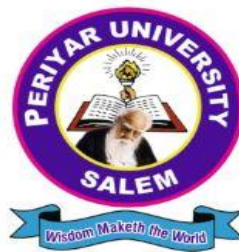


PERIYAR UNIVERSITY

**(NAAC 'A++' Grade with CGPA 3.61 (Cycle - 3)
State University - NIRF Rank 56 - State Public University Rank 25
SALEM - 636 011**

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

MASTER OF COMPUTER APPLICATIONS SEMESTER - I



SOFT SKILL DEVELOPMENT LAB (Candidates admitted from 2024 onwards)

Prepared by:

Centre for Distance and Online Education (CDOE)
Periyar University
Salem – 636011.

Soft Skill Development Lab

Course Objective

This course enables the students to:

- To enable students to gain basic communication skills in professional and social contexts effectively.
- To acquire useful words and apply them in a situational context.
- To develop listening and reading skills through comprehension passages
- To enrich the leadership qualities and interpersonal communication
- To enhance essential characteristics in writing

Exercises

1. Characteristics of Technical Writing
2. Development of Employability Skills
3. Vocabulary Development
4. Sentence Completion
5. Error Spotting
6. Interpretation of Verbal Analogy
7. Interpretation of Reading (Comprehension -Conception)
8. Interpretation of Reading (Comprehension -Reasoning)
9. Practice for writing E-mails/Technical Blogs/Forums
10. PPT Preparation / Demonstration of Technical Presentation
11. Preparation of Resume
12. Preparation for Job Interviews / Mock Interview Section
13. Group Discussion Skills
14. Developing Listening Skills (Comprehension)
15. Practice for Short Speeches / Situational Conversation
16. English through Mass Media
17. Essential Grammar
18. Communicating and collaborating with peer members
19. Team Empowerment
20. Persuasive Communication

Text Books

1. Uma Narula, —Development Communication: Theory and Practice, Revised Edition, Har-Anad Publication, 2019.
2. Annette Capel and Wendy Sharp, —Cambridge English: Objective First, Fourth Edition, Cambridge University Press, 2013.
3. Emma Sue-Prince, —The Advantage: The 7 Soft Skills You Need to Stay One Step Ahead, First Edition, FT Press, 2013.
4. Guy Brook-Hart, —Cambridge English: Business Benchmark, Second Edition, Cambridge University Press, 2014.
5. Norman Lewis, —How to Read Better & Faster, Binny Publishing House, New Delhi, 1978.

Reference Books

1. Michael McCarthy and Felicity O'Dell, —English Vocabulary in Use: 100 Units of Vocabulary Reference and Practice, Cambridge University Press, 1996.
2. Murphy, Raymond, —Intermediate English Grammar, Second Edition, Cambridge University Press, 1999.

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1. Characteristics of Technical Writing

- Overview: Define technical writing, its purpose, and its characteristics.
- Key Concepts: Clarity, conciseness, accuracy, audience awareness, and document design.
- References:
 1. *Uma Narula, Development Communication: Theory and Practice*
 2. *Cambridge English: Objective First*
- Practical Points:
 1. Clarity and Precision: Ensure your writing is clear and precise, avoiding ambiguity in technical documentation and code comments.
 2. Conciseness: Write concisely, avoiding unnecessary jargon. For example, instead of “utilize,” use “use.”
 3. Audience Awareness: Tailor your writing to the audience’s level of expertise, whether it's fellow developers or end-users.
 4. Consistency: Maintain consistency in terminology and formatting throughout documentation.
 5. Document Design: Use headings, bullet points, and diagrams to make documents easy to navigate.
 6. Accuracy: Verify that all technical details, such as code snippets and configuration steps, are correct.
 7. Use of Visual Aids: Incorporate diagrams, charts, and screenshots to enhance understanding.

2. Development of Employability Skills

- Overview: Importance of employability skills in today's job market.
- Key Concepts: Communication skills, teamwork, problem-solving, adaptability.
- References:
 1. *Emma Sue-Prince, The Advantage: The 7 Soft Skills You Need to Stay One Step Ahead*
 2. *Cambridge English: Business Benchmark*
- Practical Points:
 1. Communication Skills: Practice clear and concise communication in meetings and via emails.
 2. Teamwork: Engage in collaborative projects, using tools like GitHub for version control.
 3. Problem-Solving: Develop algorithms and debugging skills through coding challenges and hackathons.
 4. Adaptability: Stay updated with the latest technologies and programming languages.
 5. Time Management: Prioritize tasks using project management tools like Trello or Jira.
 6. Networking: Attend industry conferences and webinars to build professional connections.
 7. Professionalism: Adhere to ethical guidelines and demonstrate professionalism in all interactions.

3. Vocabulary Development

- Overview: Strategies to enhance vocabulary.
- Key Concepts: Active vs. passive vocabulary, context usage, word roots.
- References:
 1. *English Vocabulary in Use: 100 Units of Vocabulary Reference and Practice*
 2. *Intermediate English Grammar*
- Practical Points:
 1. Technical Terms: Learn and use industry-specific vocabulary such as “API,” “cloud computing,” and “machine learning.”
 2. Contextual Usage: Practice using new words in context by reading technical blogs and articles.
 3. Word Roots: Understand common prefixes and suffixes to decode unfamiliar terms.
 4. Flashcards: Use flashcards for memorizing important terminology.
 5. Regular Reading: Read technical documentation and research papers regularly.
 6. Writing Practice: Write summaries of technical articles to reinforce new vocabulary.
 7. Peer Learning: Discuss new terms with peers to enhance understanding.

4. Sentence Completion

- Overview: Techniques for sentence completion exercises.
- Key Concepts: Context clues, grammar, vocabulary usage.
- References:
 1. *Cambridge English: Objective First*
- Practical Points:
 1. Context Clues: Use surrounding words and context to fill in blanks accurately.
 2. Grammar and Syntax: Ensure the completed sentence is grammatically correct.
 3. Technical Context: Focus on technical sentences relevant to computer science, such as completing definitions of algorithms.
 4. Practice Exercises: Use online platforms for sentence completion practice.
 5. Peer Review: Exchange exercises with peers for additional practice and feedback.
 6. Vocabulary Integration: Use newly learned vocabulary in sentence completion tasks.
 7. Mock Tests: Take mock tests to assess and improve your skills.

5. Error Spotting

- Overview: Identifying and correcting common grammatical errors.
- Key Concepts: Common errors in subject-verb agreement, tense, and prepositions.
- References:
 1. *Intermediate English Grammar*
- Practical Points:
 1. Common Mistakes: Identify common grammatical errors in technical writing, such as incorrect tense or subject-verb agreement.
 2. Code Review: Practice spotting and correcting errors in code snippets.
 3. Proofreading: Develop a habit of thoroughly proofreading all written communication.
 4. Peer Review: Participate in peer reviews of documents and code to spot errors.
 5. Grammar Tools: Use grammar-checking tools like Grammarly for initial reviews.
 6. Error Lists: Create a list of common errors to watch out for in technical writing.
 7. Correction Exercises: Regularly practice error correction exercises.

6. Interpretation of Verbal Analogy

- Overview: Understanding and solving verbal analogy questions.
- Key Concepts: Relationships between words, categories, and logic.
- References:
 1. *Cambridge English: Business Benchmark*
- Practical Points:
 1. Relationship Understanding: Focus on understanding the relationship between words.
 2. Practice Sets: Complete verbal analogy practice sets from test prep books.
 3. Pattern Recognition: Recognize patterns and categories in analogies.
 4. Logical Thinking: Apply logical reasoning to determine word relationships.
 5. Industry Examples: Use examples from the tech industry, such as “Open Source: Free: Proprietary: Paid.”
 6. Peer Discussion: Discuss and solve analogies with peers to enhance understanding.
 7. Timed Practice: Practice under timed conditions to improve speed and accuracy.

