

## REET English Language Top 50 Questions PDF

**Q1. One of the prime targets of environmentalists across the world \_\_\_\_\_ non-biodegradable plastic. Read the given passage and answer the following questions**

**Non-biodegradable plastic is one of the prime targets of environmentalists across the world, but, we, too can make a difference-by spurning that plastic bag for cloth, by buying our aerated water in glass bottles instead of plastic, by demanding glass milk bottles instead of plastic pouches, by using that sheet of paper on both sides, by recycling vegetable waste and tea leaves as manure. The media can also play an enormously significant role in this respect. It is not difficult to make a beginning; it is far more taxing to sustain it. but the payoffs of sparing just a little thought to where our waste goes, promise to make it worthwhile. Sometimes you see, waste can kill.**

- (a) are
- (b) is
- (c) was
- (d) were

**Q2. We should carry a cloth bag \_\_\_\_\_ plastic bag. Read the given passage and answer the following questions**

**Non-biodegradable plastic is one of the prime targets of environmentalists across the world, but, we, too can make a difference-by spurning that plastic bag for cloth, by buying our aerated water in glass bottles instead of plastic, by demanding glass milk bottles instead of plastic pouches, by using that sheet of paper on both sides, by recycling vegetable waste and tea leaves as manure. The media can also play an enormously significant role in this respect. It is not difficult to make a beginning; it is far more taxing to sustain it. but the payoffs of sparing just a little thought to where our waste goes, promise to make it worthwhile. Sometimes you see, waste can kill.**

- (a) despite
- (b) in spite of
- (c) instead of
- (d) as

**Q3. Common man \_\_\_\_\_ media can play a significant role in this respect. Read the given passage and answer the following questions**

**Non-biodegradable plastic is one of the prime targets of environmentalists across the world, but, we, too can make a difference-by spurning that plastic bag for cloth, by buying our aerated water in glass bottles instead of plastic, by demanding glass milk bottles instead of plastic pouches, by using that sheet of paper on both sides, by recycling vegetable waste and tea leaves as manure. The media can also play an enormously significant role in this respect. It is not difficult to make a beginning; it is far more taxing to sustain it. but the payoffs of sparing just a little thought to where our waste goes, promise to make it worthwhile. Sometimes you see, waste can kill.**

- (a) whereas
- (b) but
- (c) as well as
- (d) though

Q4. Vegetable waste and tea leaves \_\_\_\_\_ recycled into manure. Read the given passage and answer the following questions

Non-biodegradable plastic is one of the prime targets of environmentalists across the world, but, we, too can make a difference-by spurning that plastic bag for cloth, by buying our aerated water in glass bottles instead of plastic, by demanding glass milk bottles instead of plastic pouches, by using that sheet of paper on both sides, by recycling vegetable waste and tea leaves as manure. The media can also play an enormously significant role in this respect. It is not difficult to make a beginning; it is far more taxing to sustain it. but the payoffs of sparing just a little thought to where our waste goes, promise to make it worthwhile. Sometimes you see, waste can kill.

- (a) was
- (b) is
- (c) can be
- (d) if

Q5. Small efforts can \_\_\_\_\_ a big difference in reducing plastic waste. Read the given passage and answer the following questions

Non-biodegradable plastic is one of the prime targets of environmentalists across the world, but, we, too can make a difference-by spurning that plastic bag for cloth, by buying our aerated water in glass bottles instead of plastic, by demanding glass milk bottles instead of plastic pouches, by using that sheet of paper on both sides, by recycling vegetable waste and tea leaves as manure. The media can also play an enormously significant role in this respect. It is not difficult to make a beginning; it is far more taxing to sustain it. but the payoffs of sparing just a little thought to where our waste goes, promise to make it worthwhile. Sometimes you see, waste can kill.

- (a) get
- (b) make
- (c) made
- (d) take

Q6. The most suitable title for the passage is Read the given passage and answer the following questions

Non-biodegradable plastic is one of the prime targets of environmentalists across the world, but, we, too can make a difference-by spurning that plastic bag for cloth, by buying our aerated water in glass bottles instead of plastic, by demanding glass milk bottles instead of plastic pouches, by using that sheet of paper on both sides, by recycling vegetable waste and tea leaves as manure. The media can also play an enormously significant role in this respect. It is not difficult to make a beginning; it is far more taxing to sustain it. but the payoffs of sparing just a little thought to where our waste goes, promise to make it worthwhile. Sometimes you see, waste can kill.

- (a) The urban life
- (b) Waste and media
- (c) Waste management
- (d) Pollutants

**Q7. . In order to reduce plastic waste, plastic pouches can be \_\_\_\_\_ by glass milk bottles. Read the given passage and answer the following questions**

**Non-biodegradable plastic is one of the prime targets of environmentalists across the world, but, we, too can make a difference-by spurning that plastic bag for cloth, by buying our aerated water in glass bottles instead of plastic, by demanding glass milk bottles instead of plastic pouches, by using that sheet of paper on both sides, by recycling vegetable waste and tea leaves as manure. The media can also play an enormously significant role in this respect. It is not difficult to make a beginning; it is far more taxing to sustain it. but the payoffs of sparing just a little thought to where our waste goes, promise to make it worthwhile. Sometimes you see, waste can kill.**

- (a) used
- (b) replaced
- (c) stored
- (d) none of these

**Q8. In the lines given below the literary device 'Metaphor' is used in**

- (a) Betty Botter bought some butter.
- (b) As cold as ice.
- (c) A host of golden daffodils.
- (d) It is the east, and Juliet, the sun.

**Q9. A genre of drama based on human suffering and, mainly, the terrible or sorrowful events that befall the main character is known as**

- (a) Tragedy
- (b) Comedy
- (c) Irony
- (d) Autobiography

**Q10. A 'Fable' is an example of**

- (a) Rhyme
- (b) Short story
- (c) Sonnet
- (d) None of these

**Q11. My father \_\_\_\_\_ swim very fast when he was young.**

- (a) can
- (b) may
- (c) could
- (d) must

**Q12. Choose the alternative which best expresses the meaning of the idiom/phrase given below:  
"No Pain No Gain"**

- (a) You have to work for what you want.
- (b) Wait for the right time.
- (c) Take care of your pains.
- (d) Do not harm others.

