer / सही उत्तर: C. Reading fluency / पठन प्रवाह

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 451 • CORE PRACTICE · FORM 03

Which explanation best defines Reading fluency / पठन प्रवाह?

A. Ability to notice and manipulate individual sounds in spoken words.

B. Reading with accuracy, suitable pace and expression.

C. Constructive comments from classmates based on agreed criteria.

D. Understanding meaning in spoken language.

Correct answer / सही उत्तर: B. Reading with accuracy, suitable pace and expression.

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

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MCQ 452 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Reading fluency / पठन प्रवाह?

A. A pupil rearranges events to make a story easier to follow.

B. A group examines a paragraph to find evidence for an inference.

C. A pupil combines /k/, /æ/ and /t/ to read cat.

D. A child reads a dialogue aloud with meaningful pauses.

Correct answer / सही उत्तर: D. A child reads a dialogue aloud with meaningful pauses.

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 453 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Reading with accuracy, suitable pace and expression. (2) Opportunities to encounter meaningful language in use.

A. Reading fluency / पठन प्रवाह | Language exposure / भाषा संपर्क

B. Reading fluency / पठन प्रवाह | Vocabulary in context / संदर्भ में शब्दावली

C. Drafting / प्रारूप लेखन | Language exposure / भाषा संपर्क

D. Language exposure / भाषा संपर्क| Reading fluency / पठन प्रवाह

Correct answer / सही उत्तर: A. Reading fluency / पठन प्रवाह | Language exposure / भाषा संपर्क

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

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MCQ 454 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child reads a dialogue aloud with meaningful pauses. (2) Children can ask and answer simple questions about a picture.

A. Oral rehearsal / मौखिक पूर्वाभ्यास | Language learning outcome / भाषायी अधिगम प्रतिफल

B. Reading fluency / पठन प्रवाह | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Language learning outcome / भाषायी अधिगम प्रतिफल | Reading fluency / पठन प्रवाह

D. Reading fluency / पठन प्रवाह | Language diversity / भाषायी विविधता

Correct answer / सही उत्तर: B. Reading fluency / पठन प्रवाह | Language learning outcome / भाषायी अधिगम प्रतिफल

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

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MCQ 455 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Reading fluency / पठन प्रवाह and Story retelling / कहानी पुनर्कथन.

A. Reading with accuracy, suitable pace and expression. | Producing an initial version of a text to develop ideas.

B. Reading with accuracy, suitable pace and expression. | Reconstructing a heard or read narrative in one's own words.

C. Reducing anxiety and building confidence in language learning. | Reconstructing a heard or read narrative in one's own words.

D. Reconstructing a heard or read narrative in one's own words. | Reading with accuracy, suitable pace and expression.

Correct answer / सही उत्तर: B. Reading with accuracy, suitable pace and expression. | Reconstructing a heard or read narrative in one's own words.

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses. Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence.

MCQ 456 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Reading fluency / पठन प्रवाह and Comprehensible input / बोधगम्य भाषायी सामग्री.

A. Children write a notice inviting families to an exhibition. | A teacher accompanies a new English instruction with gestures and objects.

B. A child reads a dialogue aloud with meaningful pauses. | A child describes a picture in several connected sentences.

C. A child reads a dialogue aloud with meaningful pauses. | A teacher accompanies a new English instruction with gestures and objects.

D. A teacher accompanies a new English instruction with gestures and objects. | A child reads a dialogue aloud with meaningful pauses.

Correct answer / सही उत्तर: C. A child reads a dialogue aloud with meaningful pauses. | A teacher accompanies a new English instruction with gestures and objects.

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses. Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 457 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Reading fluency / पठन प्रवाह / Situational conversation / परिस्थितिजन्य संवाद)

A. Second language acquisition / द्वितीय भाषा अर्जन → Constructing meaning from written text.

B. Reading fluency / पठन प्रवाह → Reading with accuracy, suitable pace and expression.

C. Reading fluency / पठन प्रवाह → Practising speech in a meaningful context.

D. Situational conversation / परिस्थितिजन्य संवाद → Developing the ability to communicate in a language beyond one's first language.

Correct answer / सही उत्तर: B. Reading fluency / पठन प्रवाह → Reading with accuracy, suitable pace and expression.

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 458 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Reading fluency / पठन प्रवाह / Drafting / प्रारूप लेखन)

A. Reading fluency / पठन प्रवाह → A child reads a dialogue aloud with meaningful pauses.

B. Reading fluency / पठन प्रवाह → A learner writes the first version of a story before editing.

C. Drafting / प्रारूप लेखन → Pupils follow a spoken sequence of classroom directions.

D. Listening assessment / श्रवण आकलन → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Correct answer / सही उत्तर: A. Reading fluency / पठन प्रवाह → A child reads a dialogue aloud with meaningful pauses.

Explanation / व्याख्या

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 459 • CORE PRACTICE · FORM 01

Identify the concept described: Identifying information explicitly stated in a text.

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

B. Literal comprehension / शाब्दिक बोध

C. Situational conversation / परिस्थितिजन्य संवाद

D. Language policy / भाषा नीति

Correct answer / सही उत्तर: B. Literal comprehension / शाब्दिक बोध

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 460 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil names the animal mentioned in the first paragraph.

A. Shared writing / साझा लेखन

B. Phonemic awareness / स्वनिम जागरूकता

C. Listening assessment / श्रवण आकलन

D. Literal comprehension / शाब्दिक बोध

Correct answer / सही उत्तर: D. Literal comprehension / शाब्दिक बोध

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

GyanTech Guru Ji

MCQ 461 • CORE PRACTICE · FORM 03

Which explanation best defines Literal comprehension / शाब्दिक बोध?

