

NAT I General Science

| Sr | Questions | Answers Choice |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| | Sentence Completion | |
| 1 | Fauzia presents herself as a bold journalist by asking people in politics the kinds of _____ questions that other reporters do not ask | A. Controversial B. Circummutating C. Abnormal D. Irrelevant |
| | Sentence Completion | |
| 2 | Ozone in the Earth's atmosphere _____ living organisms from damaging ultraviolet radiation. | A. Protects B. Warms C. Reflects D. Absorbs |
| | Sentence Completion | |
| 3 | So _____ was the sales persons tone about the qualities of the new computer system that Najam nearly missed the _____ in its calculations in his budget. | A. Persuasive....flaw B. Adopted.....accuracy C. Harsh....amount D. Irritating...greatness |
| | Sentence Completion | |
| 4 | Despite his illness Inzamam was _____ in winning his team | A. Disappointing B. Useless C. Vigorous D. Instrumental |
| | Sentence Completion | |
| 5 | Salma's home looked as though it had been _____ from a rag bin her expensive burner was her sole _____ of luxury | A. Clean...expensive B. Computerized...cost C. Modernized...symbol D. Salvaged...sign |
| | Sentence Completion | |
| 6 | The applicant answered tough question with _____ candor winning over many interviews who had previously supported his rival | A. Planned B. Impatient C. Unintentional D. Disarming |
| | Sentence Completion | |
| 7 | It was difficult to imagine Jameela, _____ woman as a psychiatrist listening while others talked was not her style | A. A talkative B. A cheering C. A smiling D. A aggressive |
| | Sentence Completion | |
| 8 | A rumor that the corporation was close to the _____ caused panic among its creditors and stockholders | A. New venture B. Bankruptcy C. Dividend declaration D. Annual BOD meeting |
| | Sentence Completion | |
| 9 | Sajid appears to behave _____ actively helping class fellows to have their home assignment done | A. Aggressively B. Cooperatively C. Rudely D. Suspiciously E. Mysteriously |
| | Sentence Completion | |
| 10 | Maria forced herself to eat every piece on her plate although she found the food practically _____. | A. Delicious B. Spicy C. Inedible D. Nourishing |
| | Sentence Completion | |
| 11 | Until its defeat by Ireland Pakistani team won most of its test matches by innings and had achieved an _____ series of wins | A. Defeated B. Unbroken C. Difficult D. Aggressive |
| | Sentence Completion | |
| 12 | The whale shark is found in equatorial deep waters around the world, it is _____ encountered by divers | A. Rarely B. Successfully C. Anxiously |

is _____ encountered by divers.

D. Constantly

Sentence Completion

- 13 Some of the sculptures formerly _____ the Hindu artist are now thought to have been created by one of his Muslim students

A. Denied by
B. **Attributed to**
C. Adapted from
D. Submitted to

Sentence Completion

- 14 Because its chief accountant altered figures and completely fabricated other the company's financial records were entirely _____.

A. Hidden
B. **Spurious**
C. Transparent
D. Taxable

Sentence Completion

- 15 As _____ as she is original. Tahira has created songs for theaters classical concerts and Pakistani movies.

A. **Versatile**
B. Old fashioned
C. Sophisticated
D. Solo

Sentence Completion

- 16 The benefits of the cooperative program are _____ with both companies acquiring new production techniques

A. Challenging
B. Exclusive
C. Normal
D. **Mutual**

Sentence Completion

- 17 The author monotonously numerates the _____ points of scientific development while omitting the details that might _____ the readers interest

A. Week...sell to
B. **Trivial...boost**
C. Stylistic...irritate
D. Essential...limit

Sentence Completion

- 18 The final edition of the love and Cheating consists of six volumes however only a small _____ of its full volume has ever been published

A. Edition
B. Volume
C. **Fraction**
D. Chapter

Sentence Completion

- 19 Muslim alchemists tried to attain wealth by _____ copper and other base metals into gold

A. Placing
B. Coin aging
C. Melting
D. **Transforming**

Sentence Completion

- 20 An editorial praised the generosity of an anonymous _____ who had donated over a million rupees and several priceless books to the college

A. Donor
B. **Benefactor**
C. Promoter
D. Rich

Sentence Completion

- 21 Although officials claimed that its hull was _____ the Titanic sank after hitting an iceberg

A. Iron made
B. **Impenetrable**
C. Prominent
D. Oval

Sentence Completion

- 22 Misrepresentative graphs and drawings _____ the real data and encourage readers to accept _____ arguments

A. Obscure...legitimate
B. **Distort...spurious**
C. Illustrate...controversial
D. Complement...unresolved

Sentence Completion

- 23 Conservative historians who represent a traditional account as _____ because of its age may be guilty of taking on trust what they should have _____ in a conscientious fashion

A. Ancient...established
B. False...reiterated
C. Mythical...fabricated
D. **Accurate...examined**
E. Suspicious....challenged

Sentence Completion

- 24 The art of Shehnaz Begum often presents us with an idyllic vision that is subtly _____ by more sinister elements.as if suggesting the _____ beauty of our surroundings

A. Enhanced...pristine
B. **Invaded...flawed**
C. Altered...unmarred
D. Redeemed...hallowed
E. Devastated...bland

Sentence Completion

- 25 The _____ workshop had not been used in years

A. Orphan
B. Advanced
C. Decorated
D. Renovated
E. **Derelict**

| | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| | Sentence Completion | |
| 26 | Producers of Punjabi films have long decried the_____of the Lahore movie critics whose reviews can determine the fate of a film in a month | A. Fallacy B. Poverty C. Curelty D. Power E. Absent mindedness |
| | Sentence Completion | |
| 27 | With the current wave of crime travelers on Lahore route are_____to make sure their valet is secure | A. Banned B. Irreverent C. Illiterate D. Urged E. Permitted |
| | Sentence Completion | |
| 28 | Working_____under time pressure Shamim didn't notice her mistake | A. Continually-simple B. Carelessly-stupid C. Rapidly-careless D. Continuously-abnormal E. Leisurely-inevitable |
| | Sentence Completion | |
| 29 | The cheerful lively sound of folk music_____almost everyone | A. Expired B. Make lazy C. Revived D. Accustomed E. Lethargy |
| | Sentence Completion | |
| 30 | As_____of the Sindh supreme selection board Allah Bachayo had free_____to all Government rest houses throughout the country | A. A scholar-admission B. A survivor-passage C. An organizer-submission D. An institution-advice E. A member-entrance |
| | Sentence Completion | |
| 31 | His_____painting style made it difficult to follow his thought processes no surprise to his contemporaries who were familiar with his _____ manner of talking | A. Hypnotic....attractive B. Complex....affected C. Laborious.....tedious D. Convoluted...circumlocutory E. Precise...arcane |
| | Sentence Completion | |
| 32 | After completing her usual morning walk Salma found herself_____tired | A. Surprisingly B. More C. Unbelievably D. Unceasingly E. Usual |
| | Sentence Completion | |
| 33 | The green supernova is still_____cosmetologists as it has never been seen clearly making it impossible to study its nature. | A. Admiring for B. Enigmatic to C. Dangerous to D. Exploited by E. Famous among |
| | Choose a related pair of words or phrases | |
| 34 | IRON : BLACKSMITH | A. Cotton : cloth B. Food : gourment C. Clay : potter D. Silver : miner E. Gold : miser |
| | Choose a related pair of words or phrases | |
| 35 | FISH : SCALES | A. Book : papers B. Snake : Fangs C. Birds : Feather D. Car : Wheels E. Cat : Claws |
| | Choose a related pair of words or phrases | |
| 36 | NOSE : SMELL | A. Tongue : Speak B. Foot : Hit C. Hand : Finger D. Teeth : Chew E. Eye : Lid |
| | Choose a related pair of words or phrases | |
| 37 | COLLAGE : IMAGES | A. Cement : Building B. Medley : songs C. Furniture : Sofa D. Grains : Tree E. Book : volumes |
| | Choose a related pair of words or phrases | |
| 38 | SKETCH : ARTIST | A. Secret : confident B. Cell : prisoner C. Palette : Painter D. Draft : writer E. Lawyer : Court room |
| | Choose a related pair of words or phrases | |
| 39 | KNIFE : CUT | A. Winter : Summer B. Sword : Sharp C. Run : Fast D. Drill : Hole |
| | Choose a related pair of words or phrases | |
| | | A. Hair : Black |