**Q13. 'To avoid talking about what is important' — the idiom/phrase which best expresses the above meaning is:**

- (a) Hit the sack
- (b) Up in arms
- (c) Beat around the bush
- (d) Sell like hot cakes

**Q14. Choose the correct phonetic transcription for the given word: 'Thin'**

- (a) /ti:/
- (b) /θIn/
- (c) /ən/
- (d) /dei/

**Q15. Which of the following contains the same vowel sound?**

- (a) tell-bell-cell
- (b) know-now-bow
- (c) put-cut-cute
- (d) All of these

**Q16. Find out the word which begins with a different sound from the other given words:**

- (a) High
- (b) Hike
- (c) Hire
- (d) Beat

**Q17. Choose the correct phonetic transcription for the underlined sound of the word: Call**

- (a) /k^M/
- (b) /lɔ:l/
- (c) /kæɪ/
- (d) /kæml/

**Q18. Which statement is not correct about the communicative approach?**

- (a) It is practical in use.
- (b) It is situational, meaningful and self-rewarding.
- (c) It develops the speech ability.
- (d) It is a teacher-centered approach.

**Q19. In the structural approach, the word 'structure' relates to the structure, whereas 'approach' stands for:**

- (a) Going away
- (b) Coming near
- (c) Sincere
- (d) Intelligent

**Q20. The teaching which is needed for the students who are in general backward in studies and fail in one subject:**

- (a) Remedial teaching
- (b) Advance teaching
- (c) Classroom teaching
- (d) None of these

**Q21. The process of finding out the extent to which the desired changes have taken place in the pupils:**

- (a) Online lectures
- (b) Evaluation
- (c) Co-curricular activities
- (d) All of these

**Q22. An important part of any evaluation in which the teacher should prepare a record sheet for each student indicating the different skills to be tested is:**

- (a) Record keeping
- (b) Notice book
- (c) Class teacher diary
- (d) Monthly attendance

**Q23. Which one is not a type of digital portfolio?**

- (a) Developmental
- (b) Reflective
- (c) Representational
- (d) Occupational

**Q24. "Slithery, slidery, scaly old snake." The literary device used in the above line is**

- (a) Simile
- (b) Metaphor
- (c) Alliteration
- (d) Irony

**Q25. The literary device present in the line "I am as quick as a cheetah" is**

- (a) Satire
- (b) Alliteration
- (c) Hyperbole
- (d) Simile

**Q26. "Upon a nice mid-spring day Let's take a look at nature's way Breathe the scent of nice fresh air Feel the breeze within your hair." The rhyme scheme of the above lines is:**

- (a) AABB
- (b) ABAB
- (c) AABA
- (d) ABAA

**Q27. "All the little corn flakes were so excited, They were getting to come out and play." What is personified in the above lines?**

- (a) All
- (b) so excited
- (c) corn flakes
- (d) All of these

**Q28. A mournful poem, typically a lament for the dead, is called**

- (a) Drama
- (b) Comedy
- (c) Sonnet
- (d) Elegy

**Q29. The literary term used for a poem of fourteen lines using any of a number of formal rhyme schemes is**

- (a) Short story
- (b) Sonnet
- (c) Elegy
- (d) Allusion

**Q30. "Who knows why the cold wind blows!" The literary device used in the above line is**

- (a) Personification
- (b) Hyperbole
- (c) Assonance
- (d) None of these

**Q31. I \_\_\_\_\_ swim across the river when I was young.**

- (a) can
- (b) may
- (c) could
- (d) might

**Q32. I thought he \_\_\_\_ be at home.**

- (a) might
- (b) may
- (c) can
- (d) will

**Q33. Prohibition is 'gall and wormwood' to the distiller. Here 'gall and wormwood' means:**

- (a) helpful
- (b) hateful
- (c) hopeful
- (d) wonderful

**Q34. He 'stood his ground' against his adversary. Here 'stood his ground' means:**

- (a) stand still
- (b) did not fall
- (c) maintained his position
- (d) maintained his game

**Q35. Petrarchan Sonnet is also known as:**

- (a) English Sonnet
- (b) Italian Sonnet
- (c) French Sonnet
- (d) Shakespearean Sonnet

**Q36. Plosive consonants are:**

- (a) | p, b, t, d |
- (b) | tʃ, dʒ |
- (c) | m, n, ŋ |
- (d) | f, v, θ, ə |

**Q37. Which is a palatal consonant?**

- (a) | h |
- (b) | θ |
- (c) | j |
- (d) | l |

**Q38. The phonetic symbol for underlined letter in the word 'tile' is :**

- (a) |eɪ|
- (b) |ɔɪ|
- (c) |Aɪ|
- (d) |aɪ|

**Q39. Phonetic transcription for the word 'hang' is :**

- (a) |heɪŋ|
- (b) |hæŋ|
- (c) |heng|
- (d) |həɪŋ|

**Q40. Phonetic transcription for the word 'jester' is :**

- (a) | dʒestə(r) |
- (b) | jestə(r) |
- (c) | dʒeɪstə(r) |
- (d) | je|stə(r) |

**Q41. Which one of these is not related to passive vocabulary?**

- (a) words are recognized.
- (b) words are understood.
- (c) words are often used in speaking and writing.
- (d) words are never used in speaking and writing.

**Q42. Motivation is a process of:**

- (a) arousing interest
- (b) maintaining interest
- (c) controlling interest
- (d) all of these

**Q43. Communicative approach to English teaching means:**

- (a) Informal approach
- (b) Group competence
- (c) Communicative competence
- (d) Communicative appearance

**Q44. How many components are essential in the process of communication?**

- (a) 3
- (b) 2
- (c) 4
- (d) 5

**Q45. The communicative approach in teaching of English has been practiced and developed in:**

- (a) India and England
- (b) Indonesia and Japan
- (c) England and America
- (d) China and Japan

**Q46. Multilingualism in the classroom can be used to: (Choose the irrelevant option)**

- (a) teach all subjects
- (b) teach about diverse cultural groups
- (c) teach only languages
- (d) teach the lesson of equality between cultures

**Q47. Which one of these is not a part of remedial teaching?**

- (a) Teaching afresh what has not been taught earlier.
- (b) Teaching afresh what has been taught earlier.
- (c) Suspending the part of learning the new items.
- (d) Preference to reinforced practice of forgotten parts introduced earlier.