A. Understanding meaning in spoken language.

B. Connecting a speech sound with its written representation.

C. Ability to notice and manipulate individual sounds in spoken words.

D. Identifying information explicitly stated in a text.

Correct answer / सही उत्तर: D. Identifying information explicitly stated in a text.

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 462 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Literal comprehension / शाब्दिक बोध?

A. A pupil distinguishes lowercase b from lowercase d.

B. After hearing instructions, a pupil places objects in the correct order.

C. The teacher prompts readers to use meaning and letter clues in a small group.

D. A pupil names the animal mentioned in the first paragraph.

Correct answer / सही उत्तर: D. A pupil names the animal mentioned in the first paragraph.

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

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MCQ 463 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Identifying information explicitly stated in a text. (2) Bringing relevant background knowledge into a reading task.

A. Literal comprehension / शाब्दिक बोध | Multilingual classroom / बहुभाषी कक्षा

B. Schema activation / पूर्वज्ञान सक्रियण | Literal comprehension / शाब्दिक बोध

C. Literal comprehension / शाब्दिक बोध | Schema activation / पूर्वज्ञान सक्रियण

D. Editing / संपादन | Schema activation / पूर्वज्ञान सक्रियण

Correct answer / सही उत्तर: C. Literal comprehension / शाब्दिक बोध | Schema activation / पूर्वज्ञान सक्रियण

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

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MCQ 464 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil names the animal mentioned in the first paragraph. (2) A teacher lets pupils discuss a story in their home language before sharing in English.

A. Home-language support / गृहभाषा समर्थन | Literal comprehension / शाब्दिक बोध

B. Language exposure / भाषा संपर्क| Home-language support / गृहभाषा समर्थन

C. Literal comprehension / शाब्दिक बोध | Intensive reading / गहन पठन

D. Literal comprehension / शाब्दिक बोध | Home-language support / गृहभाषा समर्थन

Correct answer / सही उत्तर: D. Literal comprehension / शाब्दिक बोध | Home-language support / गृहभाषा समर्थन

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

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MCQ 465 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Literal comprehension / शाब्दिक बोध and Segmenting / ध्वनि विभाजन.

A. Breaking a spoken word into component sounds. | Identifying information explicitly stated in a text.

B. Identifying information explicitly stated in a text. | Demonstrating writing decisions and processes explicitly.

C. Practising speech in a meaningful context. | Breaking a spoken word into component sounds.

D. Identifying information explicitly stated in a text. | Breaking a spoken word into component sounds.

Correct answer / सही उत्तर: D. Identifying information explicitly stated in a text. | Breaking a spoken word into component sounds.

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 466 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Literal comprehension / शाब्दिक बोध and Revision / पुनरीक्षण.

A. A pupil rearranges events to make a story easier to follow. | A pupil names the animal mentioned in the first paragraph.

B. A pupil names the animal mentioned in the first paragraph. | A pupil rearranges events to make a story easier to follow.

C. A pupil scans a timetable to find the departure time. | A pupil rearranges events to make a story easier to follow.

D. A pupil names the animal mentioned in the first paragraph. | A child chooses several easy storybooks to read over a month.

Correct answer / सही उत्तर: B. A pupil names the animal mentioned in the first paragraph. | A pupil rearranges events to make a story easier to follow.

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 467 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Literal comprehension / शाब्दिक बोध / Story retelling / कहानी पुनर्कथन)

A. Literal comprehension / शाब्दिक बोध → Identifying information explicitly stated in a text.

B. Story retelling / कहानी पुनर्कथन → Checking and correcting surface features of writing.

C. Editing / संपादन → Teacher and learners compose a text together.

D. Literal comprehension / शाब्दिक बोध → Reconstructing a heard or read narrative in one's own words.

Correct answer / सही उत्तर: A. Literal comprehension / शाब्दिक बोध → Identifying information explicitly stated in a text.

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

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MCQ 468 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Literal comprehension / शाब्दिक बोध / Second language acquisition / द्वितीय भाषा अर्जन)

A. Literal comprehension / शाब्दिक बोध → A learner gradually uses English to interact in daily classroom situations.

B. Second language acquisition / द्वितीय भाषा अर्जन → A child chooses several easy storybooks to read over a month.

C. Extensive reading / विस्तृत पठन → A child infers that a character is worried from their actions.

D. Literal comprehension / शाब्दिक बोध → A pupil names the animal mentioned in the first paragraph.

Correct answer / सही उत्तर: D. Literal comprehension / शाब्दिक बोध → A pupil names the animal mentioned in the first paragraph.

Explanation / व्याख्या

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 09.01

Explain Miscue analysis / अपसंकेत विश्लेषण and give one classroom example.

Model answer: Examining deviations in oral reading to understand reading strategies. The teacher records when a pupil substitutes a word and analyses the clues used.

REVISION 09.02

Explain Reading fluency / पठन प्रवाह and give one classroom example.

Model answer: Reading with accuracy, suitable pace and expression. A child reads a dialogue aloud with meaningful pauses.

REVISION 09.03

Explain Literal comprehension / शाब्दिक बोध and give one classroom example.

Model answer: Identifying information explicitly stated in a text. A pupil names the animal mentioned in the first paragraph.