| | | |
|----|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 40 | FISH : TROUT | A. Bird : Aviary B. Bird : Aviary C. Tiger : Carnivorous D. Mammal : Cow |
| 41 | Choose a related pair of words or phrases GILL : FIN | A. Cockroach : Antenna B. Instrument : Pencil C. Hard disk : Keyboard D. Bread : Butter |
| 42 | Choose a related pair of words or phrases FISH : SCHOOL | A. Puppy : Dog B. Novel : Story C. Cocks : Pride D. Ear : Nose |
| 43 | Choose a related pair of words or phrases COUNSELOR : ADVICE | A. Artist : musician B. Patron : Support C. Honesty : Charity D. Bank : Banker |
| 44 | Choose a related pair of words or phrases RACE : FATIGUE | A. Fasting : Hunger B. Round : boxing C. Flower : Color D. Hiking : Gangrene |
| 45 | STRUT : WALK | A. Sweating : Wrestling B. Hunter : Fire C. Speech : stage D. Stammer : talk |
| 46 | Choose a related pair of words or phrases INDUSTRIOUS : HARDWORKING | A. Sky : Blue B. Muddy : Unclear C. Book : Reading D. Pond : lake |
| 47 | Choose a related pair of words or phrases SCHOLAR : IGNORANT | A. Hardworking : Lazy B. Knife : Sword C. Courage : Bold D. Luxury : Wealth |
| 48 | Choose a related pair of words or phrases COOL : FROZEN | A. Sharp : Cut B. Warm : Hot C. Haddock : Stool D. Freedom : Liberty |
| 49 | Choose a related pair of words or phrases FROWN : GROAN | A. Stroll : amble B. Clown : crone C. Strained : Wit D. Grin : guffaw |
| 50 | Choose a related pair of words or phrases BINOCULARS : SEE | A. Spectacle : notice B. Skeptic : Idea C. Ear trumpet : hear D. Camera : aperture |
| 51 | Choose a related pair of words or phrases ANARCHY : ORDER | A. Adore : Loathe B. Sonnet : Medley C. Tent : Shelter D. Finger : Nail |
| 52 | Choose a related pair of words or phrases SUGAR : SACCHARIN | A. Slimming : fattening B. Lace : Collar C. Cotton : polyester D. Syrup : molasses |
| 53 | Choose a related pair of words or phrases EAGLE : AMERICA | A. Bath : Turkey B. John Bull : England C. Oriole : baseball D. Statue : liberty |
| 54 | Choose a related pair of words or phrases AFFLUENT : LUCKY | A. Greedy : Money B. Charitable : Stingy C. Unsuccessful : Lazy D. Rely : Retort |
| 55 | Choose a related pair of words or phrases FOODER : STEER | A. Goddess : Valentine B. Pesticide : Beetle C. Slop : Hog D. Roe : Cupid |
| 56 | Choose a related pair of words or phrases ACT : STAGE | A. Swim : Pool B. Whale : River C. Cat : Dog |

| | | |
|----|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| | ACT : STAGE | C. Cat : Dog D. Fish : Trout |
| 57 | Pilfer : ROB | A. Doctor : Treatment B. Taste : Eat C. Affirm : Mtimate D. Innuendo : desperado |
| 58 | Choose a related pair of words or phrases ARCHIPELAGO : ISLAND | A. Peninsula : Strait B. Cluster : Stars C. Border : Desert D. Sun : Planet |
| 59 | Choose a related pair of words or phrases AGENDA : CONFERENCE | A. Teacher : Class B. Agency : Assignment C. Map : Trip D. Man : Woman |
| 60 | Choose a related pair of words or phrases MANACLE : MALEFACTOR | A. Juvenile : Delinquent B. Suava : maniac C. Muzzle : dog D. Pinto : tether |
| 61 | Choose a related pair of words or phrases AERIE : EAGLE | A. Venom : Rattle Snake B. Viper : Reptile C. Hawk : Falcon D. Lair : Wolf |
| 62 | Choose a related pair of words or phrases ALTIMETER : HEIGHT | A. Speedometer : Speed B. Observatory : Constellation C. Racetrack : Furlong D. Vessel : Knots |
| 63 | Choose a related pair of words or phrases SLIPSHOD : ORGANIZATION | A. Clever : Shroud B. Cringing : Obsequious C. Prodigal : generosity D. Phlegmatic : emotion |
| 64 | Choose a related pair of words or phrases CRAVAT : NECK | A. Artist : smock B. Blb : dinner C. Muzzle : biting D. Spats : ankles |
| 65 | Choose a related pair of words or phrases DIET : REGIMEN | A. Teasing : provocation B. Laughter : irrepressible C. Appraisal : army D. Revolutionaries : intrigue |
| 66 | Choose a related pair of words or phrases ARCHITECT : BLUE PRINT | A. Mason : Wall B. Knight : rider C. High : Low D. Pugilist : victory |
| 67 | Choose a related pair of words or phrases ALWAYS : NEVER | A. Often : Rarely B. Frequently : Occasionally C. Constantly : Frequently D. Intermittently : Causally |
| 68 | Choose a related pair of words or phrases ANARCHY : GOVERNMENT | A. Monarchy : Republic B. Penury : Wealth C. Verbosity : Words D. Socialism : Custom |
| 69 | Choose a related pair of words or phrases ABHOR : DISLIKE | A. Calcify : Petrify B. Rebuke : Ridicule C. Torture : Discomfort D. Fodder : cattle |
| 70 | Choose a related pair of words or phrases ARGUMENT : DEBATE | A. Violence : Peace B. Fight : Contest C. Challenge : Opponent D. Doe : Stag |
| 71 | Choose a related pair of words or phrases ANGER : INSULT | A. Business : judgement B. Admiration : Happiness C. Conduct : Behavior D. Appreciation : Kindness |
| 72 | Choose a related pair of words or phrases AUTHOR : INVENTOR | A. Copy right : patent B. Plot : Machine C. Technology : Gadget D. Book : Factory |