**Q48. Which one of these is not a challenge of teaching English?**

- (a) Determining the goal of language teaching.
- (b) Several methods in language teaching.
- (c) Large class size.
- (d) None.

**Q49. Written Tests and Examinations are not meant to test:**

- (a) Vocabulary
- (b) Translation
- (c) Pronunciation
- (d) Composition

**Q50. The concept of evaluation was introduced by:**

- (a) Dr. West
- (b) B.S. Bloom
- (c) Thompson
- (d) Wyatt

**Q51. "In Saxon strength that abbey frowned."**

**Which figure of speech is used in the above line?**

- (a) Metaphor
- (b) Simile
- (c) Personification
- (d) Epigram

## Solutions

**S1. Ans.(b)**

**Sol.** The subject in the sentence is "one," which is singular, and therefore, the verb must agree in number. Among the given options, "**is**" is the correct singular verb to use. The phrase "non-biodegradable plastic" is the object of the sentence, and it does not affect the verb form.

Singular subjects such as "one" always require singular verbs.

Plural options like "**are**" or past tense forms like "**was**" and "**were**" do not fit the context of the sentence.

**S2. Ans.(c)**

**Sol.** The correct phrase is "**instead of**", which implies substituting one thing for another. In the sentence, using cloth bags is recommended as an alternative to plastic bags.

"**Despite**" and "**inspite of**" indicate contrast and do not fit the meaning here.

"**As**" does not convey substitution or preference and is therefore incorrect.

**S3. Ans.(c)**

**Sol.** The conjunction "**as well as**" is used to connect two entities (common man and media) performing similar functions. It emphasizes collaboration between both groups in addressing the issue.

"**Whereas**" indicates a contrast and is not appropriate here.

"**But**" suggests opposition, which is not the intent.

"**Though**" introduces a concession and does not match the sentence's meaning.

**S4. Ans.(c)**

**Sol.** The correct choice is “**can be**”, which expresses the possibility or ability to recycle waste into manure.

“**Was**” and “**is**” are in the wrong tense or do not match the intended meaning.

“**If**” introduces a conditional clause and is grammatically incorrect in this context.

**S5. Ans.(b)**

**Sol.** The phrase “**make a difference**” is a commonly used idiom that means to create a positive or significant impact. It fits the context of the sentence, which talks about contributing to waste reduction.

“**Get**” and “**take**” do not align with the idiomatic expression.

“**Made**” is in the past tense and incorrect with “**can.**”

**S6. Ans.(c)**

**Sol.** The passage focuses on managing waste, reducing plastic use, and recycling, making “**Waste management**” the best title.

“**The urban life**” is irrelevant to the discussion.

“**Waste and media**” is partially correct but not comprehensive enough.

“**Pollutants**” is too broad and does not encapsulate the passage's main idea.

**S7. Ans.(b)**

**Sol.** The correct word is “**replaced**”, which means to substitute plastic pouches with glass bottles. This aligns with the idea of reducing plastic waste by opting for sustainable alternatives.

“**Used**” and “**stored**” are irrelevant to the context of substitution.

**S8. Ans.(d)**

**Sol.** A **metaphor** is a figure of speech that makes a direct comparison between two unrelated things without using “like” or “as.” In the line “**It is the east, and Juliet, the sun,**” Juliet is directly compared to the sun, symbolizing her beauty and radiance. This line is from **Shakespeare's "Romeo and Juliet."**

**Information Booster:**

1. A metaphor implies that one thing **is** another, enhancing imagery.
2. Unlike similes, metaphors do not use “like” or “as.”
3. Metaphors add **depth and symbolic meaning** to literature.
4. Example: “**The world is a stage**” (Shakespeare).
5. Metaphors help convey **abstract ideas vividly**.

**Additional Knowledge:**

**(a) Betty Botter bought some butter – Alliteration**

Alliteration is the repetition of initial consonant sounds in closely placed words. Here, the repetition of the “B” sound creates rhythm and musicality, commonly used in tongue twisters and poetry to enhance memorability.

**(b) As cold as ice – Simile**

A simile directly compares two different things using “like” or “as.” Here, the coldness is compared to ice, emphasizing the extreme nature of the cold by drawing a vivid and relatable comparison.

**(c) A host of golden daffodils – Metaphor**

A metaphor directly compares two unrelated things without using “like” or “as.” In this line, daffodils are metaphorically described as a “host,” suggesting their multitude and grace, evoking a vivid mental image.

**S9. Ans.(a)**

**Sol.** A **tragedy** is a genre of drama that focuses on human suffering, often leading to the downfall or death of the protagonist. Classic examples include Shakespearean plays like "**Hamlet**" and "**Macbeth**." The main character usually faces a tragic flaw or fate.

**Information Booster:**

1. Tragedy evokes **pity and fear** in the audience.
2. Central to tragedies is the **tragic hero** with a flaw (hamartia).
3. Often concludes with **catastrophic consequences**.
4. Famous tragedians: **Sophocles, Shakespeare, Arthur Miller**.
5. Aristotle's "Poetics" outlines key elements of tragedy.

**Additional Knowledge:****(b) Comedy**

Comedy is a literary genre or performance intended to entertain through humor. It often highlights human flaws or societal issues in a light-hearted way, aiming to provoke laughter and provide amusement, while sometimes offering subtle social critique.

**(c) Irony**

Irony is a figure of speech where the intended meaning contrasts with the literal meaning. Types include verbal irony (saying the opposite of what one means), situational irony (unexpected outcomes), and dramatic irony (audience knowing more than characters).

**(d) Autobiography**

An autobiography is a self-written account of one's life. The author narrates personal experiences, challenges, and achievements, offering insights into their thoughts and emotions, usually written in the first person to create a personal connection with readers.

**S10. Ans.(b)**

**Sol.** A **fable** is a type of **short story** that typically features animals as characters and conveys a moral lesson. Famous examples are **Aesop's Fables**, such as "**The Tortoise and the Hare**."