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CHAPTER 10 • 22 MCQs • 2 REVISION PROMPTS

Assessment of Writing

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Contextual grammar / संदर्भगत व्याकरण

Teaching grammar through meaningful spoken or written language.

Classroom example: Pupils explore past tense while revising a narrative of yesterday's trip.

Writing rubric / लेखन मानदंड तालिका

Describing levels of written performance against clear criteria.

Classroom example: A teacher gives separate feedback on ideas, organisation and language.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 469 • NEW CLASSROOM APPLICATION

Which feedback helps a learner revise a paragraph?

A. Only a red cross

B. Bad work, try harder

C. Compare your marks with everyone

D. Your idea is clear; add a reason and an example

Correct answer / सही उत्तर: D. Your idea is clear; add a reason and an example

Explanation / व्याख्या

Specific actionable feedback directs revision.

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MCQ 470 • NEW CLASSROOM APPLICATION

When assessing a personal letter, what should be considered?

A. Only the title decoration
B. Only total word count
C. Only handwriting size
D. Purpose, audience, organisation and relevant language conventions

Correct answer / सही उत्तर: D. Purpose, audience, organisation and relevant language conventions

Explanation / व्याख्या

Criteria must reflect the genre and learning outcome.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 471 • CORE PRACTICE · FORM 01

Identify the concept described: Teaching grammar through meaningful spoken or written language.

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध
B. Listening assessment / श्रवण आकलन
C. Purposeful writing / उद्देश्यपूर्ण लेखन
D. Contextual grammar / संदर्भगत व्याकरण

Correct answer / सही उत्तर: D. Contextual grammar / संदर्भगत व्याकरण

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

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MCQ 472 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils explore past tense while revising a narrative of yesterday's trip.

A. Intensive reading / गहन पठन

B. Turn-taking / बारी-बारी बोलना

C. Contextual grammar / संदर्भगत व्याकरण

D. Language exposure / भाषा संपर्क

Correct answer / सही उत्तर: C. Contextual grammar / संदर्भगत व्याकरण

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 473 • CORE PRACTICE · FORM 03

Which explanation best defines Contextual grammar / संदर्भगत व्याकरण?

A. Teaching grammar through meaningful spoken or written language.

B. Managing speaker and listener roles during conversation.

C. Bringing relevant background knowledge into a reading task.

D. Gathering evidence of understanding spoken language.

Correct answer / सही उत्तर: A. Teaching grammar through meaningful spoken or written language.

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 474 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Contextual grammar / संदर्भगत व्याकरण?

A. A child uses a simple checklist to review a completed paragraph.

B. Children compare ways of greeting across communities without ranking languages.

C. Pupils tell a partner what they plan to write about.

D. Pupils explore past tense while revising a narrative of yesterday's trip.

Correct answer / सही उत्तर: D. Pupils explore past tense while revising a narrative of yesterday's trip.

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 475 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Teaching grammar through meaningful spoken or written language. (2) Using a familiar language to support understanding of new content.

A. Contextual grammar / संदर्भगत व्याकरण | Home-language support / गृहभाषा समर्थन

B. Contextual grammar / संदर्भगत व्याकरण | Intensive reading / गहन पठन

C. Home-language support / गृहभाषा समर्थन | Contextual grammar / संदर्भगत व्याकरण

D. Oral rehearsal / मौखिक पूर्वाभ्यास | Home-language support / गृहभाषा समर्थन

Correct answer / सही उत्तर: A. Contextual grammar / संदर्भगत व्याकरण | Home-language support / गृहभाषा समर्थन

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 476 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils explore past tense while revising a narrative of yesterday's trip. (2) Children can ask and answer simple questions about a picture.

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Contextual grammar / संदर्भगत व्याकरण

B. Contextual grammar / संदर्भगत व्याकरण | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Blending / ध्वनि संयोजन | Language learning outcome / भाषायी अधिगम प्रतिफल

D. Contextual grammar / संदर्भगत व्याकरण | Inferential reading / अनुमानात्मक पठन

Correct answer / सही उत्तर: B. Contextual grammar / संदर्भगत व्याकरण | Language learning outcome / भाषायी अधिगम प्रतिफल

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 477 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Contextual grammar / संदर्भगत व्याकरण and Reading comprehension / पठन बोध.

A. Constructing meaning from written text. | Teaching grammar through meaningful spoken or written language.

B. Teaching grammar through meaningful spoken or written language. | Constructing meaning from written text.

C. Teaching grammar through meaningful spoken or written language. | Reconstructing a heard or read narrative in one's own words.

D. Language that learners can understand with suitable contextual support. | Constructing meaning from written text.

Correct answer / सही उत्तर: B. Teaching grammar through meaningful spoken or written language. | Constructing meaning from written text.

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip. Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 478 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Contextual grammar / संदर्भगत व्याकरण and Four-block approach / चार ब्लॉक उपागम.

A. Children suggest sentences while the teacher records their ideas. | A lesson combines conversation, sound work, shared reading and a writing task.

B. Pupils explore past tense while revising a narrative of yesterday's trip. | A lesson combines conversation, sound work, shared reading and a writing task.

C. A lesson combines conversation, sound work, shared reading and a writing task. | Pupils explore past tense while revising a narrative of yesterday's trip.

D. Pupils explore past tense while revising a narrative of yesterday's trip. | Before a text about trains, pupils describe their own travel experiences.

Correct answer / सही उत्तर: B. Pupils explore past tense while revising a narrative of yesterday's trip. | A lesson combines conversation, sound work, shared reading and a writing task.

