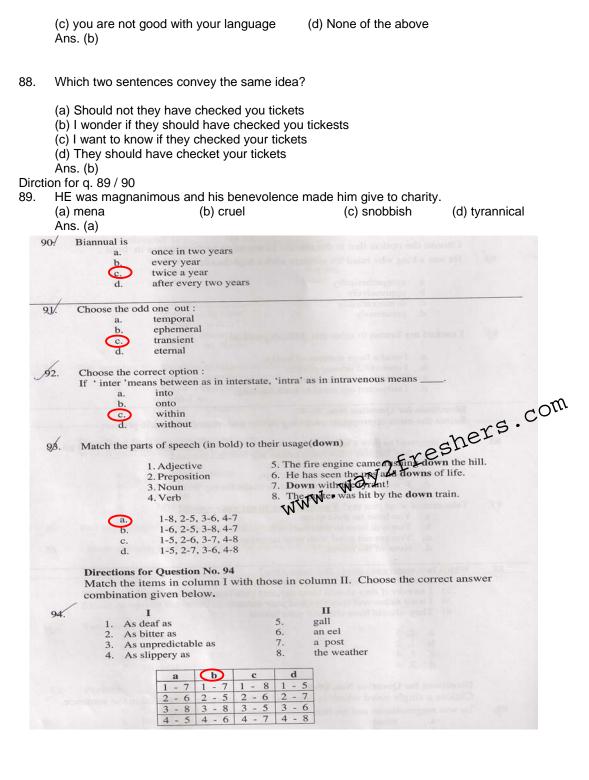
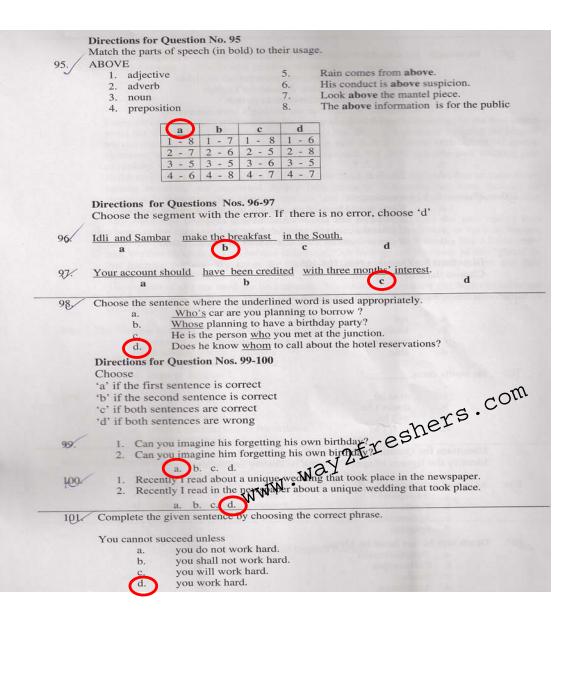
General English Section