**Information Booster:**

1. Fables often use **animals** with human traits.
2. Each fable ends with a **moral lesson**.
3. They are used to teach **ethical principles**.
4. Fables are short, making them accessible for children.
5. Common fable writers: **Aesop, Jean de La Fontaine**.

**Additional Knowledge****(a) Rhyme**

Rhyme is the repetition of similar sounding words at the end of lines in poetry. It creates rhythm, musicality, and enhances memorability. Examples include "cat" and "hat." Common rhyme schemes include AA BB and ABAB.

**(c) Sonnet**

A sonnet is a 14-line poem typically written in iambic pentameter. It follows a structured rhyme scheme, such as ABAB CDCD EFEF GG (Shakespearean). Sonnets often explore themes of love, beauty, and mortality.

**S11. Ans.(c)**

**Sol.** The correct word to use here is “**could**,” as it refers to an ability in the past. “**Can**” is used for present ability, while “**could**” is used for abilities in the past.

**Information Booster:**

1. **Can:** Present ability (e.g., He **can** swim well).
2. **Could:** Past ability (e.g., She **could** sing beautifully).
3. **May:** Used for permission or possibility.
4. **Must:** Indicates obligation or necessity.
5. Understanding these modal verbs helps with correct tense usage.

**S12. Ans.(a)**

**Sol.** The idiom “**No Pain No Gain**” means that you need to work hard and sometimes endure discomfort or challenges to achieve success. The phrase emphasizes that worthwhile achievements require effort and dedication. Therefore, the option (a) “**You have to work for what you want**” correctly expresses this meaning.

**S13. Ans.(c)**

**Sol.** The idiom “**Beat around the bush**” means to avoid discussing the main topic or issue directly. It refers to someone talking about unrelated or less important things instead of addressing the key point. Therefore, option (c) “**Beat around the bush**” is the correct answer.

**Information Booster:**

1. This idiom is often used in situations involving sensitive topics.
2. “Beating around the bush” is typically seen as ineffective communication.
3. Being direct helps to solve problems faster and avoid misunderstandings.
4. The opposite of this phrase is “cut to the chase.”
5. In professional settings, clear and direct communication is highly valued.
6. This idiom is used to advise someone to get to the point.

**Information Booster:**

Hit the sack: Means to go to bed or sleep.

Up in arms: Refers to being very upset or angry about something.

Sell like hot cakes: Describes something that sells quickly and in large quantities.

**S14. Ans.(b)**

**Sol.** The correct phonetic transcription of the word “**Thin**” is /θɪn/. The symbol /θ/ represents the voiceless dental fricative sound found in the word “thin.” Therefore, option (b) is the correct answer.

Phonetic transcriptions use symbols to represent the sounds of words accurately. In this case:

/θ/ represents the ‘th’ sound in “thin.”

/ɪ/ represents the short ‘i’ sound.

The correct phonetic breakdown for “thin” is /θɪn/.

**Information Booster:**

1. The International Phonetic Alphabet (IPA) helps in accurate pronunciation.
2. /θ/ is a sound found in words like “think,” “thank,” and “bath.”
3. The IPA symbol /ɪ/ represents the short ‘i’ as in “sit” or “fit.”
4. Correct phonetic transcriptions enhance language learning and pronunciation.

**S15. Ans.(a)**

**Sol.** The words “tell,” “bell,” and “cell” all contain the same vowel sound /e/. Therefore, option (a) is the correct answer.

Here, all the words share the short /e/ sound, as in “bed” or “pen.” The other options contain words with differing vowel sounds.

**Information Booster:**

1. Vowel sounds are critical for accurate pronunciation.
2. Homophones and similar vowel sounds can cause confusion.
3. Practicing minimal pairs helps in distinguishing similar sounds.

**S16. Ans.(d)**

**Sol.** The words “High,” “Hike,” and “Hire” all begin with the sound /h/, which is a voiceless glottal fricative. The word “Beat” starts with the sound /b/, which is a voiced bilabial plosive. Therefore, option (d) is the correct answer.

**High:** /haɪ/

**Hike:** /haɪk/

**Hire:** /haɪər/

**Beat:** /bi:t/

The first three words have the /h/ sound, whereas “Beat” has a completely different initial sound, /b/.

**Information Booster:**

1. /h/ is a voiceless glottal fricative sound.
2. /b/ is a voiced bilabial plosive sound.
3. Minimal pairs like “hat” and “bat” help distinguish between these sounds.
4. In English, /h/ is always voiceless.
5. **H** sounds are aspirated, while **B** sounds are not.

**S17. Ans.(b)**

**Sol.** The correct phonetic transcription of the word “Call” is /kɔ:l/. The underlined vowel sound is /ɔ:/, representing the long ‘o’ sound found in “call.” Therefore, option (b) is the correct answer.

The /ɔ:/ sound is common in words like “call,” “fall,” and “wall.”

Incorrect options:

/k^M/ – Incorrect phonetic representation.

/kæɪ/ – Represents the vowel sound in “cal” (short ‘a’ sound).

/kæml/ – Incorrect representation of the word “call.”

**Information Booster:**

1. The IPA symbol /ɔ:/ represents the long ‘o’ sound.
2. This sound is common in varieties of British English.
3. American English often uses a different vowel sound for “call.”
4. Practicing phonetic transcriptions improves pronunciation.
5. Correct transcription helps avoid miscommunication.

**S18. Ans.(d)**

**Sol.** The communicative approach is **not** a teacher-centered approach; it is a **learner-centered approach**. Therefore, option **(d)** is the correct answer. The communicative approach focuses on improving communication skills through interactive and practical activities. It emphasizes real-life contexts, making learning meaningful and enjoyable. It encourages students to participate actively rather than relying solely on the teacher.

**Information Booster:**

1. The communicative approach was developed in the 1970s.
2. It prioritizes functional language use over rote learning.
3. Role-plays, group discussions, and real-life simulations are common techniques.
4. It focuses on fluency over accuracy.
5. This approach helps students gain confidence in real communication.