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 479 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Contextual grammar / संदर्भगत व्याकरण / Reading comprehension / पठन बोध)

A. Contextual grammar / संदर्भगत व्याकरण → Constructing meaning from written text.

B. Reading comprehension / पठन बोध → Connecting a speech sound with its written representation.

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Recognising and valuing the different languages and varieties used by learners.

D. Contextual grammar / संदर्भगत व्याकरण → Teaching grammar through meaningful spoken or written language.

Correct answer / सही उत्तर: D. Contextual grammar / संदर्भगत व्याकरण → Teaching grammar through meaningful spoken or written language.

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

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MCQ 480 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Contextual grammar / संदर्भगत व्याकरण / Shared writing / साझा लेखन)

A. Contextual grammar / संदर्भगत व्याकरण → Pupils explore past tense while revising a narrative of yesterday's trip.

B. Contextual grammar / संदर्भगत व्याकरण → Children suggest sentences while the teacher records their ideas.

C. Oral fluency / मौखिक प्रवाह → Some pupils use sentence frames while others write freely.

D. Shared writing / साझा लेखन → A child describes a picture in several connected sentences.

Correct answer / सही उत्तर: A. Contextual grammar / संदर्भगत व्याकरण → Pupils explore past tense while revising a narrative of yesterday's trip.

Explanation / व्याख्या

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 481 • CORE PRACTICE · FORM 01

Identify the concept described: Describing levels of written performance against clear criteria.

A. Schema activation / पूर्वज्ञान सक्रियण

B. Miscue analysis / अपसंकेत विश्लेषण

C. Writing rubric / लेखन मानदंड तालिका

D. Second language acquisition / द्वितीय भाषा अर्जन

Correct answer / सही उत्तर: C. Writing rubric / लेखन मानदंड तालिका

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 482 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher gives separate feedback on ideas, organisation and language.

A. Comprehensible input / बोधगम्य भाषायी सामग्री

B. Lesson planning / पाठ योजना

C. Literal comprehension / शाब्दिक बोध

D. Writing rubric / लेखन मानदंड तालिका

Correct answer / सही उत्तर: D. Writing rubric / लेखन मानदंड तालिका

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria.
Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 483 • CORE PRACTICE · FORM 03

Which explanation best defines Writing rubric / लेखन मानदंड तालिका?

A. An ordered progression of activities supporting a learning goal.

B. Constructive comments from classmates based on agreed criteria.

C. Describing levels of written performance against clear criteria.

D. Practising ideas aloud before a speaking or writing task.

Correct answer / सही उत्तर: C. Describing levels of written performance against clear criteria.

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria.
Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 484 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Writing rubric / लेखन मानदंड तालिका?

A. A teacher writes an invitation while explaining choices of words and structure.

B. Pairs act out asking for directions in English.

C. A group examines a paragraph to find evidence for an inference.

D. A teacher gives separate feedback on ideas, organisation and language.

Correct answer / सही उत्तर: D. A teacher gives separate feedback on ideas, organisation and language.

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 485 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Describing levels of written performance against clear criteria. (2) Producing an initial version of a text to develop ideas.

A. Drafting / प्रारूप लेखन | Writing rubric / लेखन मानदंड तालिका

B. Writing rubric / लेखन मानदंड तालिका | Listening comprehension / श्रवण बोध

C. Self-assessment / स्व-आकलन | Drafting / प्रारूप लेखन

D. Writing rubric / लेखन मानदंड तालिका | Drafting / प्रारूप लेखन

Correct answer / सही उत्तर: D. Writing rubric / लेखन मानदंड तालिका | Drafting / प्रारूप लेखन

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language. Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 486 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher gives separate feedback on ideas, organisation and language. (2) A teacher plans oral rehearsal, reading and a short writing task around an outcome.

A. Revision / पुनरीक्षण | Lesson planning / पाठ योजना

B. Lesson planning / पाठ योजना | Writing rubric / लेखन मानदंड तालिका

C. Writing rubric / लेखन मानदंड तालिका | Literal comprehension / शाब्दिक बोध

D. Writing rubric / लेखन मानदंड तालिका | Lesson planning / पाठ योजना

Correct answer / सही उत्तर: D. Writing rubric / लेखन मानदंड तालिका | Lesson planning / पाठ योजना

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

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MCQ 487 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Writing rubric / लेखन मानदंड तालिका and Language diversity / भाषायी विविधता.

A. Recognising and valuing the different languages and varieties used by learners. | Describing levels of written performance against clear criteria.

B. Describing levels of written performance against clear criteria. | Selecting and sequencing activities aligned with intended learning.

C. Describing levels of written performance against clear criteria. | Recognising and valuing the different languages and varieties used by learners.

D. Constructing meaning from written text. | Recognising and valuing the different languages and varieties used by learners.

Correct answer / सही उत्तर: C. Describing levels of written performance against clear criteria. | Recognising and valuing the different languages and varieties used by learners.

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 488 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Writing rubric / लेखन मानदंड तालिका and Four-block approach / चार ब्लॉक उपागम.

A. A teacher gives separate feedback on ideas, organisation and language. | A lesson combines conversation, sound work, shared reading and a writing task.

B. A lesson combines conversation, sound work, shared reading and a writing task. | A teacher gives separate feedback on ideas, organisation and language.

C. A teacher gives separate feedback on ideas, organisation and language. | A teacher writes an invitation while explaining choices of words and structure.

D. A pupil rearranges events to make a story easier to follow. | A lesson combines conversation, sound work, shared reading and a writing task.