| / I. | She is a close mend of _ | | | | | |
|-------|---|-------------------|-------------------|----------------|-----------------------------------|--|
| | (a) my | (b) I | (c) me | (d) mine | | |
| | Ans. (d) | | | | | |
| 72. | He took care of her | she was | resorted to h | ealth | | |
| | (a) when (b) be | efore (c) afte | er | (d) till | | |
| | Ans. (d) | | | | | |
| 73. | The man his | appearanc cor | npletely sinc | e then. | | |
| | (a) in changing | (b) changed | (c) has chan | ged (d) is | changed | |
| | Ans. (c) | | | | - | |
| 74. | From the option below, c | hoose the word | d with the inc | correct spelli | ng: | |
| | (a) Diarrhea (b) Di | aper (c) Dicl | hotomy | (d) Dias | | |
| | Ans. (d) | | - | | | |
| 75. | Choose the word spelt co | orreclty: | | | | |
| | (a) superintedent | (b) seive | (c) allo | oted (d) di | ssipate | |
| | Ans. (d) | | | | | |
| Direc | iton for q. 76 to 79 | | | | | |
| 76. | He lives Banga | aluru | 115, Rich | mond Road. | | |
| | (a) at, in | (b) in, at | (c) at, | on | (d) in, on | |
| | Ans. (b) | | | | | |
| 77. | 'Aurually challenged' is a | f | or the | | | |
| | (a) metaphor, blind (b) eu | iphemism, dea | ıf | | | |
| | (c) smile, disabled (d) sy | nonym dumb | | | | |
| | Ans. (b) | | | | | |
| 78. | If errors is a fa | | _ | | | |
| | (a) defect – a mistake | | | | | |
| | c) slip – an inaccuracy | (d) blunder – | to blame | | | |
| | Ans. (b) | | | | \sim m | |
| 79. | The man hast | the rules of eith | ncal conduct | he is | a beasc Ott | |
| | (a) flaunted – literally | (b) ignored – | basicaly | (c) broken - | - as ← S • (d) flouted – virtualy | |
| | Ans. (d) | | | . 05 | as (d) flouted – virtualy | |
| | iton for q. 80 to 81 | | | JEXE - | | |
| 80. | Part of Autralia is known | to the natives | as the Qutba | 6k. | 4.0.1 | |
| | (a) inverted commas | (b) simicolon | 1 . W (6) eoi | mma | (d) hypen | |
| 0.4 | (a) inverted commas (b) simicolon where comma (d) hypen Ans. (a) I know that you want to learn to dive Rima but you are too young. | | | | | |
| 81. | | | | | | |
| | (a) inverted commas | (b) simicolon | (c) cor | nma | (a) nypen | |
| D' | Ans. (c) | | | | | |
| | tioin for q. 82 – 83 | | | | | |
| 82. | Veracious | (la) | (a) less | | (a) Tarable 6 al | |
| | (a) False | (b) Varied | (c) Ima | age | (d) Truthful | |
| 00 | Ans. (d) | | | | | |
| 83. | Perturb | | (a) Dia | | (d) Compatible | |
| | | ırn around | (c) Dis | sturb greatly | (d) Compatible | |
| Diroo | Ans. (c) | | | | | |
| 84. | tion for question 84 – 85 HE was a king who ruled | his subjects w | ith a high h | and | | |
| 04. | (a) sympathetically (b) or | | | | (d) generously | |
| | Ans. (b) | pressively | (c) dei | Hocratically | (d) generously | |
| 95 | ` , | o this difficult | poroblom | | | |
| 85. | I racked my brains to solv (a) I read a large number | | porobiem | (b) Leongult | ed several people | |
| | ` , | | (d) I o | | mind to hard thinking | |
| | (c) I used my commonse Ans. (d) | 1156 | (u) i si | abjected my | mind to hard trimking | |
| Direc | tion for question 86 – 87 | | | | | |
| 86. | | speech to my | analie clase | but I got co | ald feet and I did not go | |
| 00. | I was supposed to give a speech to my englis class, but <u>I got cold feet</u> and I did not go. (a) My English classroom makes my feet feel too cold. | | | | | |
| | (a) My feet got cold so I did not go. | | | | | |
| | (c) I got too nervous and I did not go. | | | | | |
| | (d) It was wintere time ar | | ks for my fee | 7† | | |
| | Ans. (c) | ia i nau no sac | and for fifty let | , | | |
| 87. | Take care of what you sa | v ! You will h | ave to eat vo | our words! | | |
| `` | (a) you have no food to e | | | | take back what you have said | |
| | . , , | | ()) - | | , | |





