

PRACTICE EXAMS

Mathematics

Directions: Attempt the MOCK EXAM and Verify Your Answers (**NOTE : Keep Visiting for Latest Updates**)

1. Place of mathematics education in the curricular framework is positioned on twin Concerns:

- A. What mathematics education can do to improve the score of students in summative examination and how it can help to choose right stream in higher classes
- B. What mathematics education can do to improve communication skills of every child and how it can make them employable after school
- C. What mathematics education can do to engage the mind of every student and how it can strengthen the student's resources
- D. What mathematics can do to retain every child in school and how it can help them to be self-dependent

2. LCM of 22, 54, 135 and 198 is

- A. $2^2 \times 3^3 \times 5 \times 11$
- B. $2 \times 3^3 \times 5 \times 11$
- C. $2^2 \times 3^2 \times 5 \times 11$
- D. $2^3 \times 3^2 \times 5 \times 11$

3. In class VI, in the unit of 'understanding quadrilaterals', important results related to angle-sum property of quadrilaterals are introduced using paper folding activity followed by the exercise based on these properties.

At this level proof of the angle property is not given, as the students of class VI are at van hiele level of

- A. Level 2 - informal deduction
- B. Level 3 - deduction
- C. Level 0 - visualization
- D. Level 1 - analysis

4. The term, 'mathematical tools' refers to

- A. Calculators, rulers, tape measures, protractors, compass, etc.
- B. All types of materials including language, written symbols, meaningful instructions to establish their purpose
- C. Physical material likes geo-board and 3d models, cubic rods, etc.
- D. Charts based on formulae and concepts, graph papers, dotted sheets, etc.

5. Four stages of language development in mathematics classroom in order are

- A. Everyday language → mathematized situation language → language of mathematics problem solving → symbolic language

- B. Everyday language → language of mathematics problem solving → mathematized situation language → symbolic language
- C. Everyday language → language of mathematics problem solving → symbolic language → mathematized situation language
- D. Everyday language → symbolic language → language of mathematics problem solving → mathematized situation language
- 6. A learner exhibiting difficulty in sorting, recognizing patterns, orienting numbers and shapes, telling time and measurement may have dyscalculia with difficulty in**
- A. Language processing
- B. Visual-motor coordination
- C. Visual-spatial skills
- D. Visual-memory
- 7. CBSE announced the celebration of 'ganit week' in schools to commemorate the birth anniversary of the legendary mathematician, srinivasa ramanujan. Ganit stands for**
- A. Growing ability in numerical innovations and techniques
- B. Growing ability in numerical innovations and training
- C. Growing aptitude in numerical innovations and techniques
- D. Growing aptitude in numerical innovations and training
- 8. Learning mathematics at upper primary level is about**
- A. Gaining understanding of mathematical concepts and their applications in solving problems logically.
- B. Learning lots of new formulae and algorithms.
- C. Remembering solutions or methods of various types of mathematical problems.
- D. Learning problem solving techniques only.
- 9. Read the following question from class VI textbook: "write a pair of integers whose sum gives a negative integer." The above question refers to**
- A. Reflective question
- B. Multi-disciplinary question
- C. Open-ended question
- D. Closed-ended question
- 10. The product of integers between -7 and -3 is**
- A. 120
- B. -120
- C. 840
- D. -360
- 11. Which one of the following statements is correct?**
- A. Sum of two prime numbers is always a prime number.
- B. A composite number can be odd.
- C. There is no even prime number.
- D. '1' is the smallest prime number.

12. In geometry class of vi grade students, the teacher explained the construction of angles measuring 30° , 60° and 90° , with the help of demonstration of construction and bisector of an angle. Then she asked the students to construct an angle of 15° and an angle of 45° . This task at this point reflects the teacher's intention to

- A. Assess the learner's performance in summative assessment.
- B. Assess the student's understanding and ability to combine two skills learnt, to accomplish the given task.
- C. Engage every student in some work.
- D. Give the exposure of experiential learning.