Correct answer / सही उत्तर: A. A teacher gives separate feedback on ideas, organisation and language. | A lesson combines conversation, sound work, shared reading and a writing task.

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 489 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Writing rubric / लेखन मानदंड तालिका / Intensive reading / गहन पठन)

A. Writing rubric / लेखन मानदंड तालिका → Reading a shorter text closely for detailed understanding.

B. Writing rubric / लेखन मानदंड तालिका → Describing levels of written performance against clear criteria.

C. Language diversity / भाषायी विविधता → An ordered progression of activities supporting a learning goal.

D. Intensive reading / गहन पठन → Recognising and valuing the different languages and varieties used by learners.

Correct answer / सही उत्तर: B. Writing rubric / लेखन मानदंड तालिका → Describing levels of written performance against clear criteria.

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 490 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Writing rubric / लेखन मानदंड तालिका / Peer feedback / सहपाठी प्रतिक्रिया)

A. Peer feedback / सहपाठी प्रतिक्रिया → The teacher prompts readers to use meaning and letter clues in a small group.

B. Writing rubric / लेखन मानदंड तालिका → Partners suggest one improvement to each other's stories.

C. Writing rubric / लेखन मानदंड तालिका → A teacher gives separate feedback on ideas, organisation and language.

D. Guided reading / निर्देशित पठन → A group examines a paragraph to find evidence for an inference.

Correct answer / सही उत्तर: C. Writing rubric / लेखन मानदंड तालिका → A teacher gives separate feedback on ideas, organisation and language.

Explanation / व्याख्या

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria.
Application: A teacher gives separate feedback on ideas, organisation and language.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 10.01

Explain Contextual grammar / संदर्भगत व्याकरण and give one classroom example.

Model answer: Teaching grammar through meaningful spoken or written language. Pupils explore past tense while revising a narrative of yesterday's trip.

REVISION 10.02

Explain Writing rubric / लेखन मानदंड तालिका and give one classroom example.

Model answer: Describing levels of written performance against clear criteria. A teacher gives separate feedback on ideas, organisation and language.

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CHAPTER 11 • 22 MCQs • 2 REVISION PROMPTS

Other Dimensions of Assessment

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Self-assessment / स्व-आकलन

Learners judging their own progress against criteria.

Classroom example: A child uses a simple checklist to review a completed paragraph.

Peer feedback / सहपाठी प्रतिक्रिया

Constructive comments from classmates based on agreed criteria.

Classroom example: Partners suggest one improvement to each other's stories.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 491 • NEW CLASSROOM APPLICATION

Which tool supports reflection after a speaking activity?

A. A hidden score with no explanation

B. A punishment register

C. A simple checklist of what I can do and what I will practise

D. A list of other pupils' marks

Correct answer / सही उत्तर: C. A simple checklist of what I can do and what I will practise

Explanation / व्याख्या

Self-assessment develops awareness of progress and next steps.

MCQ 492 • NEW CLASSROOM APPLICATION

Which portfolio collection best shows writing development?

A. Dated drafts, feedback and revisions
B. Only the highest-scoring page
C. Only the final attendance report
D. Random undated worksheets

Correct answer / सही उत्तर: A. Dated drafts, feedback and revisions

Explanation / व्याख्या

Sequential evidence illustrates growth and response to feedback.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 493 • CORE PRACTICE · FORM 01

Identify the concept described: Learners judging their own progress against criteria.

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध
B. Language diversity / भाषायी विविधता
C. Segmenting / ध्वनि विभाजन
D. Self-assessment / स्व-आकलन

Correct answer / सही उत्तर: D. Self-assessment / स्व-आकलन

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

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MCQ 494 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child uses a simple checklist to review a completed paragraph.

A. Language policy / भाषा नीति

B. Oral fluency / मौखिक प्रवाह

C. Curriculum alignment / पाठ्यचर्या संरेखण

D. Self-assessment / स्व-आकलन

Correct answer / सही उत्तर: D. Self-assessment / स्व-आकलन

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 495 • CORE PRACTICE · FORM 03

Which explanation best defines Self-assessment / स्व-आकलन?

A. Locating a particular detail in a text.

B. Learners judging their own progress against criteria.

C. Ability to notice and manipulate individual sounds in spoken words.

D. Reconstructing a heard or read narrative in one's own words.

Correct answer / सही उत्तर: B. Learners judging their own progress against criteria.

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 496 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Self-assessment / स्व-आकलन?

A. Before a text about trains, pupils describe their own travel experiences.

B. The teacher records when a pupil substitutes a word and analyses the clues used.

C. A child uses a simple checklist to review a completed paragraph.

D. A learner recounts the main events of a story in sequence.

Correct answer / सही उत्तर: C. A child uses a simple checklist to review a completed paragraph.

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 497 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Learners judging their own progress against criteria. (2) Selecting and sequencing activities aligned with intended learning.

A. Lesson planning / पाठ योजना | Self-assessment / स्व-आकलन

B. Shared reading / साझा पठन | Lesson planning / पाठ योजना

C. Self-assessment / स्व-आकलन | Lesson planning / पाठ योजना

D. Self-assessment / स्व-आकलन | Multilingual classroom / बहुभाषी कक्षा

Correct answer / सही उत्तर: C. Self-assessment / स्व-आकलन | Lesson planning / पाठ योजना

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 498 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child uses a simple checklist to review a completed paragraph. (2) Children wait for a partner to finish before responding.