7. Interpretation of Reading (Comprehension - Conception)

- Overview: Strategies for reading comprehension focused on conceptual understanding.
- Key Concepts: Identifying main ideas, supporting details, and summarization.
- References:
 1. *How to Read Better & Faster*
- Practical Points:
 1. Main Ideas: Focus on identifying the main idea of technical articles and documentation.
 2. Supporting Details: Note supporting details that explain or expand on the main idea.
 3. Summarization: Practice summarizing technical articles in a few sentences.
 4. Contextual Reading: Understand the context in which technical terms and concepts are used.
 5. Inference: Make inferences based on the information provided in the text.
 6. Highlighting: Use highlighting and note-taking to identify key points while reading.
 7. Review Questions: Answer review questions to test comprehension of the material.

8. Interpretation of Reading (Comprehension - Reasoning)

- Overview: Enhancing reading comprehension through reasoning and inference.
- Key Concepts: Critical thinking, logical inference, reading between the lines.
- References:
 1. *How to Read Better & Faster*
- Practical Points:
 1. Critical Analysis: Critically analyze the arguments and logic presented in technical texts.
 2. Inference Making: Draw logical inferences from given data and statements.
 3. Questioning: Ask and answer questions about the text to deepen understanding.
 4. Evidence Identification: Identify evidence supporting the author's claims.
 5. Logical Connections: Understand logical connections and relationships within the text.
 6. Synthesis: Synthesize information from multiple sources to form a coherent understanding.
 7. Application: Apply the concepts learned to solve real-world problems or case studies.

9. Practice for Writing E-mails/Technical Blogs/Forums

- Overview: Techniques for effective written communication in professional settings.
- Key Concepts: Structure, tone, clarity, and purpose.
- References:
 1. *Development Communication: Theory and Practice*
 2. *Cambridge English: Business Benchmark*
- Practical Points:
 1. Email Structure: Follow a clear structure with a subject line, greeting, body, and closing.
 2. Professional Tone: Maintain a professional tone and avoid informal language.
 3. Clarity and Brevity: Be clear and concise, especially when explaining technical concepts.
 4. Purpose: Clearly state the purpose of the email or blog post.
 5. Technical Accuracy: Ensure technical details are accurate and well-explained.
 6. Formatting: Use proper formatting, such as bullet points and paragraphs, to enhance readability.
 7. Engagement: Engage with the audience by asking questions or inviting feedback.

10. PPT Preparation / Demonstration of Technical Presentation

- Overview: Creating and delivering effective technical presentations.
- Key Concepts: Slide design, audience engagement, presentation skills.
- References:
 1. *Development Communication: Theory and Practice*
- Practical Points:
 1. Slide Design: Use clear and simple slide designs with minimal text.
 2. Visual Aids: Incorporate diagrams, charts, and code snippets to illustrate points.
 3. Rehearsal: Practice delivering the presentation multiple times.
 4. Audience Engagement: Engage the audience with questions and interactive elements.
 5. Technical Depth: Ensure the content is technically accurate and appropriately detailed.
 6. Clear Objectives: Define clear objectives and outcomes for the presentation.
 7. Feedback: Seek feedback from peers to improve the presentation.

11. Preparation of Resume

- Overview: Crafting a compelling resume for job applications.
- Key Concepts: Structure, content, customization, and keywords.
- References:
 1. *The Advantage: The 7 Soft Skills You Need to Stay One Step Ahead*
- Practical Points:
 1. Format: Use a professional and clean resume format.
 2. Key Sections: Include sections such as contact information, education, experience, skills, and projects.
 3. Tailoring: Tailor the resume for specific job applications, highlighting relevant skills and experience.
 4. Achievements: Focus on achievements and contributions rather than just responsibilities.
 5. Technical Skills: Highlight technical skills and certifications relevant to computer science.
 6. Projects: Include detailed descriptions of significant projects, including technologies used and outcomes.
 7. Keywords: Use industry keywords to pass through applicant tracking systems (ATS).

12. Preparation for Job Interviews / Mock Interview Section

- Overview: Strategies for preparing and excelling in job interviews.
- Key Concepts: Common interview questions, STAR method, technical knowledge.
- References:
 1. *The Advantage: The 7 Soft Skills You Need to Stay One Step Ahead*
- Practical Points:
 1. Common Questions: Prepare answers for common technical and behavioral questions.
 2. STAR Method: Use the STAR (Situation, Task, Action, Result) method for behavioral questions.
 3. Technical Knowledge: Review core technical concepts and be ready to solve coding problems.
 4. Mock Interviews: Participate in mock interviews with peers or mentors.
 5. Body Language: Practice good body language, including eye contact and posture.
 6. Research: Research the company and role to tailor your answers.
 7. Follow-up: Prepare questions to ask the interviewer and follow up with a thank-you email.

13. Group Discussion Skills

- Overview: Enhancing group discussion skills for academic and professional success.
- Key Concepts: Active listening, clear articulation, leadership, and time management.
- References:
 1. *Development Communication: Theory and Practice*
- Practical Points:
 1. Active Listening: Listen actively to others and build on their points.
 2. Clear Articulation: Express your ideas clearly and concisely.
 3. Respect: Show respect for others' opinions, even if you disagree.
 4. Leadership: Take the initiative to guide the discussion when necessary.
 5. Time Management: Ensure the discussion stays on track and within time limits.
 6. Preparation: Prepare by researching the topic beforehand.
 7. Summarization: Summarize key points at the end of the discussion.

14. Developing Listening Skills (Comprehension)

- Overview: Techniques to improve listening comprehension skills.
- Key Concepts: Active listening, note-taking, paraphrasing, and feedback.
- References:
 1. *Cambridge English: Objective First*
- Practical Points:
 1. Active Listening: Focus fully on the speaker and avoid distractions.
 2. Note-Taking: Take notes to reinforce key points and details.
 3. Paraphrasing: Practice paraphrasing what you hear to ensure understanding.
 4. Feedback: Provide feedback to the speaker to clarify understanding.
 5. Listening Exercises: Engage in listening exercises and activities.
 6. Podcasts/Webinars: Listen to technical podcasts and webinars to improve comprehension.
 7. Discussions: Participate in discussions to practice and improve listening skills.

15. Practice for Short Speeches / Situational Conversation

- Overview: Developing skills for delivering short speeches and handling situational conversations.
- Key Concepts: Structure, clarity, relevance, and engagement.
- References:
 1. *Development Communication: Theory and Practice*
- Practical Points:
 1. Structure: Structure your speech with an introduction, body, and conclusion.
 2. Clarity: Be clear and articulate, avoiding unnecessary jargon.
 3. Relevance: Ensure the content is relevant to the audience and situation.
 4. Practice: Practice regularly to build confidence and fluency.
 5. Feedback: Seek feedback from peers or mentors to improve.
 6. Visual Aids: Use visual aids like slides or props if appropriate.
 7. Engagement: Engage your audience with questions or interactive elements.
 8. Time Management: Keep speeches concise and within the allotted time.
 9. Real-Life Scenarios: Practice situational conversations relevant to professional settings, such as explaining a project to a non-technical stakeholder.

