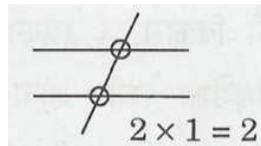


CTET January 2012 Question Paper

(Mathematics)

31 Rizul is a kinesthetic learner. His teacher Mr. Neha understood his style of learning. Which of the following strategies should she chose to clear his concept of multiplication? :

- (1) Counting the points of intersection on criss-cross lines **(answer)**



- (2) Forcing him to memorize all tables
 (3) Use strings and beads of two different colours to get the multiples of 2,3, etc.



- (4) Skip counting



32 Use of Abacus in Class II does not help the students to

- (1) understand the significance of place value
 (2) read the numbers without error
 (3) write the numeral equivalent of numbers given in words **(answer)**
 (4) attain perfection in counting

33 In which of the following divisions, will the remainder be more than the remainder you get when you divide 176 by 3?

- (1) $174 \div 4$
 (2) $175 \div 3$

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(3) $176 \div 2$

(4) $173 \div 5$ (answer)

34 $500 \text{ cm} + 50 \text{ m} + 5 \text{ km} =$

(1) 500 m

(2) 555 m

(3) 5055 m (answer)

(4) 55m

35 Sum of place values of 6 in 63606

(1) 60606 (answer)

(2) 6606

(3) 6066

(4) 18

36 The difference of 5671 and the number obtained on reversing its digits is

(1) 4906

(2) 3916

(3) 7436

(4) 3906 (answer)

37 Study the following pattern:

$1 \times 1 = 1$

$11 \times 11 = 121$

$111 \times 111 = 12321$

.....

.....

What is 11111×11111 ?

(1) 123454321 (answer)

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- (2) 12345421
- (3) 123453421
- (4) 1234321

38 'Recognition of patterns and their completion' is an essential part of Mathematics curriculum at primary stage as it

- (1) develops creativity and artistic attributes in students
- (2) prepares students to take up competitive examinations
- (3) helps the students in solving 'Sudoku' puzzles
- (4) promotes creativity amongst students and helps them to understand properties of numbers and operations **(answer)**

39 Which of the following is correct?

- (1) Predecessor of successor of 1000 is 1000 **(answer)**
- (2) Predecessor of predecessor of 1000 is 999
- (3) Successor of predecessor of 1000 is 1001
- (4) Successor of predecessor of 1000 is 1002

40 A shop has 239 toys. Seventy more toys were brought in. then 152 of them were sold. The number of toys left was

- (1) $239 + 70 + 152$
- (2) $239 - 70 + 152$
- (3) $239 + 70 - 152$ **(answer)**
- (4) $239 - 70 - 152$

41 A pencil costs two and a half rupees. Amit buys one and a half dozen pencils and gives a 100 rupee note to the shopkeeper. The money he will get back is

- (1) ₹ 45
- (2) ₹ 65

(3) ₹ 30

(4) ₹ 55 (answer)

42 In the product 3759×9573 , the sum of tens' digit and units' digit is

(1) 7 (answer)

(2) 9

(3) 16

(4) 0

43 What time is 4 hours 59 minutes before 2:58 P.M.?

(1) 9:59 A.M.

(2) 10:01 A.M.

(3) 9:59 P.M.

(4) 9:57 A.M. (answer)

44 If 567567567 is divided by 567, the quotient is

(1) 111

(2) 10101

(3) 1001001 (answer)

(4) 3

45 19 thousands + 19 hundreds + 19 ones is equal to

(1) 21090

(2) 20919 (answer)

(3) 19919

(4) 191919

46 How many $\frac{1}{8}$ are in $\frac{1}{2}$?

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(1) 8

(2) 4 **(answer)**

(3) 2

(4) 16

47 Most appropriate strategy that can be used to internalize the skill of addition of money is

(1) Use of models

(2) Role play **(answer)**

(3) Solving lots of problems

(4) Use of ICT

48 A teacher uses the following riddle in a class while developing the concept of base 10 and place value:

'I am less than 8 tens and 4 ones.'

The objective of this activity is

(1) to have some fun in the class and to break monotony

(2) to reinforce the concept of base 10 and place value **(answer)**

(3) to do summative assessment

(4) to introduce the concept of tens and ones to the students

49 The objective of teaching number system to Class III students is to enable the students

(1) to see the numbers as groups of hundreds, tens and ones and to understand the significance of place values **(answer)**

(2) to master the skill of addition and subtraction of four-digit numbers

(3) to master the skill of reading large

(4) to count up to 6 digits

50 To teach various units of length to the students of Class III, a teacher shall take the following materials to the class:

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- (1) Centimeter ruler and measuring tape
- (2) Rulers of different lengths and different units, measuring rod, measuring strip used by architects **(answer)**
- (3) Measuring tape with centimeter on one side and meter on the other side
- (4) Relation chart of various units