A. Turn-taking / बारी-बारी बोलना | Self-assessment / स्व-आकलन

B. Self-assessment / स्व-आकलन | Reading comprehension / पठन बोध

C. Intensive reading / गहन पठन | Turn-taking / बारी-बारी बोलना

D. Self-assessment / स्व-आकलन | Turn-taking / बारी-बारी बोलना

Correct answer / सही उत्तर: D. Self-assessment / स्व-आकलन | Turn-taking / बारी-बारी बोलना

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

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MCQ 499 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Self-assessment / स्व-आकलन and Segmenting / ध्वनि विभाजन.

A. Learners judging their own progress against criteria. | Practising ideas aloud before a speaking or writing task.

B. Locating a particular detail in a text. | Breaking a spoken word into component sounds.

C. Learners judging their own progress against criteria. | Breaking a spoken word into component sounds.

D. Breaking a spoken word into component sounds. | Learners judging their own progress against criteria.

Correct answer / सही उत्तर: C. Learners judging their own progress against criteria. | Breaking a spoken word into component sounds.

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 500 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Self-assessment / स्व-आकलन and Shared writing / साझा लेखन.

A. Children suggest sentences while the teacher records their ideas. | A child uses a simple checklist to review a completed paragraph.

B. A child uses a simple checklist to review a completed paragraph. | Children suggest sentences while the teacher records their ideas.

C. A child chooses several easy storybooks to read over a month. | Children suggest sentences while the teacher records their ideas.

D. A child uses a simple checklist to review a completed paragraph. | Pupils explore past tense while revising a narrative of yesterday's trip.

Correct answer / सही उत्तर: B. A child uses a simple checklist to review a completed paragraph. | Children suggest sentences while the teacher records their ideas.

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph. Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 501 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Self-assessment / स्व-आकलन / Lesson planning / पाठ योजना)

A. Self-assessment / स्व-आकलन → Learners judging their own progress against criteria.

B. Self-assessment / स्व-आकलन → Selecting and sequencing activities aligned with intended learning.

C. Lesson planning / पाठ योजना → Describing levels of written performance against clear criteria.

D. Writing rubric / लेखन मानदंड तालिका → Reading a shorter text closely for detailed understanding.

Correct answer / सही उत्तर: A. Self-assessment / स्व-आकलन → Learners judging their own progress against criteria.

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

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MCQ 502 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Self-assessment / स्व-आकलन / Lesson planning / पाठ योजना)

A. Lesson planning / पाठ योजना → After hearing instructions, a pupil places objects in the correct order.

B. Listening comprehension / श्रवण बोध → Pupils hear English in songs, stories and classroom instructions.

C. Self-assessment / स्व-आकलन → A child uses a simple checklist to review a completed paragraph.

D. Self-assessment / स्व-आकलन → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

Correct answer / सही उत्तर: C. Self-assessment / स्व-आकलन → A child uses a simple checklist to review a completed paragraph.

Explanation / व्याख्या

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 503 • CORE PRACTICE · FORM 01

Identify the concept described: Constructive comments from classmates based on agreed criteria.

A. Four-block approach / चार ब्लॉक उपागम

B. Second language acquisition / द्वितीय भाषा अर्जन

C. Oral fluency / मौखिक प्रवाह

D. Peer feedback / सहपाठी प्रतिक्रिया

Correct answer / सही उत्तर: D. Peer feedback / सहपाठी प्रतिक्रिया

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 504 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Partners suggest one improvement to each other's stories.

A. Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Curriculum alignment / पाठ्यचर्या संरेखण

D. Language learning outcome / भाषायी अधिगम प्रतिफल

Correct answer / सही उत्तर: B. Peer feedback / सहपाठी प्रतिक्रिया

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 505 • CORE PRACTICE · FORM 03

Which explanation best defines Peer feedback / सहपाठी प्रतिक्रिया?

A. Writing for a meaningful audience and communicative purpose.

B. Reading with accuracy, suitable pace and expression.

C. Constructive comments from classmates based on agreed criteria.

D. Demonstrating writing decisions and processes explicitly.

Correct answer / सही उत्तर: C. Constructive comments from classmates based on agreed criteria.

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 506 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Peer feedback / सहपाठी प्रतिक्रिया?

A. Children wait for a partner to finish before responding.

B. A pupil scans a timetable to find the departure time.

C. The teacher records when a pupil substitutes a word and analyses the clues used.

D. Partners suggest one improvement to each other's stories.

Correct answer / सही उत्तर: D. Partners suggest one improvement to each other's stories.

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 507 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Constructive comments from classmates based on agreed criteria. (2) Managing speaker and listener roles during conversation.

A. Peer feedback / सहपाठी प्रतिक्रिया | Revision / पुनरीक्षण

B. Peer feedback / सहपाठी प्रतिक्रिया | Turn-taking / बारी-बारी बोलना

C. Comprehensible input / बोधगम्य भाषायी सामग्री | Turn-taking / बारी-बारी बोलना

D. Turn-taking / बारी-बारी बोलना | Peer feedback / सहपाठी प्रतिक्रिया

Correct answer / सही उत्तर: B. Peer feedback / सहपाठी प्रतिक्रिया | Turn-taking / बारी-बारी बोलना

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

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MCQ 508 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Partners suggest one improvement to each other's stories. (2) A teacher writes an invitation while explaining choices of words and structure.

