

RC-+ Cloze Test **Day-3**

PASSAGE-1

The importance of communication skills cannot be underestimated, especially so, in the teaching – learning process. Teaching is generally considered as only fifty per cent knowledge and fifty per cent interpersonal or communication skills. For a teacher, it is not just important to give a lecture rich in content that provides **abundant** information about the subject or topic in question, but a successful teacher develops an **affinity** with, an understanding of, and a harmonious interrelationship with her pupils. Building rapport becomes her primary task in the classroom. But what exactly is rapport?

Rapport is a sympathetic relationship or understanding that-allows you to look at the world from someone else's perspective. Making other people feel that you understand them creates a strong bond. Building rapport is the first step to better communication – the primary goal of all true educators. Communication skills for teachers are thus as important as their in-depth knowledge of the particular subject which they teach. To a surprising **degree**, how one communicates determines one's effectiveness as a teacher. A study on communication styles suggests that 7% of communication takes place through words, 38% through voice intonation and 55% through body language.

Much of teaching is about sending and receiving messages. The process of communication is composed of three elements: the source (sender, speaker, transmitter or instructor), the symbols used in composing and transmitting of the message (words or signs), and the receiver (listener, reader or student). The three elements are dynamically interrelated since each element is dependent on the others for effective communication to take place. Effective communication is all about conveying your message to the other people clearly and unambiguously. It's also about receiving information the others are sending to you, with as little distortion as possible. Doing this involves effort from both the sender and the receiver. And it's a process that can be fraught with error, with messages **muddled** by the sender, or misinterpreted by the recipient. When this isn't detected it can cause tremendous confusion, wasted effort and missed opportunity.

Good communication skills are a prerequisite for those in the teaching profession. Carefully planned and skilfully delivered messages can issue invitations to students that school is a place to share ideas, investigate and collaborate with others. Effective communication is essential for a well- run classroom. A teacher who is able to communicate well with students can inspire them to learn and participate in class and encourage them to come forth with their views, thus creating a proper rapport. Although this **sounds** simple and obvious, it requires much more than a teacher saying something out loud to a student. They must also realise that all students have different levels of strengths and weaknesses.

Q1. Choose the word which is most OPPOSITE in meaning of the word printed in bold as used in the passage.

Abundant

- A. Small
- B. Little
- C. False
- D. Sufficient
- E. Rare

Q2. Choose the word which is most OPPOSITE in meaning of the word printed in bold as used in the passage.

Muddled

- A. Skilfully organised
- B. Strongly controlled
- C. Clearly conveyed
- D. Isolated
- E. Complicated

Q3. Choose the word which is most SIMILAR in meaning to the word printed, in bold as used in the passage.

Sounds

- A. Seems
- B. Corrects
- C. Noises
- D. Takes
- E. Silences

Q4. Choose the word which is most SIMILAR in meaning to the word printed, in bold as used in the passage.

Affinity

- A. Partnership
- B. Partiality
- C. Weakness
- D. Compatibility
- E. Discord

Q5. Choose the word which is most SIMILAR in meaning to the word printed, in bold as used in the passage.

Degree

- A. Extent
- B. Goal
- C. Affect
- D. Situation
- E. Direction

Q6. Which of the following is/are essential for effective communication?

- (1) Conveying the message clearly
- (2) Not to waste effort and opportunity
- (3) Receiving the information with as little distortion as possible

- A. Only (1) and (3)
- B. Only (2)
- C. Only (1)
- D. Only (3)
- E. Only (2) and (3)

Q7. Which of the following is true about 'rapport' as per the passage?

- (1) It is a sympathetic relationship.
 - (2) It is based on understanding of other people's frame of reference.
 - (3) It helps in creating a strong bond.
 - (4) It is important for teachers to build rapport with students.
- A. Only (1) and (2)
 - B. Only (2) and (4)
 - C. Only (1), (2) and (4)
 - D. Only (1), (2) and (3)
 - E. All are true

Q8. Which of the following must the teachers keep in mind to facilitate learning in student as per the passage?

- A. To control the students such that they do not share ideas with others within the lecture hours
- B. To maintain rapport with students and compromise on the course content
- C. To realise that all students have different levels of strengths and weaknesses
- D. Only to keep the lecture rich in course content
- E. To ensure that students adhere to her views only

Q9. Which of the following are the three elements of communication as per the passage?

- A. Source, Signs and Students
- B. Source, Sender and Speaker
- C. Signs, Words and Students
- D. Instructor, Listener and Reader
- E. Transmitter, Student and Receiver

Q10. Which of the following is the finding of the study on communication styles?

- A. The body language and gestures account for 38% of communication and outweighs the voice intonation
- B. Only 9% communication is about content whereas the rest is about our tone and body language
- C. The tone of our voice accounts for 55% of what we communicate and outweighs the body language
- D. More than 90% of our communication is not about content but about our tone and body language
- E. Teaching is fifty per cent knowledge and fifty per cent interpersonal or communication skills.

EXERCISE-1

The framework released by the RBI for entry and expansion of foreign banks in India makes sense. If foreign banks do enter India, it would drive local banks to become (1) efficient and encourage mergers and acquisitions. These banks will also bring (2) technology and expertise to foster financial inclusion. The RBI's final rules provide a foreign banks nearly the (3) freedom as a private sector bank in opening branches if it takes the form of a local subsidiary. New or existing (4) will have to set up wholly-owned arms if they are systemically important foreign banks, or banks that have a complex (5) or those that do not have adequate disclosure requirement in their home jurisdictions or offer home residents preferential protection in case of a problem. However, those present in India before August 2010 Citi, HSBC and Standard Chartered have the (6) to continue as branches. Rightly, the regulator must encourage their conversion into local subsidiaries, following Indian laws. It will ring-fence the capital and assets of the bank within India and (7) effective risk control. Incentives by way of operational freedom could persuade some banks to (8) into wholly-owned subsidiaries. India is a growing market and more branches would do no harm. However, technology has made physical branch networks much less (9) today. An example is the credit card (10) of foreign banks that has far surpassed their branch-network size.

- 1. (a) less (b) added
(c) further (d) more
(e) also
- 2. (a) down (b) in
(c) up (d) around
(e) forward

- 3. (a) equivalent (b) likely
(c) duplicate (d) different
(e) same
- 4. (a) contestants (b) aspirant
(c) entrants (d) candidates
(e) petitioners
- 5. (a) structure (b) construction
(c) architecture (d) texture
(e) configuration
- 6. (a) discretion (b) free will
(c) prerogative (d) option
(e) claim
- 7. (a) endow (b) enable
(c) qualify (d) approve
(e) let
- 8. (a) manipulate (b) mutate
(c) transfer (d) turn
(e) convert
- 9. (a) relevant (b) compatible
(c) suited (d) admissible
(e) proper
- 10. (a) field (b) work
(c) business (d) function
(e) occupation

PASSAGE-1

1. B
2. D
3. A
4. D
5. A
6. A
7. E
8. C
9. E
10. E

EXERCISE-1

1. d
2. b
3. e
4. c
5. a
6. d
7. b
8. e
9. a
10. C