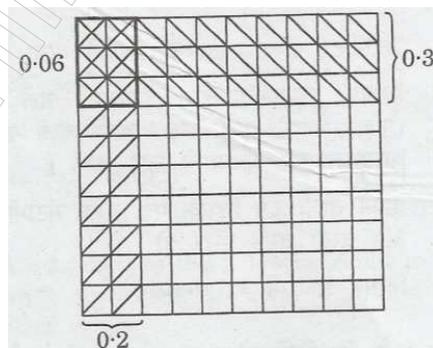
51 The concept of areas of plane figures can be introduced to the students of Class V by

- (1) measuring the area of any figure with the help of different objects like palm, leaf, pencil, etc. **(answer)**
- (2) calculating the area of rectangle by finding length and breadth of a rectangle and using the formula for area of a rectangle
- (3) stating the formula for area of rectangle and square
- (4) calculating the area of figures with the help of counting unit squares

52 Computational skills in Mathematics can be enhanced by

- (1) Describing algorithm only
- (2) conducting hands-on activities in class **(answer)**
- (3) clarifying concepts and procedures followed by lots of practice
- (4) giving conceptual knowledge alone

53 Ms. Reena uses a grid activity to teach the concept of multiplication of decimals. A sample is illustrated below:



$$0.2 \times 0.3 = 0.06$$

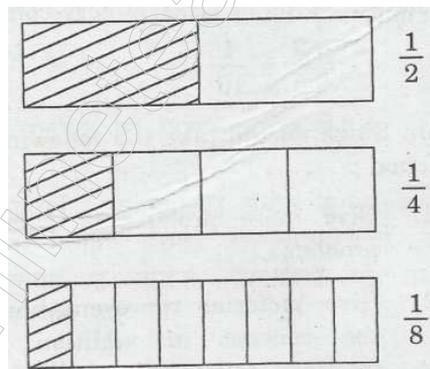
Through this method, Ms. Reena is

- (1) focusing more on conceptual knowledge and problem-solving and less on procedural knowledge **(answer)**
- (2) using traditional approach of learning
- (3) focusing on developing problem-solving skill
- (4) focusing more on procedural knowledge and less on conceptual knowledge

54 To assess the students' competency on solving of word problems based on addition and subtraction, rubrics of assessment are

- (1) comprehension of problem, identification of operation to be performed representation of problem mathematically, solution of problem and presentation of problem **(answer)**
- (2) understanding of problem and writing of correct solution
- (3) identification of problem, performing correct operation
- (4) incorrect, partially correct, completely correct

55 While planning a lesson on the concept of fraction addition, a teacher is using the activity of strip folding:



The above activity is a

- (1) content activity
- (2) post-content activity

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- (3) wastage of time
- (4) pre-content activity **(answer)**

56 A suitable approach for explaining that a remainder is always less than the divisor to Class IV students can be

- (1) perform lots of division sums on the black-board and show that every time the remainder is less than the divisor
- (2) explain verbally to the students, several times
- (3) represent division sums as mixed fractions and explain that the numerator of the fraction part is the remainder
- (4) grouping of objects in multiples of divisor and showing that the number of objects, not in the group, are less than the divisor **(answer)**

57 While teaching the addition of fractions, it was observed by Mr. Singh that the following type of error is very common:

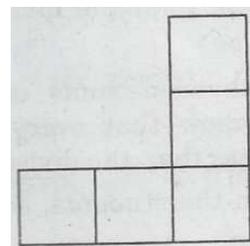
$$\frac{2}{3} + \frac{2}{5} = \frac{4}{10}$$

Mr. Singh should take the following remedial action:

- (1) Give more practice of same type of problems
- (2) Give pictorial representation to clear the concept of addition of unlike fractions, followed by drill of same type of problems **(answer)**
- (3) Advise the students to work hard and practice the problems of fraction
- (4) Explain the concept of LCM of denominator

58 The figure consists of five squares of the same size. The area of the figure is 180 square centimeters. The perimeter (in cm) of the figure will be

- (1) 45
- (2) 48
- (3) 72 **(answer)**
- (4) 36

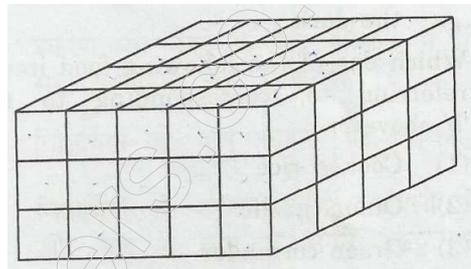


59 The NCF (2005) considers that Mathematics involves 'a certain way of thinking and reasoning. The vision can be realized by

- (1) giving special coaching to students
- (2) adopting exploratory approach, use of manipulative, connecting concepts to real life, involving students in discussions **(answer)**
- (3) rewriting all text-books of Mathematics
- (4) giving lots of problem worksheets to students

60 The solid as shown in the figure is made up of cubical blocks each of side 1 cm. The number of blocks is

- (1) 52
- (2) 60 **(answer)**
- (3) 72
- (4) 48



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