16. English through Mass Media

- Overview: Utilizing mass media to improve English language skills, focusing on comprehension, vocabulary, and context.
- Key Concepts: Exposure to diverse media sources, contextual learning, and practical application of language skills.
- References:
 1. *Cambridge English: Business Benchmark*
 2. *English Vocabulary in Use: 100 Units of Vocabulary Reference and Practice*
- Practical Points:
 1. News Articles: Regularly read technology-related news articles to stay updated with industry trends and improve technical vocabulary.
 2. Technical Blogs: Follow and read technical blogs and forums like Stack Overflow, Medium, and GitHub to learn the latest in technology and industry practices.
 3. Podcasts and Webinars: Listen to technical podcasts and attend webinars to improve listening skills and gain insights from industry experts.
 4. Documentaries and Videos: Watch documentaries and educational videos on platforms like YouTube or TED Talks that focus on technology and innovation.
 5. Online Courses: Enroll in online courses on platforms like Coursera, edX, and Udacity that include video lectures, reading materials, and practical exercises.
 6. Social Media Engagement: Follow industry leaders and tech companies on social media platforms like LinkedIn and Twitter to stay informed and engage in relevant discussions.
 7. Discussion Groups: Participate in online discussion groups and forums to practice writing and engage in meaningful conversations about technology.
 8. Reading Research Papers: Read and analyze research papers and technical documentation to improve understanding of complex concepts and advanced vocabulary.
 9. Interactive Media: Use interactive media like coding platforms and simulations to apply language skills practically.

10. Feedback and Reflection: Write summaries or reflections on the media consumed to reinforce learning and gain deeper insights.

17. Essential Grammar

- Overview: Understanding fundamental grammar concepts and their application in professional and technical communication.
- Key Concepts: Parts of speech, sentence structure, punctuation, tenses, subject-verb agreement.
- References:
 1. *Intermediate English Grammar*
- Practical Points:
 1. Parts of Speech: Review and practice using different parts of speech correctly in both technical documentation and everyday writing.
 2. Sentence Structure: Focus on constructing grammatically correct sentences, ensuring clarity and coherence.
 3. Punctuation: Learn and practice proper punctuation usage, which is crucial for clear technical writing.
 4. Tenses: Understand and correctly use different tenses, especially when documenting processes and writing reports.
 5. Subject-Verb Agreement: Ensure subject-verb agreement in sentences to maintain grammatical correctness.
 6. Common Mistakes: Identify and correct common grammatical mistakes that can undermine the professionalism of your writing.
 7. Grammar Exercises: Regularly complete grammar exercises to reinforce understanding and application.
 8. Peer Review: Engage in peer review sessions to identify and correct grammatical errors in each other's writing.
 9. Writing Practice: Incorporate grammar exercises into your daily writing practice, such as maintaining a technical blog or journal.
 10. Feedback Utilization: Use feedback from peers and mentors to continuously improve grammatical accuracy in your writing.

18. Communicating and Collaborating with Peer Members

- Overview: Effective communication and collaboration strategies within teams, are essential for successful project management and teamwork.
- Key Concepts: Clear communication, collaboration tools, conflict resolution, constructive feedback.
- References:
 1. *Development Communication: Theory and Practice*
- Practical Points:
 1. Clear Communication: Practice clear and concise communication in team meetings and collaborative projects.
 2. Collaboration Tools: Use collaboration tools like Slack, Trello, Asana, and GitHub to facilitate effective teamwork and project management.
 3. Conflict Resolution: Develop skills to handle and resolve conflicts constructively within the team.
 4. Constructive Feedback: Provide and receive constructive feedback effectively to foster a culture of continuous improvement.
 5. Active Participation: Actively participate in team discussions and decision-making processes.
 6. Documentation: Maintain clear and comprehensive documentation for collaborative projects to ensure everyone is on the same page.
 7. Team Dynamics: Understand and adapt to different team dynamics and roles, ensuring productive and harmonious collaboration.
 8. Regular Updates: Provide regular updates on your progress and be receptive to others' updates to maintain transparency and accountability.
 9. Shared Goals: Establish and work towards shared goals and objectives to ensure cohesive team efforts.
 10. Mutual Respect: Foster mutual respect and understanding among team members to create a supportive and inclusive work environment.

19. Team Empowerment

- Overview: Strategies to empower and motivate teams, enhancing productivity and collaboration.
- Key Concepts: Leadership, delegation, supportive environment, goal setting, recognition.
- References:
 1. *The Advantage: The 7 Soft Skills You Need to Stay One Step Ahead*
- Practical Points:
 1. Leadership Skills: Develop leadership skills to inspire and guide your team effectively.
 2. Delegation: Learn to delegate tasks effectively based on team members' strengths and areas of expertise.
 3. Supportive Environment: Foster a supportive and inclusive team environment where everyone feels valued.
 4. Goal Setting: Set clear, achievable goals for the team and ensure everyone is aligned with the objectives.
 5. Recognition: Recognize and celebrate team members' achievements to boost morale and motivation.
 6. Feedback Mechanisms: Establish regular feedback mechanisms to improve team performance and address any issues promptly.
 7. Continuous Improvement: Encourage continuous learning and improvement within the team through training and development opportunities.
 8. Empowerment: Empower team members by giving them autonomy and responsibility for their tasks.
 9. Trust Building: Build trust within the team by being transparent and reliable.
 10. Conflict Resolution: Develop effective conflict resolution strategies to maintain a positive team dynamic.

20. Persuasive Communication

- Overview: Techniques for effectively persuading and influencing others in various communication contexts.
- Key Concepts: Rhetorical strategies (ethos, pathos, logos), clarity, evidence, emotional appeal, storytelling.
- References:
 1. *Development Communication: Theory and Practice*
- Practical Points:
 1. Rhetorical Strategies: Use rhetorical strategies like ethos (credibility), pathos (emotion), and logos (logic) to persuade.
 2. Clarity and Brevity: Ensure your message is clear and concise, avoiding unnecessary complexity.
 3. Audience Analysis: Tailor your message to the audience's needs and interests to increase impact.
 4. Evidence: Support your arguments with strong evidence and examples relevant to computer science, such as case studies or performance metrics.
 5. Emotional Appeal: Use emotional appeals appropriately to connect with your audience on a personal level.
 6. Storytelling: Incorporate storytelling techniques to make your message more compelling and memorable.
 7. Call to Action: Include a clear call to action in your persuasive communications to guide the audience toward a desired outcome.
 8. Practice: Regularly practice persuasive communication in different settings, such as presentations, emails, and meetings.
 9. Feedback: Seek feedback on your persuasive techniques and adjust based on the responses you receive.
 10. Adaptability: Be prepared to adapt your approach based on the audience's reactions and feedback during the communication process.

ACTIVIES

Reading Comprehension

Passage 1

1. The most beautiful humming birds are found in the West Indies and South America. The crest of the tiny head of one of these shines like a sparkling crown of coloured light. The shades of colour that adorn its breast are equally brilliant. As the bird flits from one object to another, it looks more like a bright flash of sunlight than it does like a living being.

2. But, you ask, why are they called humming birds? It is because they make a soft, humming noise by the rapid motion of their wings—a motion so rapid, that as they fly, you can hardly see that they have wings. One day when walking in the woods, I found the nest of one of the smallest humming birds. It was about half the size of a very small hen and lays egg, and it was attached to a twig no thicker than a steel knitting needle. It seemed to have been made of cotton fibres and was covered with the softest bits of leaf and bark. It had two eggs in it, and each was about as large as a small sugarplum.

3. When you approach the spot where one of these birds has built its nest, it is necessary to be careful. The mother bird will dart at you and try to peck your eyes. Its sharp beak may hurt your eyes most severely and even destroy your sight.

4. The poor little thing knows no other way of defending its young, and instinct teaches it that you might carry off its nest if you find it.