| | | |
|----|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 73 | Choose a related pair of words or phrases ABOLITIONIST : SLAVERY | A. Prohibitionist : Liquor B. Capitalist : Commerce C. Peace : War D. Glass : jug |
| 74 | Choose a related pair of words or phrases HORSE : STEED | A. Offspring : spawn B. Compass : Bore C. Dampness : mildew D. Girl : damsel |
| 75 | Choose a related pair of words or phrases BROOM : SWEEP | A. Rack : Leaves B. Attic : Basement C. Dove : Peace D. Give : Take |
| 76 | Choose a related pair of words or phrases LOOM : YARN | A. Vanish : tale B. Wool : sweater C. Smithy : iron D. Admire : Disdain |
| 77 | Choose a related pair of words or phrases AUTHOR : ROYALTIES | A. Archive : presidents B. Writer : monarch C. Agent : percentage D. Patron : patronage |
| 78 | Choose a related pair of words or phrases TRUCK : LORRY | A. Adobe : brick B. Crane : hoist C. Carriage : pram D. Transport : support |
| 79 | Choose a related pair of words or phrases BUTCHER : MEAT | A. Cobbler : Nail B. Juggler : Feats C. Shoes : Cobbler D. Carpenter : Wood |
| 80 | Choose a related pair of words or phrases GAUCHE : POLISHED | A. Grow : dwindle B. Warden : tower C. Moat : water D. Thickness : gauge |
| 81 | Choose a related pair of words or phrases HYMN : SERENADE | A. Ballad : tango B. Psalm : love poem C. Encore : aria D. Rock : croon |
| 82 | Choose a related pair of words or phrases CAT : MOUSE | A. Bird : Worm B. Dog : Tail C. Trap : Attic D. Hide : Seek |
| 83 | Choose a related pair of words or phrases SPATTER : SOAK | A. Alarm : whistle B. Desert : Sahara C. Bubble : Ball D. Whisper : shout |
| 84 | Choose a related pair of words or phrases TROWEL : MORTAR | A. Wrench : twist B. Hail : dew C. Salt : recipe D. Spatula : icing |
| 85 | Choose a related pair of words or phrases LUMBER : WALK | A. Splinter : fly B. Flounder : swim C. Seed : rind D. Coal : asphalt |
| 86 | Choose a related pair of words or phrases PARROT : APE | A. Curve : arc B. Wood : tree C. Crane : boar D. Alarm : fire |
| 87 | Choose a related pair of words or phrases SLICE : SCALPEL | A. Knit : gloves B. Signal : flare C. Yarn : fiber D. Air : tube |
| 88 | Choose a related pair of words or phrases STAGE : DIRECTOR | A. Choir : soprano B. Judge : lawyer C. Band : Clarinet D. Meeting : chairman |
| | Choose a related pair of words or phrases | A. Staircase : Elevator |

| | | |
|-----|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 89 | SCREAM : WHISPER | B. Pedal : bicycle C. Blaze : spark D. Repel : Sheep |
| 90 | Choose a related pair of words or phrases BEEF : COW | A. Venison : Buffalo B. Sheep : Mutton C. Mutton : Sheep D. Pork : goat |
| 91 | Choose a related pair of words or phrases ENERGIZE : ACTIVE | A. Gourmet : Curry B. Sever : reckless C. Antiseptic : infection D. Hone : sharp |
| 92 | Choose a related pair of words or phrases MENDICANT : BEGGING | A. Coup : thunder B. Proponent : abstained C. Player : chess D. Charlatan : deception |
| 93 | Choose a related pair of words or phrases BOTANY : PLANTS | A. Land : herbs B. Astronomy : Stars C. Anthropology : Thorn D. Philosophy : encyclopedia |
| 94 | Choose a related pair of words or phrases CHURCH : SPIRE | A. Temple : shrine B. Opera : stage C. Courtroom : bench D. Mosque : minaret |
| 95 | Choose a related pair of words or phrases MACHINE GUN : MUSKET | A. Tank : chain B. Frigate : cruiser C. Autumnal : vernal D. Palace : cottage |
| 96 | Choose a related pair of words or phrases LIKELY : PROBABILITY | A. Sailor : Mutineer B. Bright : radiance C. Funereal : eulogy D. Defying : enemy |
| 97 | Choose a related pair of words or phrases ICE : SWELL | A. Escape : manacles B. Cramp : stress C. Antiseptic : infect D. Regicide : ruler |
| 98 | Choose a related pair of words or phrases THEATER : HISTRIONIC | A. Slyness : stupid B. Hamlet : populous C. Number : Numberology D. Courtroom : forensic |
| 99 | Choose a related pair of words or phrases WISE : GRIPS | A. Tempers : flare B. Kiln : potter C. Spout : geysers D. Calipers : measure |
| 100 | Choose a related pair of words or phrases CAMERA : SIGHT | A. Pictures : anthology B. Type : touch C. Headphone : hearing D. Thirst : water |
| 101 | Choose a related pair of words or phrases PARCHMENT : PAPER | A. Pity : feeling B. Book : paging C. Trees : lumber D. Quill : pen |
| 102 | Choose a related pair of words or phrases DETECTIVE : INFORMER | A. Author : book B. Architect : Draftsman C. Reporter : source D. Vacancy : empty |
| 103 | Choose a related pair of words or phrases EVADE : QUESTION | A. Shirk : malingerers B. Elicit : response C. parry : blow D. Knowledge : thrust |
| 104 | Choose a related pair of words or phrases RIDDLE : SPHINX | A. Luxury : limousine B. Love : loathe C. Fire : prometheus D. Scylla : ore |
| 105 | Choose a related pair of words or phrases CLIMB : BLIZZARD | A. Anger : bluster B. Drizzle : downpour C. Draw : doodle |

| | | |
|-----|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 106 | Choose a related pair of words or phrases ELECTRON : NUCLEUS | A. Electric : exciting B. Earth : sun C. Magnet : pole D. Cell : membrane |
| 107 | Choose a related pair of words or phrases ELICIT : RESPONSE | A. Religion : ethics B. Crime : arrest C. Answer : question D. Coax : smile |
| 108 | Choose a related pair of words or phrases FASTIDIOUS : VULGARITY | A. Vacillating : action B. Fade : intensity C. Security : mob D. Speeding : bourgeois |
| 109 | Choose a related pair of words or phrases APPEARANCE : SUBPOENA | A. Death : fight B. Payment : bill C. Health : game D. Applause : encore |
| 110 | Choose a related pair of words or phrases CARPENTER : VISE | A. Teller : Bank B. Golfer : Club C. Mike : speak D. Angler : fish |
| 111 | Choose a related pair of words or phrases DRAMA : STAGE | A. Disease : relapse B. Commercial : program C. Eclipse : gulf D. Movie : cinema |
| 112 | Choose a related pair of words or phrases CALIBER : RIFLE | A. Army : Ammunition B. Compass : Bore C. Quality : Shoot D. Gauge : Rails |
| 113 | Choose a related pair of words or phrases DARN : NEEDLE | A. Mill : grind B. Run : river C. Whip : processor D. Kindling : chain saw |
| 114 | Choose a related pair of words or phrases MUMBLE : SHOUT | A. Trickle : poke B. Hunger : lunch C. Provoke : tease D. Flipper : swim |
| 115 | Choose a related pair of words or phrases CORRESPONDENCE : CLERK | A. Office : Manager B. Secretary : Stenographer C. Proceeds : Accounts D. Records : Archivist |
| 116 | Choose a related pair of words or phrases STETHOSCOPE : PHYSICIAN | A. Microscope : amoeba B. Psychiatrist : couch C. Wrench : plumber D. Bat : baseball |
| 117 | Choose a related pair of words or phrases SIESTA : NAP | A. Lariat : rope B. Farm : plantation C. Sauerkraut : cabbage D. Coin : rug |
| 118 | Choose a related pair of words or phrases SLURP : SIP | A. Watch : minute B. Snipe : skirmish C. Guffaw : giggle D. Tiptoe : stumble |
| 119 | Choose a related pair of words or phrases SOPHIST : TRUTH | A. Quack : medicine B. Director : plan C. Alarmist : legend D. Actor : Shoot |
| 120 | Choose a related pair of words or phrases CAT : FELINE | A. Fate : Fortune B. Puppet : statue C. Horse : Equine D. Tiger : Lion |
| 121 | Choose a related pair of words or phrases PRICE : EXORBITANT | A. Listening : boredom B. Motion : distance C. Fire : overshoot D. Fatigue : exhaustion |