**S19. Ans.(b)**

**Sol.** In the context of the structural approach, the word “approach” stands for “**coming near**” or a method of dealing with language learning. Therefore, option **(b)** is the correct answer. The structural approach involves learning the structures or patterns of the language. The approach focuses on systematically “coming near” or progressing towards mastering the language by understanding sentence structures.

**Information Booster:**

1. The structural approach focuses on grammatical patterns.
2. Developed by British linguists in the early 20th century.
3. Commonly used in language teaching for clear grammatical understanding.
4. Structures are taught progressively, from simple to complex.
5. The approach relies on repetition and practice of sentence patterns.

**S20. Ans.(a)**

**Sol. Remedial teaching** refers to specialized teaching designed to help students who are lagging behind their peers in academic performance. This approach identifies specific learning difficulties and applies targeted interventions to improve student understanding and achievement. The purpose is to fill the knowledge gaps, address weaknesses, and prevent students from falling further behind.

**Information Booster:**

1. **Remedial teaching** targets specific problem areas and assists struggling students.
2. It often employs **one-to-one instruction** or small group settings.
3. Teachers use diagnostic tools to understand the **root cause** of academic difficulties.
4. It incorporates **multisensory methods** like visual, auditory, and kinesthetic activities.
5. The aim is to **close learning gaps** and build foundational skills.

**Additional Knowledge:**

**(b) Advance Teaching:** Targets gifted or high-performing students who need challenges beyond regular instruction. It includes enrichment activities, advanced assignments, and acceleration programs.

**(c) Classroom Teaching:** Refers to the standard instructional process where lessons are taught to all students collectively. This method follows the general curriculum without significant differentiation.

**(d) None of These:** If none of the teaching strategies are suitable for addressing student weaknesses, alternative instructional methods may be explored.

**S21. Ans.(b)**

**Sol. Evaluation** is the systematic process of determining the extent to which educational goals and learning outcomes have been achieved by students. It involves collecting and analyzing information to improve teaching effectiveness and learning experiences.

**Information Booster:**

1. Evaluation helps in measuring **learning outcomes** effectively.
2. It provides insights into **student performance** and areas needing improvement.
3. Types include **formative, summative, and diagnostic** evaluations.
4. Evaluation is essential for **curriculum improvement** and teaching effectiveness.
5. It supports teachers in making **data-driven decisions** about instruction.

**S22. Ans.(a)**

**Sol. Record keeping** involves systematically maintaining data related to student performance, attendance, behavior, and skills. This helps teachers track progress, identify learning needs, and make informed decisions about instructional strategies.

**Information Booster:**

1. Record keeping ensures **organized tracking** of student progress.
2. It supports **personalized learning plans** for students.
3. Helps in identifying **learning gaps** early.
4. Provides **evidence-based feedback** to students and parents.
5. Assists in creating **progress reports** and portfolios.

**Additional Knowledge:****(b) Notice Book**

A **Notice Book** records important announcements, instructions, or updates for students or staff. It ensures everyone stays informed about school activities, events, deadlines, or changes in schedules, promoting clear communication and organization within the school.

**(c) Class Teacher Diary**

The **Class Teacher Diary** is a record-keeping tool where teachers note daily activities, lesson plans, student performance, behavior, and important observations. It helps in managing classroom progress, tracking student development, and maintaining communication with school administration.

**(d) Monthly Attendance**

**Monthly Attendance** tracks the number of days each student attends school within a month. It helps monitor punctuality, identify absenteeism patterns, and ensure compliance with attendance policies, contributing to maintaining discipline and academic consistency.

**S23. Ans.(d)**

**Sol.** The correct answer is **(d) Occupational**. The term "occupational" is not considered a standard type of digital portfolio. Digital portfolios are primarily classified into three main types: **developmental, reflective, and representational**. Each of these types serves different purposes in assessing growth, reflecting on learning, and showcasing skills and achievements.

**Developmental Portfolios:** These are used to demonstrate progress over time. They include drafts, feedback, and revisions to show a learner's development process. They help in tracking growth and learning outcomes.

**Reflective Portfolios:** These focus on self-assessment and critical thinking. Learners or professionals use reflective portfolios to document not just what they learned, but also *how* they learned it and how their thought processes evolved.

**Representational Portfolios:** These showcase the best work or most representative examples of a person's skills and achievements. They are often used for job applications or professional advancement. The term "**occupational**" does not fit into the framework of digital portfolios because it implies a broader career context rather than a specific collection of learning artifacts or reflections. Though portfolios can serve occupational purposes (e.g., job applications), "occupational" is not a recognized category of portfolio type.

**S24. Ans.(c)**

**Sol.** The literary device used in this line is **alliteration**, as there is a repetition of the initial consonant sound "s" in "slithery, slidery, scaly."

**Alliteration** is the repetition of consonant sounds at the beginning of words in close succession. It is not a **simile** or **metaphor**, as no comparison is made.

**Irony** is unrelated to the context here.

**S25. Ans.(d)**

**Sol.** The correct answer is **simile** because the comparison between the speaker and a cheetah is explicitly made using the word "as."

A **simile** uses "like" or "as" to compare two different things.

**Hyperbole** involves exaggeration, which is not evident here.

**Satire** is used for criticism, and **alliteration** is unrelated to this context.

**S26. Ans.(a)**

**Sol.** The rhyme scheme of the stanza is **AABB**, as the first and second lines rhyme (day/way), and the third and fourth lines rhyme (air/hair).

In **AABB**, each pair of consecutive lines rhymes, which matches the pattern here.

**ABAB** alternates rhymes, which is not evident here.

**AABA** and **ABAA** do not fit the rhyme structure.

**S27. Ans.(c)**

**Sol.** **Corn flakes** are personified in this line as they are given human qualities such as being "so excited" and "coming out to play."

**Personification** involves attributing human characteristics to non-human objects.

Options like "**so excited**" describe the state of corn flakes but are not the subject being personified.

**All** or **all of these** do not correctly identify the subject of personification.

**S28. Ans.(d)**

**Sol.** The correct answer is **Elegy**, which is a poetic form used to express grief or sorrow, especially for someone who has passed away.