A. Modelled writing / आदर्श लेखन | Peer feedback / सहपाठी प्रतिक्रिया

B. Writing rubric / लेखन मानदंड तालिका | Modelled writing / आदर्श लेखन

C. Peer feedback / सहपाठी प्रतिक्रिया | Shared reading / साझा पठन

D. Peer feedback / सहपाठी प्रतिक्रिया | Modelled writing / आदर्श लेखन

Correct answer / सही उत्तर: D. Peer feedback / सहपाठी प्रतिक्रिया | Modelled writing / आदर्श लेखन

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

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MCQ 509 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Peer feedback / सहपाठी प्रतिक्रिया and Extensive reading / विस्तृत पठन.

A. Constructive comments from classmates based on agreed criteria. | Reading a range of texts for general understanding and enjoyment.

B. Reading a range of texts for general understanding and enjoyment. | Constructive comments from classmates based on agreed criteria.

C. Examining deviations in oral reading to understand reading strategies. | Reading a range of texts for general understanding and enjoyment.

D. Constructive comments from classmates based on agreed criteria. | An ordered progression of activities supporting a learning goal.

Correct answer / सही उत्तर: A. Constructive comments from classmates based on agreed criteria. | Reading a range of texts for general understanding and enjoyment.

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 510 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Peer feedback / सहपाठी प्रतिक्रिया and Multilingual classroom / बहुभाषी कक्षा.

A. Partners suggest one improvement to each other's stories. | Children suggest sentences while the teacher records their ideas.

B. A pupil combines /k/, /æ/ and /t/ to read cat. | Pupils compare greetings in their home languages and English.

C. Partners suggest one improvement to each other's stories. | Pupils compare greetings in their home languages and English.

D. Pupils compare greetings in their home languages and English. | Partners suggest one improvement to each other's stories.

Correct answer / सही उत्तर: C. Partners suggest one improvement to each other's stories. | Pupils compare greetings in their home languages and English.

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories. Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 511 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Peer feedback / सहपाठी प्रतिक्रिया / Letter recognition / अक्षर पहचान)

A. Peer feedback / सहपाठी प्रतिक्रिया → Identifying written letters accurately.

B. Letter recognition / अक्षर पहचान → Language that learners can understand with suitable contextual support.

C. Comprehensible input / बोधगम्य भाषायी सामग्री → Locating a particular detail in a text.

D. Peer feedback / सहपाठी प्रतिक्रिया → Constructive comments from classmates based on agreed criteria.

Correct answer / सही उत्तर: D. Peer feedback / सहपाठी प्रतिक्रिया → Constructive comments from classmates based on agreed criteria.

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

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MCQ 512 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Peer feedback / सहपाठी प्रतिक्रिया / Language exposure / भाषा संपर्क)

A. Purposeful writing / उद्देश्यपूर्ण लेखन → A pupil combines /k/, /æ/ and /t/ to read cat.

B. Peer feedback / सहपाठी प्रतिक्रिया → Pupils hear English in songs, stories and classroom instructions.

C. Peer feedback / सहपाठी प्रतिक्रिया → Partners suggest one improvement to each other's stories.

D. Language exposure / भाषा संपर्क→ Children write a notice inviting families to an exhibition.

Correct answer / सही उत्तर: C. Peer feedback / सहपाठी प्रतिक्रिया → Partners suggest one improvement to each other's stories.

Explanation / व्याख्या

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 11.01

Explain Self-assessment / स्व-आकलन and give one classroom example.

Model answer: Learners judging their own progress against criteria. A child uses a simple checklist to review a completed paragraph.

REVISION 11.02

Explain Peer feedback / सहपाठी प्रतिक्रिया and give one classroom example.

Model answer: Constructive comments from classmates based on agreed criteria. Partners suggest one improvement to each other's stories.

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CHAPTER 12 • 12 MCQs • 1 REVISION PROMPTS

Curriculum / curricular alignment

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Curriculum alignment / पाठ्यचर्या संरेखण

Connecting language activities and assessment to intended curricular learning.

Classroom example: A listening activity assesses the stated listening outcome rather than handwriting.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 513 • NEW CLASSROOM APPLICATION

What is an example of misalignment?

A. Using a dialogue for a speaking goal

B. Assessing handwriting when the stated outcome is listening comprehension

C. Using an invitation for a writing goal

D. Using a story for reading comprehension

Correct answer / सही उत्तर: B. Assessing handwriting when the stated outcome is listening comprehension

Explanation / व्याख्या

Assessment evidence must represent the intended learning outcome.

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MCQ 514 • NEW CLASSROOM APPLICATION

Which project integrates listening, speaking, reading and writing?

A. Copy a single word repeatedly

B. Listen without responding or recording

C. Interview a community member, read related texts and write a report

D. Complete only isolated spelling drills

Correct answer / सही उत्तर: C. Interview a community member, read related texts and write a report

Explanation / व्याख्या

Integrated projects connect receptive and productive skills.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 515 • CORE PRACTICE · FORM 01

Identify the concept described: Connecting language activities and assessment to intended curricular learning.

A. Curriculum alignment / पाठ्यचर्या संरेखण

B. Literal comprehension / शाब्दिक बोध

C. Miscue analysis / अपसंकेत विश्लेषण

D. Second language acquisition / द्वितीय भाषा अर्जन

Correct answer / सही उत्तर: A. Curriculum alignment / पाठ्यचर्या संरेखण

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

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MCQ 516 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A listening activity assesses the stated listening outcome rather than handwriting.