Passage 1 Answers:

- (a) The most beautiful **humming** birds are found in the West Indies and South America.
- (b) They are called humming birds because they make humming noise by the rapid **motion** of their wings.
- (c) The nest of the humming bird was about **half** the size of a very small hen.
- (d) The shades of colour that adorn the breast of the humming bird is quite brilliant.
(True/False) **Ans : True**
- (e) The nest of the humming bird is made of silk fibres and covered with bits of hay and bark.
(True/False) **Ans : False**
- (f) Pick from the passage the synonym for ‘dash’ **Ans : dart**
- (g) You can hardly see that the humming birds have wings because of the:

- (i) rapid motion of their wings as they fly.
- (ii) humming noise as they fly.
- (iii) shining colour of their wings.
- (iv) invisible wings due to a bright flash of sunlight.

Ans : (i) rapid motion of their wings as they fly.

h. The mother bird will dart at you and try to peck your eyes when you:

- (i) throw stones at her nest.
- (ii) approach the spot where the nest is built.
- (iii) try to steal her eggs from the nest. (iv) threaten the bird near her nest.

Ans : (ii) approach the spot where the nest is built.

Passage 2

1. Harry and Annie lived a mile from town, but they went there to school every day. It was a pleasant walk down the lane and through the meadow by the pond. I hardly know whether they liked it better in summer or in winter.

2. They used to pretend that they were travellers exploring a new country and would scatter leaves on the road so that they might find their way back again. When the ice was thick and firm, they walked across the pond. But their mother did not like to have them do this unless someone was with them. Don't go across the pond today, children, she said as she kissed them and bade them goodbye.

3. One morning it is beginning to thaw. "All right, mother," said Harry, not very good-naturedly because he was very fond of running and sliding on the ice. When they came to the pond, the ice looked hard and safe. "There", said he to his sister. "I knew it hadn't thawed any". Mother is always afraid we will drown.

4. Come along, we will have a good time sliding. The school bell will not ring for an hour at least. But you promised mother, said Annie. No, I didn't I only said; All right and it is all right. I didn't say anything, so I can do as I like said Annie.

5. So they stepped on the ice, and started to go across the pond. They had not gone far before the ice gave way, and they fell into the water. A man who was at work near the shore heard the screams of the children and plunged into the water to save them.

6. Harry managed to get to the shore without any help, but poor Annie was nearly drowned before the man could reach her. Harry went home almost frozen and told his mother how disobedient he had been. He remembered the lesson learned that day as long as he lived

Passage 2 Answers:

(a) Harry and Annie used to pretend that they were travellers exploring a new country because they felt that their pleasant journey:

- (i) down the lane and through the meadow by the pond, will lead them to their dreamland.
- (ii) to their school through the meadow by the pond, is the source of their untold happiness.
- (iii) is more important to them than going to school every day.
- (iv) explores a new way to go to a new school.

Ans: (i) down the lane and through the meadow by the pond, will lead them to their dreamland.

(b) “Don’t go across the pond today, children,” she said as she kissed them, is a warning to Harry and Annie for getting them:

- (i) careful to cross the icy pond.
- (ii) alert if they go for sliding on the ice in the pond.
- (iii) cautious lest they be drowned in the pond.
- (iv) frightened to cross the pond unless somebody was with them.

Ans : (ii) alert if they go for sliding on the ice in the pond.

(c) When the ice was thick and **firm** they walked across the pond.

(d) Mother is always afraid we will **drown**

(e) Harry went home almost frozen and told his mother how **disobedient** he had been.

(f) Harry and Annie went to school, walking down the lane and through the meadow by the pond. (True/False) **Ans : True**

(g) Mother of Harry and Annie liked them to practise sliding on the ice in the pond. (True/False) **Ans : False**

(h) Annie was nearly drowned in the icy pond. (True/False) **Ans : True**

Passage 3

1. Many a time people feel fatigue because of poorly designed workspaces. Your desk, your chair, your computer and keyboard the placement, height, and angle of each of them – play a crucial role in preventing muscle and eye strain. That is what has given rise to an interest in the study of ergonomics. It is the applied science of equipment design at the workplace. Ergonomics is intended to reduce fatigue and discomfort for people sitting and working in offices.

2. So why does it make sense for organizations to follow ergonomic principles?

In a recent study, it has been found that over 60% of individuals diagnosed with Repetitive Strain Injury (RSI) had received no training in strain injury at their offices and another 30% had received incorrect ergonomic advice.

3. Another interesting find has been that employees who turn up to work in spite of being in pain can cause massive productivity losses amounting to thousands of dollars annually. Research findings have shown that most offices in India are operating with furniture that is a mismatch to the highly networked work culture that exists and there is hardly any awareness among employees about ergonomics and how it impacts them. This has resulted in an alarming 71% of employees suffering from rapidly spreading Musculo Skeletal Disorders (MSD). The symptoms are back pain, shoulder pain of varying intensity, leading to lowering of productivity of employees at work.

4. To counter this problem, some companies have created volunteers who are part of a ‘train and trainers’ initiative. They act as custodians of their bays and monitor their colleagues’ postures and advise them on a day-to-day basis.

5. Talking about the part that employees can do to make their workplaces comfortable, some experts say that from an employee’s perspective having knowledge of what is a safe working position, and what are the right ways of relieving fatigue, how the current set-up can be optimized, what simple solutions can be incorporated, can go a long way in creating a stress-free environment with healthy employees.

Passage 3 Answers:

(a) The study of ergonomics is essential in workplaces because it:

- (i) plays a crucial role in preventing muscle and eye strain.
- (ii) is intended to increase fatigue.
- (iii) causes massive productivity gains.
- (iv) cannot create a stress-free environment.

Ans : (i) Plays a crucial role in preventing muscle and eye strain.

(b) To create a stress-free environment with healthy employees, organisations:

- (i) need to follow ergonomic principles.

- (ii) must train the employees the science of ergonomics.
(iii) should engage specialist to detect the MSD (Musculo Skeletal Disorders). (iv) are intended to look into the poorly designed workspaces.

Ans : (i) need to follow ergonomic principles.

- (c) Ergonomics is the applied science of **equipment** design at the workplace.
(d) The symptoms of MSD (Musculo Skeletal Disorders) are back and **shoulder**pain.
(e) To counter the problem of ergonomics, some organisations have created **volunteers** who are part of a ‘train and trainers’ initiative.
(f) Your desk, your chair, your computer and keyboard are the indispensable components of ergonomics. (True/False) **Ans : True**
(g) Individuals diagnosed with RSI (Repetitive Strain Injury) and MSD (Musculo Skeletal Disorders) have a congenial, stress-free environment in the organisation. (True/False) **Ans : False**
(h) The right ways of relieving fatigue and discomfort for people sitting and working in offices is to design workspaces ergonomically. (True/False)

Ans : True

Passage 4

1. The Amazon is the world’s largest tropical rainforest. It covers an area of nearly 2.8 million square miles, which is nearly the size of the continent of Australia. The Amazon rainforest gets its life from the majestic Amazon river, the world’s second largest river, which runs directly through the heart of the region. The rainforest itself is simply the drainage basin for the river and its many tributaries. The vast forest itself consists of four layers, each featuring its own ecosystems and specially adapted plants and animals.

2. The forest floor is the lowest region. Since only two per cent of the sunlight filters through the top layers to the understory, very few plants grown here. The forest floor, however, is rich with rotting vegetation and the bodies of dead organisms, which are quickly broken down into nutrients and decomposers such as millipedes and earth worms use nutrients for food.