| | | |
|-----|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 122 | Choose a related pair of words or phrases RETICENT : PRATTLE | A. Hedonist : war B. Phlegmatic : emote C. Ascetic : austerity D. Chasten : chide |
| 123 | Choose a related pair of words or phrases DISCREDITED : REPUTATION | A. Choleric : heat B. Stronghold : facility C. Stilted : simplicity D. Apprehensive : shyness |
| 124 | Choose a related pair of words or phrases LARVA : ADULT | A. Adam : Eve B. Cub : Deer C. Tadpole : Frog D. Grasshopper : insect E. Snake : Reptile |
| 125 | Choose a related pair of words or phrases MOUNTAIN : TUNNEL | A. Window : Frame B. Door : Handle C. Charcoal : Fire D. River : Bridge E. Wall : Height |
| 126 | Choose a related pair of words or phrases INITIATE : END | A. Enthusiasm : Euphemism B. Sum : Difference C. Malignant : Cancer D. Attend : Ignore E. Start : Begin |
| 127 | Choose a related pair of words or phrases MAUDLIN : DISPASSION | A. Dauntless : Trepidation B. Mawkish : Sentiment C. Vociferous : Predilection D. Avuncular : Kinship E. Perfunctory : Laxity |
| 128 | Choose a related pair of words or phrases BIBLIOGRAPHER : LIBRARY | A. Apple : Sheif B. Student : Examination Hall C. Goldsmith : Gold D. Teacher : Classroom E. Preacher : Road |
| 129 | Choose a related pair of words or phrases TAPESTRY : LOOM | A. Emulsion : Wall B. inflation : Poor C. Painting : Easel D. Plan : Trip E. Computer : Mouse |
| 130 | Choose a related pair of words or phrases PERORATION : ADDRESS | A. Preamble : Speech B. Orchestration : Overture C. Score : Finale D. Chapter : Fiction E. Denouement : Novel |
| 131 | Choose a related pair of words or phrases RUNE : ALPHABET | A. Range : Mountain B. Team : Player C. Suspicious : Thief D. Stream : Water E. Star : Constellation |
| 132 | Choose a related pair of words or phrases VESSEL : FLEET | A. Forest : Clearing B. Squadron : Rank C. Hound : Pack D. Wide : Trunk E. Lion : Lair |
| 133 | Choose a related pair of words or phrases TEDIOUS : BOREDOM | A. Burglar : Warning B. Witty : Rejuvenation C. Enigmatic : Uncertainty D. Square : Circle E. Cliche : Epigram |
| 134 | Choose a related pair of words or phrases SCOWL : SMILE | A. jazz : Harsh B. Acid : Vinegar C. Tendentious : Buck D. Wine : Water E. Despair : Hope |
| 135 | Choose a related pair of words or phrases LECHER : LUST | A. Pith : Herb B. Glutton : Greed C. Business : Profit D. Showbiz : Fame E. Garrulous : Cottage |
| 136 | Choose a related pair of words or phrases LUGUBRIOUS : DOLEFUL | A. Banal : Insipid B. Tractable : Recalcitrant C. Pensive : Vacuous D. Profligate : Miserly |

| | | |
|-----|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| | | D. Fortigate : misery E. Tangible : Illusory |
| 137 | Choose a related pair of words or phrases GROVEL : SERVILE | A. Elevator : Skyscraper B. Neglect : fortuitous C. Summary : Narration D. Foresee : Prescient E. Risk : Indiscriminate |
| 138 | Choose a related pair of words or phrases CLARIFY : CONFUSION | A. Cloud : Thunder B. Wish : Success C. Declare : Bankruptcy D. Algorithm : Structure E. Mediate : Altercation |
| 139 | Choose a related pair of words or phrases ETHEREAL : EMPYREAL | A. Fetus : Offspring B. Earnest : Saccharine C. Novice : Expert D. Obsequious : Sycophantic E. jargon : Authentic |
| 140 | Choose a related pair of words or phrases MOAT : CASTLE | A. Bridge : River B. Propel : Ship C. Archer : Bow D. Cumberbund : Waist E. Shoe : Foot |
| 141 | Choose a related pair of words or phrases DOLLAR : DIME | A. Rupee : Frank B. Saleswoman : Pitch C. Retreat : Victory D. Century : Decade E. Ring : Necklace |
| 142 | Choose a related pair of words or phrases CHEFF : RECIPE | A. Celestial : Deferential B. Musician : Score C. People : Band D. Novelist : Puzzle E. Ambivalent : Dexterous |
| 143 | Choose a related pair of words or phrases OSSIFY : BONE | A. Embezzle : Account B. Refine : Crude Oil C. Pulverize : Dust D. Filter : Water E. Euphoria : Hydrophobia |
| 144 | Choose the words or phrases that is most opposite in meaning to the word. PATHOLOGICAL | A. Sick B. Healthy C. Unrealizable D. Selective E. Chemicals |
| 145 | Choose the words or phrases that is most opposite in meaning to the word. DETACH | A. Separate B. Pack C. Bottom line D. Scratch E. Ambulatory |
| 146 | Choose the words or phrases that is most opposite in meaning to the word. SYNCHRONIZED | A. Arrhythmic B. Resonating C. Harmonized D. Bough E. Chronological |
| 147 | Choose the words or phrases that is most opposite in meaning to the word. CHAOTIC | A. Immersive B. Orderly C. Hectic D. Nervous E. Embarrassing |
| 148 | Choose the words or phrases that is most opposite in meaning to the word. BOMBASTIC | A. Creative B. Selfish C. Artistic D. Polite E. Overbearing |
| 149 | Choose the words or phrases that is most opposite in meaning to the word. GARRULOUS | A. Barren B. Funnel C. Censored D. Deaf E. Notable |
| 150 | Choose the words or phrases that is most opposite in meaning to the word. ELEVATED | A. Suspended B. Moody C. Subterranean D. Grounded E. Excited |
| | Choose the words or phrases that is most opposite in meaning to the word. | A. Insufficient B. Expanded |

| | | |
|-----|------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 151 | REDUNDANT | C. Profound D. Numerous E. Verbose |
| 152 | Choose the words or phrases that is most opposite in meaning to the word. INANE | A. Bawdy B. Serious C. Mature D. Anonymous E. Opposite |
| 153 | Choose the words or phrases that is most opposite in meaning to the word. TRANSPARENT | A. Coloured B. Childlike C. Opaque D. Imminent |
| 154 | Choose the words or phrases that is most opposite in meaning to the word. PRIDE | A. Humility B. Shame C. Humbleness D. Debasement |
| 155 | Choose the words or phrases that is most opposite in meaning to the word. ACQUISITIVE | A. Miserly B. Frugal C. Simple D. Austere |
| 156 | Choose the words or phrases that is most opposite in meaning to the word. URBAN | A. Country-made B. Pastoral C. Provincial D. Rural |
| 157 | Choose the words or phrases that is most opposite in meaning to the word. BLATANT | A. Noisy B. Quiet C. Barren D. Slow |
| 158 | Choose the words or phrases that is most opposite in meaning to the word. PRIM | A. Rash B. Extravagant C. Foul D. Shameful |
| 159 | Choose the words or phrases that is most opposite in meaning to the word. EXHIBIT | A. Conceal B. Prevent C. Withdraw D. Concede |
| 160 | Choose the words or phrases that is most opposite in meaning to the word. SALVAGE | A. Outfit B. Lose C. Burn D. Remove |
| 161 | Choose the words or phrases that is most opposite in meaning to the word. KEEN | A. Dull B. Rogue C. Ardent D. Shrewd |
| 162 | Choose the words or phrases that is most opposite in meaning to the word. HAUGHTY | A. Pitiable B. Scared C. Humble D. Cowardly |
| 163 | Choose the words or phrases that is most opposite in meaning to the word. UNDERTAKING | A. Resignation B. Trial C. Refusal D. Denial |
| 164 | Choose the words or phrases that is most opposite in meaning to the word. AUDACIOUS | A. Timid B. Vulgar C. Low D. Unpractised |
| 165 | Choose the words or phrases that is most opposite in meaning to the word. ENOUGH | A. Inadequate B. Scarce C. Deficit D. Less |
| 166 | Choose the words or phrases that is most opposite in meaning to the word. VIRTUE | A. Vice B. Fraud C. Wickedness D. Crime |
| | Choose the words or phrases that is most opposite in meaning to the word. | A. Hostility |