A. Curriculum alignment / पाठ्यचर्या संरेखण

B. Contextual grammar / संदर्भगत व्याकरण

C. Shared writing / साझा लेखन

D. Affective support / भावात्मक समर्थन

Correct answer / सही उत्तर: A. Curriculum alignment / पाठ्यचर्या संरेखण

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 517 • CORE PRACTICE · FORM 03

Which explanation best defines Curriculum alignment / पाठ्यचर्या संरेखण?

A. Connecting language activities and assessment to intended curricular learning.

B. Producing connected speech with an appropriate flow.

C. Identifying information explicitly stated in a text.

D. An integrated approach covering oral language, word recognition, reading and writing.

Correct answer / सही उत्तर: A. Connecting language activities and assessment to intended curricular learning.

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 518 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Curriculum alignment / पाठ्यचर्या संरेखण?

A. A listening activity assesses the stated listening outcome rather than handwriting.

B. Pupils follow a spoken sequence of classroom directions.

C. A child uses a simple checklist to review a completed paragraph.

D. Children connect the sound /m/ with the letter m.

Correct answer / सही उत्तर: A. A listening activity assesses the stated listening outcome rather than handwriting.

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

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MCQ 519 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Connecting language activities and assessment to intended curricular learning. (2) Reducing anxiety and building confidence in language learning.

A. Curriculum alignment / पाठ्यचर्या संरेखण | Affective support / भावात्मक समर्थन

B. Reading comprehension / पठन बोध | Affective support / भावात्मक समर्थन

C. Curriculum alignment / पाठ्यचर्या संरेखण | Shared reading / साझा पठन

D. Affective support / भावात्मक समर्थन | Curriculum alignment / पाठ्यचर्या संरेखण

Correct answer / सही उत्तर: A. Curriculum alignment / पाठ्यचर्या संरेखण | Affective support / भावात्मक समर्थन

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting. Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

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MCQ 520 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A listening activity assesses the stated listening outcome rather than handwriting. (2) A child chooses several easy storybooks to read over a month.

A. Curriculum alignment / पाठ्यचर्या संरेखण | Learning sequence / अधिगम क्रम

B. Interaction / अंतःक्रिया | Extensive reading / विस्तृत पठन

C. Extensive reading / विस्तृत पठन | Curriculum alignment / पाठ्यचर्या संरेखण

D. Curriculum alignment / पाठ्यचर्या संरेखण | Extensive reading / विस्तृत पठन

Correct answer / सही उत्तर: D. Curriculum alignment / पाठ्यचर्या संरेखण | Extensive reading / विस्तृत पठन

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 521 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Curriculum alignment / पाठ्यचर्या संरेखण and Literal comprehension / शाब्दिक बोध.

A. Identifying information explicitly stated in a text. | Connecting language activities and assessment to intended curricular learning.

B. A classroom that recognises and uses learners' varied languages. | Identifying information explicitly stated in a text.

C. Connecting language activities and assessment to intended curricular learning. | Identifying information explicitly stated in a text.

D. Connecting language activities and assessment to intended curricular learning. | Demonstrating writing decisions and processes explicitly.

Correct answer / सही उत्तर: C. Connecting language activities and assessment to intended curricular learning. | Identifying information explicitly stated in a text.

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 522 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Curriculum alignment / पाठ्यचर्या संरेखण and Purposeful writing / उद्देश्यपूर्ण लेखन.

A. A listening activity assesses the stated listening outcome rather than handwriting. | A learner gradually uses English to interact in daily classroom situations.

B. A listening activity assesses the stated listening outcome rather than handwriting. | Children write a notice inviting families to an exhibition.

C. After hearing instructions, a pupil places objects in the correct order. | Children write a notice inviting families to an exhibition.

D. Children write a notice inviting families to an exhibition. | A listening activity assesses the stated listening outcome rather than handwriting.

Correct answer / सही उत्तर: B. A listening activity assesses the stated listening outcome rather than handwriting. | Children write a notice inviting families to an exhibition.

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting. Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 523 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Curriculum alignment / पाठ्यचर्या संरेखण / Language exposure / भाषा संपर्क)

A. Curriculum alignment / पाठ्यचर्या संरेखण → Opportunities to encounter meaningful language in use.

B. Curriculum alignment / पाठ्यचर्या संरेखण → Connecting language activities and assessment to intended curricular learning.

C. Language exposure / भाषा संपर्क→ Learning word meanings from meaningful language use.

D. Vocabulary in context / संदर्भ में शब्दावली → Practising speech in a meaningful context.

Correct answer / सही उत्तर: B. Curriculum alignment / पाठ्यचर्या संरेखण → Connecting language activities and assessment to intended curricular learning.

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 524 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Curriculum alignment / पाठ्यचर्या संरेखण / Listening assessment / श्रवण आकलन)

A. Listening assessment / श्रवण आकलन → Pairs act out asking for directions in English.

B. Curriculum alignment / पाठ्यचर्या संरेखण → A listening activity assesses the stated listening outcome rather than handwriting.

C. Curriculum alignment / पाठ्यचर्या संरेखण → Pupils follow a spoken sequence of classroom directions.

D. Situational conversation / परिस्थितिजन्य संवाद → A learner gradually uses English to interact in daily classroom situations.

Correct answer / सही उत्तर: B. Curriculum alignment / पाठ्यचर्या संरेखण → A listening activity assesses the stated listening outcome rather than handwriting.

Explanation / व्याख्या

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 12.01

Explain Curriculum alignment / पाठ्यचर्या संरेखण and give one classroom example.

Model answer: Connecting language activities and assessment to intended curricular learning. A listening activity assesses the stated listening outcome rather than handwriting.