3. The understory is the layer above the forest floor. Much like the forest floor, only about 2-5 per cent of the sunlight reaches this shadowy realm. Many of the plants in the understory have large, broad leaves to collect as much sunlight as possible. The understory is so thick that there is very little air movement. As a result, plants rely on insects and animals to pollinate their flowers.

4. The layer above the understory is the canopy. This is where much of the action in the rainforest occurs. Many canopy leaves have specially adapted leaves which form “drip tips”. Drip tips allow water to flow off the leaves which prevents mosses, fungi, and lichens from occupying the leaves. Leaves in the canopy are very dense and filter about 80 per cent of the sunlight. The canopy is where the wealth of the rainforest’s fruits and flowers grow. Bromeliads, cut-like plants, provide drinking pools for animals and breeding locations for tree frogs.

Passage 4 Answers:

- (a) The Amazon rainforest gets its life from the majestic **Amazon** river, the world’s second largest river.
- (b) The vast rainforest consists of **Four** layers, each featuring its own ecosystem.
- (c) Bromeliads are cut-like plants that provide drinking **pool** for animals.
- (d) The Amazon is the world’s largest tropical rainforest. (True/False) **Ans : True**
- (e) Plants never rely on insects and animals to pollinate their flowers.
(True/False) **Ans : False**
- (f) The forest floor is rich with rotting vegetation and the bodies of dead organism.
(True/False) **Ans : True**
- (g) Very few plants grow on the top layers of the forests floor because:
- (i) only two per cent of the sunlight filters through it.
- (ii) hardly any light falls on it.
- (iii) enough sunlight passes through it.
- (iv) no sunlight filters through it. ‘

Ans : (i) only two per cent of the sunlight filters through it.

(h) Drip-tips adapted by canopy leaves, are very useful as they:

- (i) filter about 80 per cent of the sunlight.
- (ii) allow water to flow off the leaves that prevent mosses, fungi and lichens. (iii) help to grow the rainforest’s fruits and flowers. (iv) can collect as much sunlight as possible.

Ans : (ii) allow water to flow off the leaves that prevent mosses, fungi and lichens.

Vocabulary

- [Anthology](#) a collection of selected literary passages
- [Anthropology](#) science of the origins and social relationships of humans
- [Apology](#) an expression of regret at having caused trouble for someone
- [Archaeology](#) the branch of anthropology that studies prehistoric people
- [Astrology](#) divination by the positions of the planets and sun and moon
- [Biology](#) the science that studies living organisms
- [Chronology](#) an arrangement of events in time
- [Ecology](#) the environment as it relates to living organisms
- [Entomology](#) the branch of zoology that studies insects
- [Etymology](#) a history of a word
- [Genealogy](#) the study or investigation of ancestry and family history
- [Geology](#) science of the history of the earth as recorded in rocks
- [meteorology](#) the earth science dealing with phenomena of the atmosphere
- [methodology](#) the techniques followed in a particular discipline
- [mythology](#) the body of stories associated with a culture or institution
- [physiology](#) the science dealing with the functioning of organisms
- [psychology](#) the science of mental life
- [sociology](#) the study and classification of human societies
- [technology](#) the practical application of science to commerce or industry
- [terminology](#) a system of words used to name things in a discipline
- [theology](#) the rational and systematic study of religion

- [zoology](#) the branch of biology that studies animals

Synonyms of some phrases

- 1. A hell of time- a difficult experience
- 2. Achilles heel- someone's weakness
- 3. All ears – listen carefully
- 4. All hands on deck- everyone's help is needed
- 5. All the rage- popular
- 6. Ball is in your court – the decision is up to you
- 7. Beauty is in the eye of the beholder – everyone has different perspective for what is attractive
- 8. Beet red - embarrassed or angry
- 9. Stab someone in the back- Betraying someone who trusted us
- 10. Pitch in- to contribute (give) to something or someone or to join in.
- 11. Ring a bell- somebody has mentioned something that sounds familiar to you
- 12. Cut to the chase- when someone have been talking too long and haven't gotten to the point.
- 13. To go from rags to riches - To go from being poor to having a lot of money.
- 14. To have sticky fingers- To be a thief.
- 15. To go Dutch- Everyone pays for their own meal at a restaurant.
- 16. Midas touch- To be able to make money easily.
- 17. Living hand to mouth - To live without a lot of money.
- 18. Spice things up- to make them more interesting or exciting.
- 19. A couch potato - someone who spends a lot of time sitting on the couch watching TV.

VERBAL ANALOGY EXERCISES CLASSIFIED

I. SYNONYMS

1. BIG : LARGE :: WIDE :

(A) high (B) **broad** (C) long (D) small

2. BACK : REAR :: PIT :

(A) fruit (B) fight (C) darkness (D) **hole**

3. BASS : LOW :: SOPRANO :

(A) intermediate (B) feminine (C) alto (D) **high**

4. DIN : NOISE :: CONTORTION :

(A) disease (B) **writhing** (C) exploitation (D) contingency

5. TALE : SUPPOSITION :: HISTORY :

(A) **reality** (B) war (C) peace (D) geography

6. FAST : SWIFT ::

(A) see : eye (B) **red : pink** (C) happy : sad (D) arm : limb (E) hare : tortoise

7. BOUQUET : AROMA ::

(A) **smell : flower** (B) sprig : bunch (C) grass : weeds (D) wet : water (E) filth : squalor

8. RELEASE : FREE ::

(A) praise : extol (B) jail : handcuffs (C) steak : hamburger (D) page : book

(E) **pardon : parole**

9. GAUDY : OSTENTATIOUS ::

(A) abolition : slavery (B) indigenous : foreign (C) equitable : just (D) **nocturnal : evening**

(E) dejected : oppressed

10. INCEPTION : BEGINNING ::

(A) **scarce : hardly** (B) blare : blaze (C) cursory : unique (D) stray : deviate

(E) horizontal : plumb

II. ANTONYMS

1. FEAST : FAMINE :: FLOOD :

(A) water (B) dike (C) **drought** (D) dam

2. UP : DOWN :: LEFT :

(A) behind (B) wrong (C) face (D) **right**

3. FRESH : STALE :: YOUNG :

(A) new **(B) old** (C) child 4. (D) teenager
RETREAT : ADVANCE :: TIMID :

(A) **bold** (B) cowardly (C) fearful 5. (D) shy
SKY : GROUND :: CEILING :

(A) **floor** (B) roof (C) top (D) plaster
6. IDIOT : GENIUS ::

(A) compromise : validation (B) clear : transparent (C) valley : plateau
(D) valley : mountain (E) bright : smart

7. SEEK : AVOID ::

(A) seek : find (B) search : treasure (D) (C) pretend : win
embarrass : shun **(E) indulge : abstain**

8. BIRTH : DEATH ::

(A) conclusion : prologue (B) clandestine : clumsy (C) catcall : meow
(D) salutation : conclusion (E) somewhere : anywhere

9. SUNDER : CONSOLIDATE ::

(A) tangible : abstract (B) breach : dissociation (C) tangled : possible
(D) clef : chord (E) urgency : totality

10. ENCOURAGE : INTIMIDATE ::

(A) impromptu : ad lib (B) hostility : hostage (C) rescind : decipher
(D) ephemeral : everlasting (E) praise : criticize

III. PART TO WHOLE AND WHOLE TO PART

1. TONGUE : SHOE :: VISOR :

(A) sun **(B) cap** (C) shade (D) bright

2. BIRD : BEAK :: WING :

(A) fly (B) arm (C) bird **(D) feather**

3. YOLK : EGG :: JELLY :

(A) cream cheese (B) muffin **(C) doughnut** (D) aspic

4. DINNER : MEAT :: BICYCLE :

(A) **tire** (B) circle (C) race (D) transportation

5. VIOLIN : ORCHESTRA :: WORD :

(A) **song** (B) music (C) syllable (D) notes
6. RANCH : STEER ::