| | | |
|-----|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 167 | ZEAL | B. Diffidence C. Apathy D. Contempt |
| 168 | Choose the words or phrases that is most opposite in meaning to the word. SYMPATHY | A. Enmity B. Cruelty C. Abhorrence D. Apathy |
| 169 | Choose the words or phrases that is most opposite in meaning to the word. ERUDITE | A. Professional B. Immature C. Unimaginative D. Ignorant |
| 170 | Choose the words or phrases that is most opposite in meaning to the word. HAPLESS | A. Lucky B. Kind C. Helpful D. Futile |
| 171 | Choose the words or phrases that is most opposite in meaning to the word. HAPPINESS | A. Contentment B. Grief C. Renunciation D. Beatitude |
| 172 | Choose the words or phrases that is most opposite in meaning to the word. ACQUITTED | A. Entrusted B. Convicted C. Burdened D. Freed |
| 173 | Choose the words or phrases that is most opposite in meaning to the word. VULGAR | A. Refined B. Cheerful C. Jolly D. Relevant |
| 174 | Choose the words or phrases that is most opposite in meaning to the word. THRIFT | A. Purchase B. Destroy C. Waste D. Invest |
| 175 | Choose the words or phrases that is most opposite in meaning to the word. LACONIC | A. Prolix B. Profligate C. Prolific D. Bucolic |
| 176 | Choose the words or phrases that is most opposite in meaning to the word. QUESULOUS | A. Bright B. Splendid C. Smart D. Happy |
| 177 | Choose the words or phrases that is most opposite in meaning to the word. ABSOLUTE | A. Scarce B. Limited C. Faulty D. Deficient |
| 178 | Choose the words or phrases that is most opposite in meaning to the word. COMIC | A. Painful B. Fearful C. Tragic D. Emotional |
| 179 | Choose the words or phrases that is most opposite in meaning to the word. COMMUNICATIVE | A. Primitive B. Passive C. Dumb D. Reticent |
| 180 | Choose the words or phrases that is most opposite in meaning to the word. RETAIN | A. Reject B. Renounce C. Spare D. Eject |
| 181 | Choose the words or phrases that is most opposite in meaning to the word. ESCALATE | A. Lessen B. Subside C. Reduce D. Heal |
| 182 | Choose the words or phrases that is most opposite in meaning to the word. TERRIBLE | A. Horrible B. Awesome C. Delightful D. Hideous |
| | Choose the words or phrases that is most opposite in meaning to the word. | A. Withhold |

| | | |
|-----|----------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 183 | INTRUDE | B. Withdraw C. Accept D. Surrender |
| 184 | Choose the words or phrases that is most opposite in meaning to the word. FACSIMILE | A. Reproduction B. Sincere C. Original D. Engineered |
| 185 | Choose the words or phrases that is most opposite in meaning to the word. BAGGY | A. Strict B. Compact C. Firm D. Tight |
| 186 | Choose the words or phrases that is most opposite in meaning to the word. ADDITION | A. Multiplication B. Subtraction C. Enumeration D. Division |
| 187 | Choose the words or phrases that is most opposite in meaning to the word. LOYAL | A. Rebellious B. Courageous C. Faithful D. Friendly |
| 188 | Choose the words or phrases that is most opposite in meaning to the word. SUBJUGATE | A. Liberate B. Enslave C. Enrich D. Identify |
| 189 | Choose the words or phrases that is most opposite in meaning to the word. EVACUATE | A. Admit B. Emerge C. Abandon D. Invade |
| 190 | Choose the words or phrases that is most opposite in meaning to the word. OUTMODED | A. Polished B. Practicable C. Stylish D. Fashionable |
| 191 | Choose the words or phrases that is most opposite in meaning to the word. CONDENSE | A. Lengthen B. Expand C. Distribute D. Interpret |
| 192 | Choose the words or phrases that is most opposite in meaning to the word. BRIDGE | A. Divide B. Bind C. Release D. Open |
| 193 | Choose the words or phrases that is most opposite in meaning to the word. TRANQUIL | A. Impatient B. Agitated C. Vociferous D. Noisy |
| 194 | Choose the words or phrases that is most opposite in meaning to the word. INDULGE | A. Avoid B. Abstain C. Forego D. Neglect |
| 195 | Choose the words or phrases that is most opposite in meaning to the word. ATTRACT | A. Repulse B. Reject C. Repel D. Distract |
| 196 | Choose the words or phrases that is most opposite in meaning to the word. RESPITE | A. Tension B. Exertion C. Regularity D. Delay |
| 197 | Choose the words or phrases that is most opposite in meaning to the word. BACCHANAL | A. Cautious B. Grave C. Cunning D. Sober |
| 198 | Choose the words or phrases that is most opposite in meaning to the word. GRATUITY | A. Annuity B. Stipend C. Discount D. Wages |
| 199 | Choose the words or phrases that is most opposite in meaning to the word. ECLIPSE | A. Shine B. Enlarge C. Goggle |

| | | |
|-----|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| | | D. Gleam |
| 200 | Choose the words or phrases that is most opposite in meaning to the word. MALFORMED | A. Fetid B. Sketchy C. Curvaceous D. Shapely |
| 201 | Choose the words or phrases that is most opposite in meaning to the word. KNOWLEDGE | A. Ignorance B. Illiteracy C. Foolishness D. Backwardness |
| 202 | Choose the words or phrases that is most opposite in meaning to the word. DEGENERATE | A. Create B. Progress C. Restore D. Reproduce |
| 203 | Choose the words or phrases that is most opposite in meaning to the word. HINDRANCE | A. Agreement B. Cooperation C. Persuasion D. Aid |
| 204 | Choose the words or phrases that is most opposite in meaning to the word. JEER | A. Mourn B. Praise C. Mock D. Sneer |
| 205 | Choose the words or phrases that is most opposite in meaning to the word. BEAUTIFUL | A. Ugly B. Dark C. Rough D. Dirty |
| 206 | Choose the words or phrases that is most opposite in meaning to the word. ADEQUATE | A. Profuse B. Abounding C. Scanty D. Abundant |
| 207 | Choose the words or phrases that is most opposite in meaning to the word. PLACATE | A. Embroil B. Antagonize C. Amuse D. Pacify |
| 208 | Choose the words or phrases that is most opposite in meaning to the word. FRAILITY | A. Emaciation B. Strength C. Health D. Boldness |
| 209 | Choose the words or phrases that is most opposite in meaning to the word. PROHIBIT | A. Accept B. Permit C. Agree D. Grant |
| 210 | Choose the words or phrases that is most opposite in meaning to the word. EMBRACE | A. Suspect B. Harm C. Reject D. Hurt |
| 211 | Choose the words or phrases that is most opposite in meaning to the word. BASHFUL | A. Daring B. Boastful C. Upright D. Confident |
| 212 | Choose the words or phrases that is most opposite in meaning to the word. ROUGHLY | A. Exactly B. Completely C. Pointedly D. Largely |
| 213 | Choose the words or phrases that is most opposite in meaning to the word. EXONERATE | A. Compel B. Accuse C. Imprison D. Boldness |
| 214 | Choose the words or phrases that is most opposite in meaning to the word. LIBERALISM | A. Humanism B. Dynamism C. Sectarianism D. Totalitarianism |
| 215 | Choose the words or phrases that is most opposite in meaning to the word. MISERLY | A. Generous B. Liberal C. Spend thrift D. Charitable |

