

## SUBJECT

13. Where do Kino and Juana flee to escape the trackers?

- A. Down the river
- B. Up the mountain
- C. Through the vale
- D. To their underwater lair

Change the voice of the following. (Active & passive voice)

14. The president administers the oath.

- A. The oath is being administered by the president.
- B. The oath will be administered by the president.
- C. The oath is administered by the president.
- D. The oath was administered by the president.
- E. The oath was being administered by the president.

Change the narration of the following (Direct & indirect speech)

15. He said to me, "You are dishonest."

- A. He said to me that I am dishonest.
- B. He told to me that I am dishonest.
- C. He told me that I am dishonest.
- D. He told me that I was dishonest.
- E. He said to me that you are dishonest.

Identify the word or phrase that needs to be changed for the sentence to be correct.

16. As road traffic increases, elevated highways were built to help solve the problem of traffic jams. No error

A
B  
C
D
E

Question 17 is based on the following passage.

What makes camels the best means of transport is not their speed. In fact they go slowly covering four to five kilometers an hour. But they can walk many hours on the burning sands of the desert. Their feet are made in such a way that walking on sand and hard rock is easy for them.

17. What makes camels the best means of transport in a desert is their ability to

- A. walk for many hours
- B. walk in the sands
- C. carry heavy loads
- D. all of the above

# Nts Test Sample Paper 2013

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Vijaysimha,2022-07-26 The book presents key perspectives on teaching and learning science in India It offers adaptive expertise to teachers and educators through a pedagogic content knowledge PCK approach Using cases and episodes from Indian science classrooms to contextualise ideas and practices the volume discusses the nature of science and aspects of assessments and evaluations for both process skills and conceptual understanding of the subject It examines the significance of science education at school level and focuses on meaningful learning and development of scientific and technological aptitude The chapters deal with topics from physics chemistry and biology at the middle and secondary school levels and are designed to equip student teachers with theoretical and practical knowledge abilities about science science learning and the abilities to teach these topics along with teaching The book draws extensively from research on science education and teacher education and shifts away from knowledge transmission to the active process of constructivist teaching learning practices The authors use illustrative examples to highlight flexible planning for inclusive classrooms Based on studies on cognitive and developmental psychology pedagogical content knowledge of science socio cultural approaches to learning science and the history and philosophy of science the book promotes an understanding of science characterized by empirical criteria logical arguments and sceptical reviews With its accessible style examples exercises and additional references it will be useful for students and teachers of science science educators BEd and MEd programmes for education secondary and higher secondary school teachers curriculum designers and developers of science It will interest research institutes non governmental organisations professionals and public and private sector bodies involved in science outreach science education and teaching and learning practices

Cognitive Interviewing Practice Debbie Collins,2014-11-10 The use of the cognitive interviewing method for survey question testing has proliferated and evolved over the past 30 years In more recent years the method has been applied to the evaluation of information letters and leaflets and to research consent forms This book provides a practical handbook for implementing cognitive interviewing methods in the context of applied social policy research based on the approach used by the authors at the NatCen Social Research NatCen where cognitive interviewing methods have been used for well over a decade The book provides a justification for the importance of question testing and evaluation and discusses the position of cognitive interviewing in relation to other questionnaire development and evaluation techniques Throughout the book the focus is on providing practical and hands on guidance around elements such as sampling and recruitment designing probes interviewing skills data management and analysis and how to interpret the findings and use them to improve survey questions and other documents The book also covers cognitive interviewing in different survey modes in cross national cross cultural and multilingual settings and discusses some other potential uses of the method

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