| 102. | Re-arrange the scrambled segments in logical order to make a complete sentence. | | | | | |
|------------------------|---|--|--|--|--|--|
| | 1. to places where more opportunities are available | | | | | |
| | 2. and so there is a great demand for English | | | | | |
| | 3. for professional and economic growth | | | | | |
| | 4. because it takes one outside one's own community | | | | | |
| | 5. English is the language of opportunities | | | | | |
| | 5. English is the language of opportunities | | | | | |
| | 1, 2, 5, 3, 4 | | | | | |
| | b. 5, 4, 1, 3, 2 | | | | | |
| | c. 3, 1, 4, 2, 5 | | | | | |
| | d. 2,1,3,5,4 | | | | | |
| | | | | | | |
| 103. | Choose the best construction: | | | | | |
| ~ | If you would have taken care you wouldn't have got typhoid. | | | | | |
| | If you took care you wouldn't have got typhoid. | | | | | |
| | If you take care you wouldn't have got typhoid. | | | | | |
| | d. If you had taken care you wouldn't have got typhoid. | | | | | |
| | | | | | | |
| | Directions for Question Nos. 104-105 | | | | | |
| | Choose the correct option. | | | | | |
| 1015 | | | | | | |
| 104. | At times, we are all to be mistaken. | | | | | |
| | | | | | | |
| | apt | | | | | |
| | b. likely | | | | | |
| | d. able | | | | | |
| | d. able | | | | | |
| 105: He hardly cares,? | | | | | | |
| - | | | | | | |
| | a. does he | | | | | |
| | b. doesn't he | | | | | |
| | c. will he | | | | | |
| | d. won't he | | | | | |
| | alle | | | | | |
| | Directions for Question Nos. 106-107 | | | | | |
| | Identify the figures of speech in the following sentences: | | | | | |
| | 127 | | | | | |
| 106: | As proud as a peacock. | | | | | |
| | Metaphor | | | | | |
| | b. Simile W | | | | | |
| | Apostrophe | | | | | |
| | a. does he b. doesn't he c. will he d. won't he Directions for Question Nos. 106-107 Identify the figures of speech in the following sentences: As proud as a peacock. As proud as a peacock. Metaphor Simile Apostrophe d. Epigram Death less his jey hand on kines | | | | | |
| 107. | Death J. ms ky mind on kings. | | | | | |
| | a. Personification | | | | | |
| | b. Exclamation | | | | | |
| | c. Simile | | | | | |
| | d. Anticlimax | | | | | |
| | | | | | | |

Directions for Question Nos. 108-110

Read the passage carefully and answer within the context.

"A way to deal with Frozen Feelings"

Every child experiences all that happens around him with total awareness. In the first seven years the child's brain is like a sponge, taking in all sensory inputs and building his idea of his surroundings. As long as the environment is safe, the child learns with incredible speed. However, when the environment is scary or stressful, the child unlearns past learning just as rapidly.

In the early years of every child's life, whenever there is shock, violence, fear or pain, these intense emotions are imprinted deeply into memory. Whenever the same activity or situation is repeated, the nervous system and body subconsciously re-experience the memory of that trauma.

Any emotional situation that takes us out of the present and into the past means that whenever the same kind of emotion crops up later in our life we return to the past for our reference point. If that point was at age three, we find ourselves behaving like a three-yearold. We feel childish and we behave childishly. Our feelings are the cause of this 'glitch' in our learning process. We know we should be able to make a positive change, but that doesn't change anything.

The process of change need not be traumatic. We couldn't have done any better because we didn't know how to. But we should realize that was then and this is now! We can choose to choose again. It's up to us. It's our movie!

108. The "Frozen Feelings" being talked about are about,

a. negative childhood experiences

b. childhood learning patterns

c. inability to learn as an adult

d. none of the above.

109. A 'glitch' is

a. a ditch

www.way2freshers.com uneasy emotions udden malfunction or breakdown

d. learning patterns

MO. Identify the correct statement, based on the paragraph.

a The process of change needs to be traumatic. b. We feel childish and we behave childishly.

c. Both sentences are incorrect.

d. Both the sentences are correct.