**Drama** is a genre of literature meant for performance, not a lament.

**Comedy** is a humorous or entertaining genre.

**Sonnet** is a 14-line poem, not specifically related to mourning.



**S29. Ans.(b)**

**Sol.** The correct answer is **Sonnet**, which is a structured 14-line poem typically written in iambic pentameter, using formal rhyme schemes like Shakespearean or Petrarchan.

**Information Booster:**

Petrarchan Sonnet: Octave (abbaabba) + Sestet (varied rhyme schemes).

Shakespearean Sonnet: Three quatrains (abab cdcd efef) + Couplet (gg).

Notable Sonnets:

"Shall I Compare Thee to a Summer's Day?" by Shakespeare.

"On His Blindness" by John Milton.

**Additional Knowledge:**

Short story: A brief narrative, often fictional, with a focus on a singular theme or event.

Elegy: A mournful poem, often written to lament the deceased.

Allusion: A reference to another text, event, or figure without explicit mention

**S30. Ans.(c)**

**Sol.** The correct answer is **Assonance**, which refers to the repetition of vowel sounds in closely placed words. In this line, the long "o" sound in "who," "knows," and "blows" creates assonance.

**Personification** attributes human qualities to non-human objects, which is not evident here.

**Hyperbole** is exaggeration, and the line does not show this.

**S31. Ans.(c)**

**Sol.** The correct answer is "**could**" because it is used to express past ability. "Can" is used for present ability, whereas "could" refers to an ability that existed in the past.

**Information Booster:**

"**Can**": Used for present or future ability (e.g., "She can play the guitar").

"**May**": Used for permission or possibility (e.g., "You may leave early" or "It may rain").

"**Could**": Used for past ability, polite requests, or hypothetical situations (e.g., "When I was a child, I could climb trees").

"**Might**": Expresses possibility but with more uncertainty than "may" (e.g., "He might come to the party").

**S32. Ans.(a)**

**Sol.** The correct answer is "**might**" because it expresses a possibility in an uncertain manner, which fits the past thought process. "May" is used for present or future possibilities, while "might" is more appropriate in a past context.

**Information Booster:**

"**Might**": Used for uncertain possibilities in present and past (e.g., "She might go to the party" or "I thought he might be there").

"**May**": Used for present/future probability (e.g., "He may arrive late").

"**Can**": Denotes ability rather than possibility (e.g., "She can drive").

"**Will**": Expresses certainty or future actions (e.g., "He will be here soon").

### S33. Ans.(b)

**Sol.** The phrase '**gall and wormwood**' refers to something extremely **bitter, unpleasant, or hateful**. In this sentence, it signifies that prohibition (the ban on alcohol) is deeply **resented** by distillers, as it negatively affects their business. "Gall" (a bitter substance) and "wormwood" (a bitter plant) both symbolize **intense bitterness or dislike**.

#### Information Booster:

1. '**Gall and wormwood**' is a metaphor for extreme resentment or hatred.
2. The phrase originates from the Bible, where gall and wormwood represent suffering.
3. "Gall" refers to bile, associated with bitterness.
4. "Wormwood" is a bitter-tasting herb, often linked to sorrow.
5. The phrase is often used to describe **deep-seated enmity** or **intense dislike**.

#### Additional Knowledge:

**"Helpful" (a):** Means providing assistance or support. This does not fit the context as prohibition is harmful to distillers.

**"Hopeful" (c):** Means full of hope or optimism, which is the opposite of the intended meaning.

**"Wonderful" (d):** Means excellent or amazing, which is also incorrect in this context.

### S34. Ans.(c)

**Sol.** The idiom '**stood his ground**' means **refusing to retreat or back down in the face of opposition**. It implies firmness and determination in a conflict, whether physical, verbal, or ideological. In the given sentence, it means the person did not give up their stance against an opponent.

#### Information Booster:

1. "**Stand one's ground**" means to **refuse to give in** despite pressure.
2. The phrase is commonly used in **legal and military contexts**.
3. It is often associated with **self-defense laws** in certain countries.
4. It can be used metaphorically in debates or arguments.
5. The phrase originates from battle terminology, where soldiers were instructed to hold their positions.

#### Additional Knowledge:

**"Stand still" (a):** Means not moving, but it does not imply resistance or determination.

**"Did not fall" (b):** Implies physical stability but does not fully convey the meaning of resistance.

**"Maintained his game" (d):** Incorrect, as it relates to playing a game rather than resisting an adversary.

### S35. Ans.(b)

**Sol.** The **Petrarchan Sonnet** is also called the **Italian Sonnet** because it was introduced by the Italian poet **Francesco Petrarch** in the 14th century. It consists of **14 lines** divided into an **octave (8 lines)** with an **ABBAABBA** rhyme scheme, followed by a **sestet (6 lines)** with varying rhyme patterns, such as **CDECDE or CDCDCD**. Unlike the **Shakespearean Sonnet**, which has a final couplet, the Petrarchan Sonnet does not have one.

#### Information Booster:

1. The Petrarchan Sonnet follows an **octave-sestet structure**.
2. The **octave** presents a problem, while the **sestet** provides a resolution.
3. It does not contain a rhyming couplet, unlike the Shakespearean Sonnet.
4. The most famous Petrarchan sonnets were written in Italian.
5. **John Milton and William Wordsworth** also used the Petrarchan style.

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**Additional Knowledge:**

**English Sonnet (a):** Known as the **Shakespearean Sonnet**, it consists of **three quatrains and a final couplet** (ABAB CDCD EFEF GG).

**French Sonnet (c):** No specific form called a "French Sonnet" exists; however, France had its poetic traditions like **Alexandrine verses**.

**Shakespearean Sonnet (d):** Uses a different rhyme scheme ( **ABAB CDCD EFEF GG**) and focuses on love, nature, and human experience.

**S36. Ans.(a)**

**Sol. Plosive consonants** (also called **stops**) are sounds produced by **completely blocking the airflow** in the vocal tract and then **suddenly releasing it**. In English, the primary plosive consonants are **/p, b, t, d, k, g/**. These are classified into **voiced** (/b, d, g/) and **voiceless** (/p, t, k/) plosives.