| | | |
|-----|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 216 | Choose the words or phrases that is most opposite in meaning to the word. WONDER | A. Stock B. Amusement C. Expect action D. Surprise |
| 217 | Choose the words or phrases that is most opposite in meaning to the word. MALICE | A. Honour B. Ecstasy C. Goodwill D. Happiness |
| 218 | Choose the words or phrases that is most opposite in meaning to the word. DENSITY | A. Brightness B. Clarity C. Intelligence D. Rarity |
| 219 | Choose the words or phrases that is most opposite in meaning to the word. COMMODIOUS | A. Limited B. Expensive C. Numerous D. Leisurely |
| 220 | Choose the words or phrases that is most opposite in meaning to the word. APPOINTMENT | A. Disappointment B. Suspension C. Dismissal D. Discharge |
| 221 | Choose the words or phrases that is most opposite in meaning to the word. CONTENTED | A. Rash B. Narrow-minded C. Gloomy D. Disappointed |
| 222 | Choose the words or phrases that is most opposite in meaning to the word. MAMMOTH | A. Dull B. Weak C. Tiny D. Bright |
| 223 | Choose the words or phrases that is most opposite in meaning to the word. CONCEAL | A. Unfold B. Reveal C. Open D. Discover |
| 224 | Choose the words or phrases that is most opposite in meaning to the word. EXTENSION | A. Condensation B. Subtraction C. Deletion D. Weakening |
| 225 | Choose the words or phrases that is most opposite in meaning to the word. KILL | A. Azure B. Relief C. Execute D. Animate |
| 226 | Choose the words or phrases that is most opposite in meaning to the word. SELDOM | A. Rarely B. Daily C. Often D. Never |
| 227 | Choose the words or phrases that is most opposite in meaning to the word. PERTINENT | A. Indifferent B. Detached C. Determined D. Irrelevant |
| 228 | Choose the words or phrases that is most opposite in meaning to the word. ACUMEN | A. Intelligence B. Imbecility C. Potentiality D. Unfamiliarity |
| 229 | Choose the words or phrases that is most opposite in meaning to the word. EXPLICIT | A. Inspiring B. Plain C. Invigorating D. Implied |
| 230 | Choose the words or phrases that is most opposite in meaning to the word. VIRULENT | A. Harmless B. Malignant C. Hostile D. Vicious |
| 231 | Choose the words or phrases that is most opposite in meaning to the word. DEFICIT | A. Superfluous B. Surplus C. Explicit D. Implicit |
| | Choose the words or phrases that is most opposite in meaning to the word. | A. Calm |

| | | |
|-----|------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 232 | Choose the words or phrases that is most opposite in meaning to the word. FRANTIC | A. Calm B. Hopeful C. Active D. Bitter |
| 233 | Choose the words or phrases that is most opposite in meaning to the word. REDOLENT | A. Pesticised B. Sticky C. Yellowish D. Stinking |
| 234 | Choose the words or phrases that is most opposite in meaning to the word. TURBULENT | A. Turbid B. Violent C. Steady D. Critical |
| 235 | Choose the words or phrases that is most opposite in meaning to the word. ADVERSITY | A. Enmity B. Severity C. Prosperity D. Calamity |
| 236 | Choose the words or phrases that is most opposite in meaning to the word. MUSTY | A. Fresh B. Expensive C. Clean D. Fine |
| 237 | Choose the words or phrases that is most opposite in meaning to the word. PROPEL | A. Hide B. Shove C. Hesitate D. Check |
| 238 | Choose the words or phrases that is most opposite in meaning to the word. PATCHY | A. Clear B. Simple C. Uniform D. Attractive |
| 239 | Choose the words or phrases that is most opposite in meaning to the word. VANITY | A. Modesty B. Kindness C. Compassion D. Moderation |
| 240 | Choose the words or phrases that is most opposite in meaning to the word. STRENUOUS | A. Unfaltering B. Irresolute C. Unwavering D. Lazy |
| 241 | Choose the words or phrases that is most opposite in meaning to the word. WANE | A. Swell B. Prosper C. Fatten D. Widen |
| 242 | Choose the words or phrases that is most opposite in meaning to the word. ILLEGIBLE | A. Clear B. Imitable C. Clean D. Readable |
| 243 | Choose the words or phrases that is most opposite in meaning to the word. ROBUST | A. Thin B. Emaciated C. Light D. Strong |
| 244 | Choose the words or phrases that is most opposite in meaning to the word. CARNAL | A. Sensuous B. Spiritual C. Visionary D. Imaginary |
| 245 | Choose the words or phrases that is most opposite in meaning to the word. FLEXIBLE | A. Brittle B. Rigid C. Hard D. Solid |
| 246 | Choose the words or phrases that is most opposite in meaning to the word. DEVOUT | A. Irreverent B. Sincere C. Homely D. Magnificent |
| 247 | Choose the words or phrases that is most opposite in meaning to the word. RELINQUISH | A. Withdraw B. Attack C. Assume D. Conquer |
| 248 | Choose the words or phrases that is most opposite in meaning to the word. CONSPICUOUS | A. Indifferent B. Harmless C. Insignificant |

| | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| | CONSPICUOUS | C. Insignificant D. Unknown |
| 249 | Choose the words or phrases that is most opposite in meaning to the word. LEVITY | A. Stupidity B. Gravity C. Lofty D. Absurdity |
| 250 | Choose the words or phrases that is most opposite in meaning to the word. GLUT | A. Dearth B. Limit C. Drain D. Supply |
| 251 | Choose the words or phrases that is most opposite in meaning to the word. AROMATIC | A. Tart B. Disagreeable C. Sour D. Odorous |
| 252 | Choose the words or phrases that is most opposite in meaning to the word. VIVACIOUS | A. Quarrelsome B. Sober C. Notorious D. Drunken |
| 253 | Choose the words or phrases that is most opposite in meaning to the word. UNREALISTIC | A. Natural B. Visionary C. Reasonable D. Actual E. Intelligent |
| 254 | Choose the words or phrases that is most opposite in meaning to the word. DEPRAVED | A. Great B. Enhanced C. Moral D. Prosperous |
| 255 | Choose the words or phrases that is most opposite in meaning to the word. METICULOUS | A. Slovenly B. Meretricious C. Shaggy D. Mutual |
| 256 | Choose the words or phrases that is most opposite in meaning to the word. AMICABLE | A. Cunning B. Shy C. Hostile D. Crazy |
| 257 | Choose the words or phrases that is most opposite in meaning to the word. CLARITY | A. Exaggeration B. Candour C. Confusion D. Reserve |
| 258 | Choose the words or phrases that is most opposite in meaning to the word. OPULENT | A. Wealthy B. Poor C. Sumptuous D. Drooping |
| 259 | Choose the words or phrases that is most opposite in meaning to the word. SANCTIFY | A. Dedicate B. Patronise C. Venerate D. Pollute |
| 260 | Choose the words or phrases that is most opposite in meaning to the word. CHALLENGE | A. Admire B. Accept C. Favour D. Praise |
| 261 | Choose the words or phrases that is most opposite in meaning to the word. TEDIOUS | A. Pleasant B. Lovely C. Lively D. Gay |
| 262 | Choose the words or phrases that is most opposite in meaning to the word. COMMEND | A. Censure B. Condemn C. Defy D. Defame |
| 263 | The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own. As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools settle and so on in some distinctive manner so man taught himself to write and having | |
| | A. Literature was passed on by word of month B. Prayers were considered literature C. Literature was just singing and dancing D. There was no literature | |

came and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.a.Before man invented writing

D. There was no literature

264

The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.b. As for the war songs and prayers each generation.