13 The value of $1 + \frac{11}{10} + \frac{11}{100} + \frac{11}{1000} + \frac{11}{10000}$

- A. 3 - 3221
- B. 2 - 3221
- C. 2 - 245
- D. 2 - 432

14. The mean of range, mode and median of the data 4, 3, 2, 2, 7, 2, 2, 0, 3, 4, 4 is

- A. 4
- B. 5
- C. 2
- D. 3

15. The sum of all interior angles of a regular convex polygon is 1080° . The measure of each of its interior angles is

- A. 108°
- B. 72°
- C. 120°
- D. 135°

16. In a quadrilateral ABCD $\angle D = 60^\circ$ and $\angle C = 100^\circ$. The bisectors of $\angle A$ and $\angle B$ meet at the point p. The measure of $\angle APB$ is

- A. 80°
- B. 100°
- C. 60°
- D. 70°

17. In $\triangle DEF$ and $\triangle PQR$, if $PQ = DE$, $EF = PR$ and $FD = QR$, then

- A. $\triangle DEF = \triangle RPQ$
- B. $\triangle DEF = \triangle QRP$
- C. $\triangle DEF = \triangle PQR$
- D. $\triangle DEF = \triangle QPR$

18. The perimeter of a trapezium is 104 cm, the lengths of its non-parallel sides are 18 cm and 22 cm, and its altitude is 16 cm. The area of the trapezium

- A. 1024
- B. 512
- C. 320
- D. 640

19. If each edge of a solid cube is increased by 150%, the percentage increase in the surface area is
- A. 525
 - B. 625
 - C. 150
 - D. 225
20. The radii of the bases of two cylinders are in the ratio of 2 : 3 and their heights are in the ratio of 5 : 3. The ratio of their volumes is
- A. 7 : 6
 - B. 4 : 9
 - C. 20 : 27
 - D. 10 : 9
21. One of the factors of $4x^2 + y^2 + 14x - 7y - 4xy + 12$ is
- A. $2x + y + 4$
 - B. $2x + y - 4$
 - C. $2x - y + 3$
 - D. $2x - y - 3$
22. What should be subtracted from $\frac{-5}{7}$ to get $\frac{-2}{3}$
- A. $\frac{29}{21}$
 - B. $\frac{-29}{21}$
 - C. $\frac{1}{21}$
 - D. $\frac{-1}{21}$
23. In standard form, 0.00001278 is expressed as $k \times 10^n$. The value of $(k + n)$ is
- A. 3.278
 - B. -3.722
 - C. 4.722
 - D. -3.278
24. The least number which must be added to 893304 to obtain a perfect square is
- A. 1521
 - B. 1612
 - C. 945
 - D. 1042
25. The value of $\sqrt[3]{-91125} - \sqrt[3]{-512}$ is
- A. -53
 - B. 73
 - C. -37
 - D. 42

26. The values of y for which the 4-digit number $51y3$ is divisible by 9 is
- A. 2 or 3
 - B. 0 or 3
 - C. 3 or 9
 - D. 0 or 9
27. In the product $(x^2 - 2)(1 - 3x + 2x^2)$ the sum of coefficients of x^2 and x is
- A. 5
 - B. 6
 - C. 2
 - D. 3
28. The scale of a map is $1 : 3 \times 10^6$. Two cities are 9 cm apart on the map. The actual distance (in km) between the cities is
- A. 180
 - B. 360
 - C. 135
 - D. 270
29. The value of a machine which was purchased two years ago, depreciates at 12% per annum. If its present value is ₹ 9,680, for how much was it purchased?
- A. Rs 12,142.60
 - B. Rs 12,500
 - C. Rs 10,200
 - D. Rs 11,350.50
30. As per NCF 2005, the goal of mathematics teaching in school curriculum is that children learn "important mathematics". Important mathematics implies
- A. Understanding appropriate use of learnt mathematical techniques.
 - B. Verifying geometrical theorems in maths lab.
 - C. Knowing mathematical procedures and algorithms.
 - D. Solving mathematical games and puzzles.

Key Answers of Today's (3rd October 2020) Mathematics Practice Exam will be uploaded after 6pm In WEBSITE



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