

- Read each question and mark the most appropriate option.
 - You will be given 45 seconds to answer each question.
1. **In an English class a teacher asks students to draw their favourite character from a story they have read in class. This is an example of a**
 - a. pre-writing activity
 - b. pre-reading activity
 - c. post-reading activity
 - d. post- writing activity

 2. **Which of the following statement is incorrect?**
 - a. Language games provide practice in the various skills- speaking, writing, listening and reading.
 - b. Language games reduce the burden of teaching a concept.
 - c. Language games create a dynamic environment in class.
 - d. Language games create a meaningful context for language use.

 3. **Before a child learns to blend consonants, he/she should be able to:**
 - a. identify all letters of the alphabet.
 - b. sound out all the individual phonic letter sounds of the alphabet.
 - c. identify consonant and vowels.
 - d. identify and pronounce all phonic letter sounds of the alphabet.

 4. **A Grade 1 English teacher wants to introduce the book 'The Cat in the Hat'. This beloved Beginner Book by Dr Seuss is fun to read aloud and easy to read alone. The book is written using simple words and illustrations. The book opens on a rainy day and Dick and Sally can't find anything to do ... until the Cat in the Hat unexpectedly appears and turns their dreary afternoon into a fun-filled extravaganza!
The teacher is not sure if the students can appreciate the unexpected twist in the book.
On what factor should she base her selection?**
 - a. Dr Suess is a popular children's writer, thus the book would be fruitful.
 - b. Children feel a natural inclination towards reading picture books.
 - c. Children of this age group should be ready to deal with uncertainty of characters' behaviour and new words in a text
 - d. Her selection should be independent of children's limitation.

 5. **Before teaching a poem/story about a market, the teacher asks the following questions:
Have you ever been to a market?
With whom did you go?
What did you do there?
These questions are an example of**
 - a. Setting purpose and creating interest for reading
 - b. Making predictions

- c. Questioning
 - d. Collecting data from children
6. **Before reading the poem 'Merry-Go-Round', the students visit a park/ garden and write their experiences. What do you think is the objective of the task?**
- a. To help students write their experiences
 - b. To help students make connections between their life and the content.
 - c. To help students locate specific details in the park they are visiting.
 - d. To strengthen students' abilities to draw inferences
7. **A teacher reads out a paragraph and asks students, 'what would happen next?' Which particular strategy is the teacher using and why?**
- a. The teacher is using the strategy of locating details to help students read a story.
 - b. The teacher is using the strategy of making connections to maintain interest in story.
 - c. The teacher is using the strategy of prediction to help students comprehend the story.
 - d. The teacher is using the strategy of blending to help them understand the whole story.
8. **As a grade 1 teacher you are frequently asked to read aloud stories, rhymes, and information to students. What do you think is the reason for it?**
- a. To create children's interest in language
 - b. To develop children as independent readers
 - c. To facilitate cognitive development of children
 - d. To teach students using varied experiences
9. **In your class, there is a student who never speaks. What do you do?**
- a. Ask him to come to the front of the class and ask him to share something
 - b. Speak to him outside of the class and build a rapport with him
 - c. Ask a question in the class and ask him only to answer
 - d. Tell others that it is ok if he is not speaking and give him space
10. **One of your students struggles with writing correct spellings. What would you do to help him?**
- a. Write out the answer on the board.
 - b. Strike through wrong spellings and then write the correct spellings above
 - c. Ask him to memorise the correct spelling and write it 10 times
 - d. Sound out the words, syllable by syllable for the child to write