- A. Added something of its own to the stock
- B. Blindly repeated the songs and prayers
- C. Composed its own songs and prayers
- D. Repeated what has handed down to it

265

The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.c. The first war-song

- A. Was inspired by God
- B. Developed spontaneously
- C. Was a song traditionally handed down
- D. Was composed by leading dancers

266

The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.d. The war song evolved out of

- A. Creative inspiration
- B. There was no literature
- C. Artistic urge
- D. Yelling and shouting

267

The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.e. Man invented writing because he wanted

- A. To be artistic
- B. To write war song
- C. To write literature
- D. To record and communicate

268

The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.f. The word_measure in the context of the passage means

- A. Weight
- B. Rhythm
- C. Size
- D. Quantity

269

Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of

- A. Freedom of people
- B. Tyranny of the political parties
- C. Powers of the government

| | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>keeping economic factors in a tolerable state of balanceHowever with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful.a. The advent of science and technology has increase the</p> | D. Chances of economic inequality |
| 270 | <p>Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balanceHowever with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful.b.A spirit of moderation on the economically sound people would make the less privileged</p> | <p>A. Unhappy with the rich people B. More interested in freedom and security C. Unhappy with their lot D. Clamorous</p> |
| 271 | <p>Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balanceHowever with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful.c. The growth of government is necessitated to</p> | <p>A. Make the rich and the poor happy B. Curb the accumulation of wealth in a few hands C. Monitor science and technology D. Deploy the police force wisely</p> |
| 272 | <p>Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balanceHowever with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful.d. Era of good feeling in the paragraph refers to</p> | <p>A. Time of prosperity B. Time of adversity C. Time without government D. Time of police atrocities</p> |
| 273 | <p>Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balanceHowever with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful.e. Tolerable state of balance in the last sentence may mean</p> | <p>A. An adequate level of police force B. A reasonable level of economic equality C. A reasonable amount of government interference D. A reasonable check on economic power</p> |
| 274 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone.Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is</p> | <p>A. Traditional systems should be strengthened B. Formal education is more important than non-formal C. One should never cease to learn</p> |

already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc. a. What is the main thrust of the author?

D. It is impossible to meet the needs of everyone

275

Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well. Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance not the period of study should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc. b. Which of the following best describes the purpose of the author?

- A. To criticize the present educational system
- B. To strengthen the present educational practices
- C. To support non-conventional educational organizations
- D. To present a pragmatic point of view

276

Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well. Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance not the period of study should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc. c. According to the passage the present education structures assume which of the following?

- A. All people can be educated as per their needs
- B. Present educational planning is very much practical
- C. Education is a one time process
- D. Simple rearrangement of the present educational system is a must

277

Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well. Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance not the period of study should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc. d. What should be the major characteristic of the future educational systems?

- A. Different modules with same function
- B. Same module for different groups
- C. No modules but standard compulsory program for all
- D. None of these

Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well. Educational planning in their

| | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 278 | <p>words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc. e. According to the author, educational plan should attempt to</p> | <p>A. Train the people at the core B. Encourage conventional schools and colleges C. Decide a terminal point to education D. Fulfill the educational needs of everyone</p> |
| 279 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions. Workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor, the retired and the aged have their needs as well. Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc. f. According to the author, what measures should Open University adopt to meet modern conditions?</p> | <p>A. Develop various programs for adult learners B. Open more colleges on traditional lines C. Cater to the needs of those who represent core D. Primary education should be under the control of open universities</p> |
| 280 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions. Workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor, the retired and the aged have their needs as well. Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc. g. According to the author, what should be the basis for awarding credentials?</p> | <p>A. Duration of the course B. Competence of the course teachers C. Diversity of the topics covered D. Real grasp of matter or skill</p> |
| 281 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions. Workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor, the retired and the aged have their needs as well. Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc. h. Which of the following is not true in context of the given passage?</p> | <p>A. Lifelong learning is a recent concept B. Worker's knowledge and skills also need to be updated constantly C. Learning to Be defends that there is a terminal point to education D. Schools and colleges should open extension services</p> |

| | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 282 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.i. According to the author the concept of lifetime education is</p> | <p>A. As old as traditional education B. Still in formative stages C. In vogue in advanced countries D. Not practical</p> |
| 283 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.j. Integrating the concepts of lifelong learning with the educational structure would imply</p> | <p>A. Closing down conventional schools and colleges B. Longer duration's for all formal courses C. Simple rearrangement of present educational organizations D. More weight for actual performance than real understanding</p> |
| 284 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these</p> <p>institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.k. In the context of the passage what is the meaning of the sentence The writing is already on the wall</p> | <p>A. Everything is uncertain now-a-days B. Changes have already taken place C. The signs of change are already visible D. You cannot change the future</p> |
| 285 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be</p> | <p>A. Approaching B. Contacting C. Introducing D. Satisfying</p> |

simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.l. Which of the following is most nearly the same in meaning as the word meeting as used in the passage?

- 286 Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone.Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall.In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.m. Which of the following is most opposite in meaning to the word integral as used in the passage?
- A. Essential
B. Independent
C. Major
D. Minor

- 287 Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone.Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall.In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.n. Which of the following is most opposite in meaning to the phrase-a far cry as used in the passage?
- A. A reality
B. A theoretical suggestion
C. Very funny
D. Next to impossible

- 288 Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced.This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan.It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world.a. Which of the following is the same in meaning as the phrase holding out as used in the passage?
- A. Catching
B. Expounding
C. Sustaining
D. Restraining

- 289 Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology
- A. Ignored
B. Hotly debated
C. Unanswered
D. Left to the scientists to decide

becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. b. According to the passage the question of abortion is

| | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 290 | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. c. Which of the following is true regarding the reasons for progress in genetic engineering?</p> | <p>A. It has become popular to abort female fetuses B. Human beings are extremely interested in heredity C. Economically sound and scientifically advanced countries can provide the infrastructure for such research D. Poor countries desperately need genetic information</p> |
| 291 | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. d. Which of the following is the same in meaning as the word obliterate as used in the passage?</p> | <p>A. Wipe off B. Eradicate C. Give birth to D. Wipe out</p> |
| 292 | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. f. Which of the following is the opposite in meaning to the word charged as used in the passage?</p> | <p>A. Calm B. Disturbed C. Discharged D. Settled</p> |
| 293 | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. g. Which of the following is not true of the genetic engineering movement?</p> | <p>A. Possibility of abuse B. It is confronted by ethical problems C. Increased tendency to manipulate gene cells D. Acquired ability to detect genetic disorders in unborn babies</p> |
| | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its</p> | |

| | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 294 | <p>infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced.This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan.It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world.h. Which of the following is the same in meaning as the word feat as used in the passage?</p> | <p>A. Process B. Focus C. Fact D. Goal</p> |
| 295 | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced.This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan.It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world.i. Why according to the author is genetic misinformation severely damaging?</p> | <p>A. The cost involved is very high B. Some people are unjustly branded as inferior C. Both A and B D. Neither A nor B</p> |
| 296 | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced.This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan.It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world.j. In the passage abused means</p> | <p>A. Insulted B. Talked about C. Killed D. Misused</p> |
| 297 | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced.This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan.It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world.k. At present genetic engineering can rectify all genetic disorder Is it?</p> | <p>A. Yes B. No C. It can do so only in some cases D. Study of genetic disorders are out of scope of genetics</p> |
| 298 | <p>Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology</p> | <p>A. There is a lack of advance technology to explore hidden areas of human brain B. Technicians have not been able to manipulate germ cells C. Ordinary microscope is unable to observe nerve cells D. Genetics is too complex to resolve some useful information</p> |

becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. l. Which of the following according to the author could be the short-comings of genetics in becoming an exact science?