(A) butcher : roast (B) cowboy : horse (C) corn : farm

(D) **hatchery : fish** (E) cow : bull

7. TEAM : LEAGUE ::

(A) football : baseball (B) players : sports (C) playoffs : champion

(D) tournament : roses (E) player : team

8. BOUQUET : FLOWER ::

(A) key : door (B) **chain : link** (C) air : balloon

(D) skin : body (E) eye : pigment

9. WAVE : CREST ::

(A) **mountain : peak** (B) pinnacle : nadir (C) sea : ocean

(D) salt : water (E) island : archipelago

10. NAIL : HAND ::

(A) toe : foot (B) hair : head (C) nose : ear

(D) **claw : paw** (E) tooth : jaw

IV. PART TO PART

1. TOWEL : WASHCLOTH :: ACORN : (A) tree (B) oak (C)

leaf (D) squirrel

2. SHAD : HALIBUT :: ROBIN :

(A) worm (B) bird (C) spring (D) **bluejay**

3. SUBJECT : PREDICATE :: SENATOR :

(A) representative (B) congress (C) **president** (D) capitol

4. EWE : RAM :: MARE :

(A) cow (B) antelope (C) calf (D) **stallion**

5. PLAY : CONCERT :: PAINTING :

(A) abstract (B) **sculpture** (C) drama (D) art

6. ARM : LEG ::

(A) shingle : roof (B) toe : foot (C) bark : tree (D) **horn : brakes** (E)

paw : foot

7. STOVE : REFRIGERATOR ::

(A) **coin : bill** (B) light : lamp (C) face : clock (D) page : book
(E) label : jar

8. FEBRUARY : APRIL ::

(A) home : house (B) asphalt : highway (C) **deck : sail** (D) ruffle : curtain
(E) window : pane

9. CARROT : LETTUCE ::

(A) trowel : mason (B) consort : companion (C) picture : frame
(D) party : fun (E) **pistil : stamen**

10. SWEDEN : ITALY ::

(A) England : United states (B) China : South Africa (C) **Mexico : Canada**
(D) Chile : India (E) Australia : Russia

V. CAUSE AND EFFECT OR EFFECT AND CAUSE

1. DISTRACTING : NOISE : SOOTHING : (A)

wind (B) **music** (C) theater (D) ache

2. FOOD : NUTRITION : LIGHT :

(A) wait (B) bulb (C) electricity (D) **vision**

3. OBSESSES : EAT :: ELECTED :

(A) advertise (B) **run** (C) count (D) fraud

4. GRIEF : WAR :: HAPPINESS :

(A) joy (B) **peace** (C) soldier (D) finish

5. GUILT : CONVICTION :: INNOCENCE :

(A) revenge (B) contrition (C) justice (D) **vindication**

6. BIGOTRY : HATRED ::

(A) sweetness : bitterness (B) segregation : integration (C) equality : government (D)

sugar : grain (E) **fanaticism : intolerance**

7. GERM : DISEASE ::

(A) trichinosis : pork (B) men : women (C) doctor : medicine

(D) **war : destruction** (E) biologist : cell

8. CURIOSITY : ENLIGHTENMENT ::

(A) **tenacity : attainment** (B) abundance : difficulty (C) sin : fault

(D) blemish : candy (E) mixture : compound

9. FALL : PAIN ::

(A) carelessness : caution (B) planet : orbit (C) **disobedience : punishment**

(D) foliage : forest (E) measles : vaccination

10. ASHES : FLAME ::

- (A)cruelty : whistling **(B) darkness : eclipse** (C) starvation : food
(D) dishonesty : mendacity (E) ice : snowing

IV. DEGREE OR SEQUENCE

1. BIG : HUGE :: TINY :

- (A) giant (B) midget (C) wee **(D) small**

2. FALL : WINTER :: WINTER ::

- (A) fall (B) snow **(C) spring**(D) summer

3. RED : ORANGE :: GREEN :

- (A) blue** (B) yellow (C) gray(D) grape

4. HOP : SKIP :: BOUNCE :

- (A) catch (B) throw (C) run **(D) dribble**

5. WADE : SWIM :: CRAWL :

- (A) creep **(B) walk** (C) fly (D) jump

6. JOY : ECSTASY ::

- (A) admiration : love** (B) weather : humidity (C) happiness : sorrow

- (D) life : hope (E) youth : frolic

7. SNOWSTORM : BLIZZARD ::

- (A) thunder ; lightning (B) earthquake : geyser **(C) gale : hurricane**

- (D) snow : sleet (E) fry : broil

8. FELONY : MISDEMEANOR ::

- (A) seriously : mild (B) burglar : thief (C) manslaughter : murder

- (D) smashed : cracked** (E) degree : crime

9. SPROUT : GROW ::

- (A) soil : earth (B) sun : rain **(C) bloom : die**

- (D) harvest : reap (E) flower : plant

10. CHOP : GRIND ::

- (A) mow : rake (B) plant : dig (C) skepticism : disbelief

- (D) hail : sleet** (E) steak : roast beef

VII. FUNCTION OR PURPOSE

1. PICTURE : SEE :: SPEECH ::

- (A) view (B) enunciate **(C) hear** (D) soliloquize

2. GLOVE : BALL :: HOOK ::

(A)coat **(B) fish** (C) line (D)curve

3.PRESS : PRINT :: ERASER ::

(A)efface (B) board (C) chalk (D) rubber

4.MONEY : BANK :: KNOWLEDGE ::

(A)intelligence (B) reading

(C) graduation **(D) books**

5.YEAR : CALENDAR :: DAY ::

(A) decade (B) minute **(C) clock**

(D) month

6.TONGS : HOLD ::

(A) hair : haircut (B) have : hold **(C) scissors : cut**

(D) slate : blackboard (E)clock : time

7.CHAIRMAN : COMMITTEE ::

(A)president : country **(B) referee : players** (C) teacher : schoolroom

(D) manager : production line (E) attorney : office

8.MOTH : CLOTHING ::

(A)egg : larva (B) suit : dress (C) hole : repair

(D)atigma : reputation (E) mouse : closet

9.STATE : BORDER ::

(A)nation : state (B) flag : loyalty (C) Idaho : Montana

(D)planat : satellite **(E) property : fence**

10.MYSTERY : GLUE ::

(A) book : reader (B) fruit : bowl **(C) door : key**

(D) detective : crime (E) fry : pen

VIII. ACTION/ OBJECT/, ACTOR/ ACTION, ACTOR/ OBJECT

1. ATTORNEY : TRIAL :: SURGEON ::

(A)doctor **(B) operation** (C) patient (D) ether

2.NET ; FISHERMAN :: GUN :

(A)bullet (B) policeman (C) deer **(D) hunter**

3.REIGN : KING :: PRESIDE ::

(A)court (B) jury **(C)jugde** (D) subject

4.ENEMY : HATE :: FRIEND ::

(A) reject (B) contend **(C) love** (D) reply

5.BEHEAD : GUILLOTINE :: HANG ::

(A)gallows (B) nail (C) murderer (D) picture

6.WOODSMAN : TREE ::

(A)mechanic : wrench (B) gun : soldier (C) draftsman : architect

(D) doctor : patient (E) board : carpenter

7.LAW : CITIZEN ::

(A)democracy : communism (B) weapon : peace (C) **reins : horse**

(D) gangster ; policeman (E) tyranny : despot

8.EXAMINATION : CHEAT ::

(A)lawyer : defendant (B) compromise : consolidate (C) army : gripe

(D) **business : swindle** (E) graft : politics

9.THWART : ASPIRATIONS ::

(A)**stifle : anger** (B) try : attempt (C) succeed : fail

(D) daring :honor (E) rocket : launch

10.MOW : LAWN ::

(A)grass : flower (B) hay : horses (C) **shear : sheep**

(D) mulch : garden (E) hair : cut

Complaint letter

September 26,2022

From

C-59/B

Central Road

Salem-636003

To

The Bank Manager

Canara Bank

Salem-636003

Subject: **Complaint letter**

Sir,

I wish to bring to your attention that I have noticed unauthorized access to my bank account. I have been an account holder with your Canara Bank for four years. I hold an account under the name Gangatharan account number 012345678910.