**Information Booster:**

1. **Plosives involve a build-up of air pressure followed by a sudden release.**
2. **Voiced plosives:** /b, d, g/ (vocal cords vibrate).
3. **Voiceless plosives:** /p, t, k/ (no vocal cord vibration).
4. These sounds occur at different **places of articulation** (bilabial, alveolar, velar).
5. They are different from **fricatives, affricates, and nasals**, which do not involve a complete stoppage of airflow.

**Additional Knowledge:**

**(b) | tʃ, dʒ |** → Incorrect, as these are **affricates**, which combine a stop with a fricative (e.g., /tʃ/ in "chop" and /dʒ/ in "judge").

**(c) | m, n, ŋ |** → Incorrect, as these are **nasals**, produced by directing air through the nose (e.g., /m/ in "man").

**(d) | f, v, θ, ə |** → Incorrect, as these are **fricatives**, which involve a continuous flow of air (e.g., /f/ in "fish" and /v/ in "van").

**S37. Ans.(c)**

**Sol. Palatal consonants** are sounds produced by raising the **tongue to the hard palate** (the roof of the mouth). In English, the primary palatal sound is **/j/** (as in "yes"). It is a **semi-vowel** or **glide**, produced with minimal obstruction.

**Information Booster:**

1. **Palatal consonants involve contact with the hard palate.**
2. The main palatal sound in English is **/j/** (as in "yellow").
3. Some languages have additional palatal sounds (e.g., /ç/ in German "ich").
4. The English **"ch" (/tʃ/)** and **"sh" (/ʃ/)** sounds are **post-alveolar, not strictly palatal**.
5. Palatalization is a common phonetic process where sounds shift closer to the hard palate.

**Additional Knowledge:**

**(a) | h |** → Incorrect, as **/h/** is a **glottal** sound, produced at the vocal cords.

**(b) | θ |** → Incorrect, as **/θ/** is a **dental** sound (as in "thin"), made with the tongue against the teeth.

**(d) | l |** → Incorrect, as **/l/** is an **alveolar lateral** sound, made by placing the tongue on the alveolar ridge.

**S38. Ans.(d)**

**Sol.** The correct phonetic symbol for the underlined letter in the word *tile* is |aɪ|. The word *tile* is phonetically transcribed as |taɪl|, where the vowel sound *i* in *tile* is represented by the diphthong |aɪ|, commonly found in words like *time*, *fly*, and *height*.

**Information Booster:**

**Diphthongs** are vowel sounds that glide from one position to another within the same syllable.

|aɪ| appears in words like *kite*, *ride*, and *high*.

|eɪ| appears in words like *face*, *day*, and *play*.

|ɔɪ| appears in words like *boy*, *coin*, and *toy*.

The International Phonetic Alphabet (IPA) helps in accurate pronunciation across languages.

**S39. Ans.(b)**

**Sol.** The phonetic transcription for *hang* is |hæŋ|. The vowel |æ| represents the short *a* sound, similar to the pronunciation in words like *cat* and *bat*, while |ŋ| represents the nasal *ng* sound.

**Information Booster:**

The |ŋ| sound is a velar nasal, produced at the back of the mouth.

Words like *long*, *song*, and *ring* also have |ŋ|.

The vowel |æ| appears in *man*, *hat*, and *sand*.

The word *hang* does not contain a diphthong, making options (a) and (d) incorrect.

The IPA transcription removes confusion about silent letters or blended sounds.

**S40. Ans.(a)**

**Sol.** The correct phonetic transcription for *jester* is |dʒestə(r)|. The symbol |dʒ| represents the *j* sound in *joke* and *judge*, and |ə| represents the schwa sound, which is unstressed in the second syllable.

**Information Booster:**

|dʒ| is an affricate, a combination of a stop and fricative, found in words like *judge* and *jam*.

The |ə| or *schwa* is the most common vowel sound in English.

|r| appears in the transcription but is silent in non-rhotic accents (like British English).

Incorrect options either miss the affricate sound or misrepresent the vowel sounds.

Proper phonetic transcription ensures clarity in pronunciation for learners of English.

**S41. Ans.(c)**

**Sol.** Passive vocabulary includes words that a person can recognize and understand but does not frequently use in speaking or writing. These words are stored in memory and can be comprehended when encountered in reading or listening. However, active vocabulary consists of words that are regularly used in both speech and writing. Since option (c) refers to frequent usage, it does not belong to passive vocabulary.

**Information Booster:**

Passive vocabulary is larger than active vocabulary.

Passive vocabulary is crucial for reading comprehension.

Active vocabulary develops through speaking and writing practice.

Contextual exposure helps in converting passive vocabulary into active vocabulary.

**Additional Knowledge:**

**(a) words are recognized** – Passive vocabulary includes words that are identified when read or heard.

**(b) words are understood** – Understanding meaning is a characteristic of passive vocabulary.

**(d) words are never used in speaking and writing** – Some passive words may never transition into active vocabulary.

**S42. Ans.(d)**

**Sol.** Motivation plays a crucial role in learning and development by arousing interest, sustaining it over time, and directing it toward achieving a goal. It helps learners stay engaged, fosters a positive learning environment, and ensures continued effort in learning tasks. Since motivation involves all these aspects, option (d) is correct.

**Information Booster:**

Motivation can be intrinsic (internal drive) or extrinsic (external rewards).

It influences academic achievement and performance.

Teachers use motivational strategies to enhance learning.

A lack of motivation can lead to disengagement and poor performance.

**Additional Knowledge:**

**(a) arousing interest** – The initial phase where curiosity and enthusiasm are generated.

**(b) maintaining interest** – Ensuring continuous engagement in a task.

**(c) controlling interest** – Directing interest toward productive and meaningful learning.

**S43. Ans.(c)**

**Sol.** The communicative approach to English teaching emphasizes developing **communicative competence**, meaning the ability to use language effectively and appropriately in various social contexts. It focuses on real-life communication, interactive activities, and functional language use rather than rigid grammar rules or rote learning.

**Information Booster:**

Encourages fluency over grammatical accuracy.

Uses real-life communication tasks like role plays and discussions.

Prioritizes learner and active participation.

**S44. Ans.(c)**

**Sol.** The essential components of communication are:

1. **Sender** – The source of the message.
2. **Message** – The information being communicated.
3. **Channel** – The medium through which the message is transmitted.
4. **Receiver** – The person or group that interprets the message.