Yesterday I received a text message that I have logged into my online banking self-service portal. I have linked my phone to my bank account so that I can receive notifications on transactions. I had not logged into my account since last week and I have not authorized anyone to access my account. There was no money withdrawn but I am worried that this could happen in the future.

Kindly look into this matter urgently and let me who accessed my account. I hope that this matter will be resolved and never occur again in the future.

Thank you.

Yours Sincerely,

Gangatharan

SPOT THE ERROR

In each of the following questions, find out which of the sentence has no error. If there is no mistake, the answer is 'No error'.

1. I was taken with surprise (a) / when I saw (b) / the glamorous Appu Ghar. (c) / No error

- (A) I was taken with surprise
- (B) when I saw
- (C) the glamorous Appu Ghar.
- (D) No error

2. Cricket has become so popular (a) / that even elderly people (b) / are discussing (c) / the game when they meet. (d) / No error

- (A) Cricket has become so popular
- (B) that even elderly people
- (C) are discussing
- (D) the game when they meet.

3. Looking forward (a) / to (b) / meet you here. (c) / No error (d)

- (A) Looking forward
- (B) to
- (C) meet you here.
- (D) No error

4. My body has long since exhausted all its energy, (a) / but it went on running (b) / just the same. (c) / No error

- (d)
- (A) My body has long since exhausted all its energy,
- (B) but it went on running
- (C) just the same.
- (D) No error

5. I courteously asked him (a) / where was he going (b) /

that you had called. (c) / No error (d)

(A) I courteously asked him

(B) where was he going

(C) that you had called.

(D) No error

6. The Cabinet Ministers and the Prime Minister (a) / was at the airport (b) / to receive the foreign dignitary. (c) / No error (d)

(A) The Cabinet Ministers and the Prime Minister

(B) was at the airport

(C) to receive the foreign dignitary.

(D) No error

7. We wanted to purchase (a) / something but all the three stores (b) / in that area (c) / were closed on that day. (d) / No error (e)

(A) We wanted to purchase

(B) something but all the three stores

(C) in that area

(D) were closed on that day.

8. There are much inconveniences (a) / that have to be put up with (b) / when you are camping. (c) / No error (d)

(A) There are much inconveniences

(B) that have to be put up with

(C) when you are camping.

(D) No error

9. You will come (a) / to my party tomorrow, (b) isn't it? (c) / No error (d)

(A) You will come

(B) to my party tomorrow,

(C) isn't it?

(D) No error

10. Slow and steady (a) / win (b) the race. (c) / No error (d)

(A) Slow and steady

(B) win

(C) the race.

(D) No error

11. The blind old man was (a) / knocked down by car (b) / upon crossing the road. (c) / No error (d)

(A) The blind old man was

(B) knocked down by car

(C) upon crossing the road.

(D) No error

12. The angry man walked hurriedly (a) / into the crowded room (b) / and shouted loud at the guest. (c) / No error (d)

(A) The angry man walked hurriedly

(B) into the crowded room

(C) and shouted loud at the guest.

(D) No error

13. I go to the bed (a) / at eight (b) / every night. (c) / No error (d)

(A) I go to the bed

(B) at eight

(C) every night.

(D) No error

14. I shall write (a) / to you (b) / when I shall reach Bangalore (c) / No error (d)

(A) I shall write

(B) to you

(C) when I shall reach Bangalore

(D) No error

15. I wonder (a) / what he has done with the book (b) I lend him. (c) / No error (d)

(A) I wonder

(B) what he has done with the book

(C) I lend him.

(D) No error

16. 'Meatless Day's (a) / have been made (b) / into a film. (c) / No error (d)

(A) 'MeatlessDays'

(B) have been made

(C) into a film.

(D) No error

17. The religious argument (a) / is not the only basis (b) / over which the case for animal rights rests. (c) / No error (d)

(A) The religious argument

(B) is not the only basis

(C) over which the case for animal rights rests.

(D) No error

18. The rate of growing (a) / may be different for different people, (b) / but old age spares none. (c) / No error (d)

(A) The rate of growing

(B) may be different for different people,

(C) but old age spares none.

(D) No error

19. He is very blind (a) / to read (b) / smallest of prints. (c) / No error (d)

(A) He is very blind

(B) to read

(C) smallest of prints.

(D) No error

20. My friend is the kind of person (a) / who will face up (b) / to the most demanding tasks. (c) / No error (d)

(A) My friend is the kind of person

(B) who will face up

(C) to the most demanding tasks.

(D) No error

21. The Headmaster said that (a) / Sachin was capable of doing (b) / more better work. (c) / No error (d)

(A) The Headmaster said that

(B) Srinu was capable of doing

(C) more better work.

(D) No error

22. Hardly had the children (a) / left the school (b) / than it began to rain. (c) / No error

(A) Hardly had the children

(B) left the school

(C) than it began to rain.

(D) No error

23. Some artists have taken a clue (a) / from medieval miniatures; our epics and mythology (b) / and created works which please (c) / with their acute colour sense and skilful handling. (d) No error (e)

(A) Some artists have taken a clue

(B) from medieval miniatures; our epics and mythology

(C) and created works which please

(D) with their acute colour sense and skilful handling.

24. When you have (a) / read these books, (b) / please return them to me. (c) / No error (d)

(A) When you have

(B) read these books,

(C) please return them to me.

(D) No error

25. When we consider all the factors, which are many, (a) / the number of school dropouts (b) / are quite disturbing.

(c) / No error (d)

- (A) When we consider all the factors, which are many,
- (B) the number of school dropouts
- (C) are quite disturbing.
- (D) No error

26. All the problems are been (a) / written clearly (b) / on the board. (c) / No error

- (A) All the problems are been
- (B) written clearly
- (C) on the board.
- (D) No error

27. If were the Principal of the college (a) / I would have never accepted (b) / such demands of the students (c) / No error (d)

- (A) If were the Principal of the college
- (B) I would have never accepted
- (C) such demands of the students
- (D) No error

28. I will spend (a) / my remaining life (b) / in the village. (c) / No error (d)

- (A) I will spend
- (B) my remaining life
- (C) in the village.
- (D) No error

29. Long ago, when I was yet a student (a) / I once went to Darjeeling, (b) / where I was charmed by the beautiful mountain sceneries (c) / that greeted me on all sides. (d) / No error (e)

- (A) Long ago, when I was yet a student
- (B) I once went to Darjeeling,
- (C) where I was charmed by the beautiful mountain sceneries
- (D) that greeted me on all sides.

30. One of his many (a) / good traits that (b) come to my mind (c) / was his modesty. (d) / No error (e)

- (A) One of his many
- (B) good traits that
- (C) come to my mind
- (D) was his modesty.

SENTENCE COMPLETION

choose the correct word for complete the sentence:

1. She hadn't eaten all day, and by the time she got home she was _____.

- a. blighted

b. confutative

c. ravenous

d. ostentatious e. blissful

2. The movie offended many of the parents of its younger viewers by including unnecessary _____ in the dialogue.

a. vulgarity

b. verbosity

c. vocalizations

d. garishness

e. tonality

3. His neighbors found his _____ manner bossy and irritating, and they stopped inviting him to backyard barbeques.

a. insentient

b. magisterial

c. reparatory

d. restorative

e. modest

4. Steven is always _____ about showing up for work because he feels that tardiness is a sign of irresponsibility.

a. legible

b. tolerable

c. punctual

d. literal

e. belligerent

5. Candace would _____ her little sister into an argument by teasing her and calling her names.

a. advocate

b. provoke

c. perforate

d. lamente

e. expunge

6. The dress Ariel wore _____ with small, glassy beads, creating a shimmering effect.

a. titillated

b. reiterated

c. scintillated

d. enthralled

e. striated

7. Being able to afford this luxury car will _____ getting a betterpaying job.

a. maximize

b. recombinant

c. reiterate

d. necessitate

e. reciprocate

8. Levina unknowingly _____ the thief by holding open the elevator doors and ensuring his escape.

a. coerced

b. proclaimed

c. abetted

d. sanctioned

e. solicited

9. Shakespeare, a(n) _____ writer, entertained audiences by writing many tragic and comic plays.

a. numeric

b. obstinate

c. dutiful

d. prolific

e. generic

10. I had the _____ experience of sitting next to an over-talkative passenger on my flight home from Brussels.

a. satisfactory

b. commendable

c. galling

d. acceptable

e. acute

11. Prince Phillip had to choose: marry the woman he loved and _____ his right to the throne, or marry Lady Fiona and inherit the crown.

a. reprimand

b. upbraid

c. abdicate

d. winnow

e. extol

12. If you will not do your work of your own _____, I have no choice but to penalize you if it is not done on time.

a. predilection

b. coercion

c. excursion

d. volition

e. infusion

13. _____ rumors did a great deal of damage even though they turned out to be false.

a. bemused

b. prosaic

c. apocryphal

d. ebullient

e. tantamount

14. When her schoolwork got to be too much, Pam had a tendency to _____, which always put her further behind.

a. dedicate

b. rejuvenate

c. ponder

d. excel

e. procrastinate

15. Racha's glance was a _____ invitation to speak later in private about events of the meeting.

a. trecherous

b. scintillating

c. tactful

d. tacit

e. taboo

16. She reached the _____ of her career with her fourth novel, which won the Pulitzer Prize.

a. harbinger

b. apogee

c. metamorphosis

d. dictum

e. synthesis

17. The _____ townspeople celebrated the soldier's return to his home by adorning trees with yellow ribbons and balloons.

a. somber

b. jubilant

c. pitiless

d. cunning

e. unsullied

18. The man's _____ driving resulted in a four-car pile-up on the freeway.

a. burdensome

b. charismatic

c. exceptional

d. boastful

e. negligent

19. Ron didn't know the rules of rugby, but he could tell by the crowd's reaction that it was a critical _____ in the game.

a. acclamation

b. conviction

c. juncture

d. enigma

e. revelation

20. My ancestor who lost his life in the Revolutionary War was a _____ for

American independence.

- a. knave
- b. reactionary
- c. compatriot
- d. nonconformist
- e. martyr

21. The _____ sound of the radiator as it released steam became an increasingly annoying distraction.

- a. sibilant
- b. scintillating
- c. diverting

- d. sinuous
- e. scurrilous

22. It is helpful for salesmen to develop a good _____ with their customers in order to gain their trust.

- a. platitude
- b. rapport
- c. ire
- d. tribute
- e. disinclination

23. Dogs growl and show their teeth in an attempt to _____ the animal or person they perceive as a threat.

- a. bolster
- b. waylay
- c. cow
- d. exacerbate
- e. appease

24. In biology class, Sabine observed the slug's _____, its barely discernible movement in the tank.

- a. parody
- b. prescience
- c. torpor
- d. insight
- e. vigor

25. The _____ instinct of a watchdog is to attack strangers who enter its home.

- a. judicious
- b. intimate
- c. pragmatic
- d. melancholy

- e. primal

26. The battalion's _____ was a well-fortified structure near the enemy lines.

- a. labyrinth

b. summary

c. villa

d. vinculum

e. garrison

27. Much to my surprise, my teenage daughter was _____ to the idea of going out with me on Friday night instead of with her friends.

a. contrite

b. impartial

c. partisan

d. deferential

e. amenable

28. The enormous waves forced the lobster boat to _____ heavily to the starboard side, causing crates of lobsters to topple and fall into the ocean.

a. trifle

b. degenerate

c. list

d. expedite

e. disseminate

29. Walking through the _____ forest in spring was a welcome escape from the cold, gray winter we had spent in the city.

a. pliant

b. verdant

c. factious

d. bland

e. innocuous

30. Nina called the humane society when she saw her neighbor _____ his dog.

a. mandate

b. forebode

c. maltreat

d. stipulate

e. peruse

Interpretation of Verbal Analogy

Choose the pair of words that have a similar relationship to that between the given pair of words.

1. Sing : hum :: Talk : _____

a. murmur

b. whisper

c. mumble

d. shout

2. Liquid : liter: _____

- a. Weight : kilogram
- b. Land : seismometer
- c. Bushel : corn
- d. Fame : television

3. Vaunt : Flaunt::Disparate: _____

- a. Similar
- b. Homogenous
- c. Contrast
- d. Alike

4. Biped : Quadruped::Ostrich: _____

- a. Cat
- b. Kangaroo
- c. Penguin
- d. Duck

5. Cup : Lip::Bird: _____

- a. Grass
- b. Forest
- c. Beak
- d. Bush

6. Grass : Erosion::Dam: _____

- a. Water
- b. Freeze
- c. Current
- d. Rain

7. Lethargic : Vital::Trite: _____

- a. Unique
- b. Slug
- c. Lazy
- d. Skinny

8. Paw : Cat::Hoof: _____

- a. Donkey
- b. Lion
- c. Elephant
- d. Horse

9. Seismography : Earthquake :: Taseometer : _____

- a. Landslides
- b. Strains
- c. Resistances
- d. Volcanoes

10. Exhibit : display :: send : _____

- a. Stamp
- b. Receive
- c. Show
- d. Emit

11. Dawn: Morning:: Dusk: _____

- a. Evening
- b. Night
- c. Darkness
- d. Fog

12. Parson lives in Parsonage::Pioneer lives in _____

- a. Cottage
- b. Wagon
- c. Monastery
- d. Barracks

13. Ravens: Croak::Ducks: _____

- a. Talk
- b. Gobble
- c. Squeak
- d. Quack

14. Bears: Growl:: Asses: _____

- a. Growl
- b. Bray
- c. Purr
- d. Bleat

15.Melt:Liquid::Freeze:_____

- a. Condense
- b. Solid
- c. Ice
- d. Crystal

16.Convent:Clositer:Eyrie:_____

- a. Show
- b. Open
- c. Hide
- d. Nest

17. Bill:Law::Insect:_____

- a. Pupa
- b. Stage
- c. Larva
- d. Bird

18. Grain:Stock::Strick:_____

- a. Bundle
- b. String
- c. Collection
- d. Heap

19. Transition:Change::Immobility:_____

- a. Stillness
- b. Liveliness
- c. Action
- d. Busyness

20. Modern:Antiquated::Weak:_____

- a. Strong
- b. Fragile
- c. Inadequate
- d. Puny