Some models also include **Feedback** as a fifth element, but the basic communication process consists of these four key components.

**Information Booster:**

Communication requires **encoding (sender)** and **decoding (receiver)** for clarity.

The **channel** can be verbal, written, or digital.

**Noise** affects the clarity of communication.

**Context** influences the interpretation of messages.

**Barriers** like cultural or language differences can cause miscommunication.

S45. Ans.(c)

**Sol.** The **communicative approach** in English language teaching was developed primarily in **England and America** during the 1970s. It was introduced as a response to traditional grammar-based methods, emphasizing language use in real-life contexts. The approach promotes **fluency, interaction, and practical communication skills** rather than mere grammatical accuracy.

**Information Booster:**

Focuses on **interaction and real-world communication**.

Uses activities like **role plays, discussions, and simulations**.

Encourages **error tolerance** for better fluency development.

Emphasizes **listening and speaking skills over rote memorization**.

**Additional Knowledge:**

**(a) India and England** – While India follows communicative methods, the approach originated in the West.

**(b) Indonesia and Japan** – These countries adopted the approach later but did not develop it.

**(d) China and Japan** – These nations implemented the approach later.

S46. Ans.(c)

**Sol.** **Multilingualism** refers to the presence and use of multiple languages in the classroom. It is beneficial for teaching all subjects, promoting **cultural awareness, inclusivity, and cognitive flexibility**. However, **it is not restricted to language learning alone**—subjects like science, math, and social studies can also be taught using multilingual approaches. Therefore, option **(c)** is irrelevant.

**Information Booster:**

Encourages **critical thinking and problem-solving skills**.

Supports **students from diverse linguistic backgrounds**.

Helps in **preserving cultural identities and traditions**.

Strengthens **cognitive abilities, leading to better learning outcomes**.

**Additional Knowledge:**

**(a) teach all subjects** – Correct; multilingualism aids in teaching all subjects.

**(b) teach about diverse cultural groups** – Promotes understanding and respect for diversity.

**(d) teach the lesson of equality between cultures** – Encourages inclusivity and respect.

S47. Ans.(a)

**Sol.** Remedial teaching focuses on **reinforcing and revisiting previously taught concepts** to help students who struggle with understanding. It does **not involve teaching entirely new content** that was never introduced before. Instead, it aims to improve comprehension of **already-taught material** through various instructional strategies.

Since **option (a)** suggests introducing **new topics** instead of **revisiting previously taught ones**, it is **not** part of remedial teaching.

**Information Booster:**

**Remedial teaching is student-centered**, focusing on individual needs.

It **helps students overcome learning difficulties** by revising weak areas.

**Teachers use repetition, practice, and reinforcement techniques**.

It involves **diagnostic assessments** to identify learning gaps.

**Motivation and encouragement** are key in remedial teaching.

It is **not the same as special education**, which deals with disabilities.

**Additional Knowledge:**

(B) **Teaching afresh what has been taught earlier** – This is a core aspect of remedial teaching. If students struggle with understanding a concept, it is retaught using different strategies.

(C) **Suspending the part of learning the new items** – In remedial teaching, sometimes the introduction of new content is paused temporarily to **strengthen weaker concepts first**. This helps students grasp new information better later.

(D) **Preference to reinforced practice of forgotten parts introduced earlier** – One of the main goals of remedial teaching is to **reinforce previously learned but forgotten material** through additional practice and revision.

**S48. Ans.(d)**

**Sol.** English language teaching presents several challenges, including **goal-setting, selecting appropriate teaching methods, and managing large class sizes**. Since all the listed options represent real challenges, **option (d) ("None") is incorrect, as challenges do exist.**

**Information Booster:**

English teaching requires **clear learning objectives**.

**Diverse methods** (e.g., communicative approach, grammar-translation) make selection difficult.

**Large class sizes** affect student engagement and individual attention.

**Language barriers** and diverse backgrounds impact comprehension.

**Additional Knowledge:**

(a) **Determining the goal of language teaching** – Setting clear objectives (fluency, accuracy, communication).

(b) **Several methods in language teaching** – Choosing the best method depends on learners' needs.

(c) **Large class size** – Limits teacher-student interaction, making assessment difficult.

**S49. Ans.(c)**

**Sol.** **Pronunciation** is primarily an **oral skill** and cannot be effectively assessed through **written tests and examinations**. Instead, pronunciation is best evaluated through **oral tests, listening activities, and spoken exercises**. Written exams focus on assessing **vocabulary, grammar, translation, and composition**.

**Information Booster:**

Written exams test **reading, writing, and comprehension skills**.

Pronunciation is assessed through **oral presentations, speaking tests, or phonetic exercises**.

Oral communication skills are crucial for **fluency and intelligibility**.

Effective language learning balances **written and spoken language proficiency**.

**Additional Knowledge:**

(a) **Vocabulary** – Evaluated through word meanings, synonyms, and contextual usage.

(b) **Translation** – Tests a learner's ability to convert text between languages.

(d) **Composition** – Involves writing skills, creativity, and grammar usage.

S50. Ans.(b)

**Sol. B.S. Bloom** introduced the **concept of evaluation** as part of his **Taxonomy of Educational Objectives**. He classified learning into **cognitive, affective, and psychomotor domains** and emphasized the role of evaluation in measuring learning outcomes, assessing knowledge, and improving teaching strategies.

**Information Booster:**

Evaluation is crucial for **measuring student progress**.

Bloom's Taxonomy includes **Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating**.

Effective evaluation involves **formative (ongoing) and summative (final) assessments**.

Helps in **curriculum improvement and teaching effectiveness**.

**Additional Knowledge:**

**(a) Dr. West** – Known for advocating the **reading method in language teaching**.

**(c) Thompson** – Contributed to English language teaching strategies.

**(d) Wyatt** – Worked on educational psychology and learning theories.

S51. Ans.(a)

**Sol.** The line "**that abbey frowned**" attributes a human quality ( **frowning**) to an inanimate object ( **the abbey**), making it an example of **personification**. Personification occurs when **non-human things are given human attributes or emotions**.