- 299 Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. m. Which of the following is the same in meaning as the word squarely as used in the passage?
- A. Rigidly
B. Firmly
C. Directly
D. At right angle

- 300 Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. n. which of the following is not true according to the passage?
- A. Society is not affected by the research in genetic engineering
B. Genetic engineers are not able to say some things with certainty
C. If genetic information is not properly handled it will create problems
D. Manipulation of genes is presently done only in tissue cell

- 301 Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. o. According to the author the present state of knowledge about heredity has made geneticists
- A. Introspective
B. Accusative
C. Arrogant
D. Optimistic

- 302 Recent advance in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child Though genetic engineering is still at its infancy scientists can now predict with greater accuracy a genetic disorder it is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in While they have not yet been able to change the genetic order of the germs they are optimistic and are holding out that in the near future they might be successful in achieving this feat They have however acquired the ability in manipulating tissue cells. However genetic mis-information can sometimes be damaging for it may adversely affect people psychologically Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines but on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them it is mainly a societal problem At present genetic engineering is a costly process of detecting disorder but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A, U.K and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world. p. What is the tone of the author in the last sentence of the passage?
- A. Resignation
B. Cautious
C. Relief
D. Concert

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the

| | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 303 | <p>poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy. However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies. The PDS should be closely linked with programs of employment generation and nutrition improvement. a. Which of the following is the main reason for insufficient supply of enough food to the poorest?</p> | <p>A. Mismanagement of food stocks B. Absence of proper public distribution system C. Production of food is less than the demand D. Government apathy towards the poor</p> |
| 304 | <p>The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy. However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies. The PDS should be closely linked with programs of employment generation and nutrition improvement. b. What according to the passage is be the main purpose of public policy in the long run?</p> | <p>A. Reducing the cost of living index by increasing supplies B. Providing enough food to all the citizens C. Good standard of living through productive employment D. Equalizing per capita income across different strata of society</p> |
| 305 | <p>The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy. However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies. The PDS should be closely linked with</p> | <p>A. It has improved its effectiveness over the years B. It has remained effective only in the cities C. It is the unique in the world because of its effectiveness D. It has reached the remotest corner of the country</p> |

poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.c.Which of the following is true of public distribution system?

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country.Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS).Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards.The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented.The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development

- A. Rich
- B. Sumptuous
- C. Sufficient
- D. Quality

306

have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need.It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.d.The word square as used in the passage means

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country.Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS).Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards.The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented.The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need.It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.e.Which of the following words is the same in meaning as power as used in the passage?

- A. Vigor
- B. Energy
- C. Influence
- D. Capacity

307

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country.Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS).Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards.The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented.The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need It is true that subsidies should not become a permanent feature

- A. It has not been able to develop confidence in the people at large
- B. It has not been able to utilize the entire food grains stock available
- C. It has effectively channelized the food grains to all sectors
- D. It has not been able to provide sufficient food to the poorer section of the society

308

poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.f. What according to the passage is the main concern about the PDS?

309

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.g. What should be an appropriate step to make the PDS effective?

- A. To make it target group oriented
- B. To increase the amount of food grains per ration card
- C. To decrease the allotment of food grains per ration card
- D. To reduce administrative cost

310

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.h. Which of the following according to the passage is compared with dearness allowance?

- A. Food for work program
- B. Unemployment allowance
- C. Food subsidy
- D. Procurement price of food grains

311

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares

- A. Sense of insecurity
- B. Increased dependence
- C. Shortage of food grains
- D. Lack of employment

only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.i. Food subsidy leads to which of the following?

- C. Shortage of food grains
- D. Decrease in food grains production

312

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.j. What according to the passage would be the outcome of making the PDS target group oriented?

- A. It will abolish the imbalance of urban and rural sector
- B. It will remove poverty
- C. It will give food to the poorest without additional cost
- D. It will motivate the target group population to work more

313

A great deal of discussion continues as to the real extent of global environmental degradation and its implications What few people challenge however is that the renewable natural resources of developing countries are today subject to stresses of unprecedented magnitude these pressures are brought about in part by increased population and the quest for an ever expanding food supply Because the health nutrition and general well-being of the poor majority are directly depends on the integrity and productivity of their natural resources the capability of governments to manage them effectively over the long term becomes of paramount importance. Developing countries are becoming more aware of the ways in which present and future economic development must build upon a sound and sustainable natural resource base some are looking at our long tradition in environmental protection and are receptive to US assistance which recognizes the uniqueness of the social and ecological systems in these tropical countries Developing countries recognize the need to improve their capability to analyze issues and their own natural resource management in February 1981 for example AID funded a national Academy of Sciences panel to advise Nepal on their severe natural resource degradation problems Some countries such as Senegal India, Indonesia and Thailand, are now including conservation concerns in their economic development planning process. Because so many government of developing nations have recognized importance of these issues the need today is not merely one of raising additional consciousness but for carefully designed and sharply focused activities aimed at management regimes that are essential to the achievement of sustained development.a. Some of the developing countries of Asia and Africa have

- A. Formulated very ambitious plans of protecting habitat in the region
- B. Laid a great stress on the conservation of natural resources in their educational endeavour
- C. Carefully dovetailed environmental conservation with the overall strategy of planned economic development
- D. Sought the help of US experts in solving the problem of environmental degradation

314

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grains dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized

- A. Cannot be easily assimilated by the technocrats of the developing countries
- B. Can be properly utilized on the basis of developing countries being able to launch an in-depth study of their specific problems
- C. Can be easily borrowed by the developing countries to solve the problem of environmental degradation

sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.b. Technical know-how developed in the USA

D. Can be very effective in solving the problem of resource management in tropical countries

315

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grams dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.c. There has been a pronounced deterioration of habitat all over the globe because of

A. Rigorous operation of the Malthusian principle
B. Unprecedented urbanization and dislocation of self contained rural communities
C. Optimum degree of industrialization in the developing countries
D. Large scale deforestation and desertification

316

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grams dismal poverty of the rural population on the other there is a strong case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.d. The poor people of the

A. There is a North-South dialogue and aid flows freely to the developing world
B. Industries based on agriculture are widely developed
C. Economic development takes place within the ambit of conservation of natural resources
D. There is an assured supply of food and medical care

developing world can lead a happy and contented life if

The public distribution system which provides food at low prices is a subject of vital concern there is a growing realization that though Pakistan has enough food to feed its masses three square meals a day the monster of starvation and food insecurity continues to haunt the poor in our country. Increasing the purchasing power of the poor through providing productive employment leading to rising income and thus good standard of living is the ultimate objective of public policy however till then there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS). Although the PDS is extensive it is one of the largest such system in the world it has yet to reach the rural poor and the far off places it remains an urban phenomenon with the majority of the rural poor still out of its reach due to lack of economic and physical access the poorest in the cities and the migrants are left out for they generally do not possess rations cards. The allocation of PDS urgently needs to be streamlined in addition considering the large food grams dismal poverty of the rural population on the other there is a strong

A. There has been a marginal pollution of environment in the developed world and extensive damage in the developing world
B. There has been a considerable

| | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 317 | <p>case for making PDS target group oriented. The growing salaried class is provided job security regular income and percent insulation against inflation these gains of development have not percolated down to the vast majority of our working population if one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years the rising food subsidy is insignificant to the point of inequity the food subsidy is a kind D.A to the poor the self employed and those in the unorganized sector of the economy However what is most unfortunate is that out of the large budget of the so-called food subsidy the major part of it is administrative cost and wastage's a small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the told It is also true that subsidies often create a psychology of dependence and hence is habit-forming killing the general initiative of the people by making PDS target group oriented not only the poorest and neediest would be reached without additional cost but it will actually cut overall costs incurred on large cities and for better off localities when the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies The PDS should be closely linked with programs of employment generation and nutrition improvement.e. How much environmental pollution has taken place in the developing and the developed world?</p> | <p>pollution of environment all over the globe C. There has been an extensive environmental degradation both in the developed and the developing world. D. The environmental pollution that has taken place all over the globe continues to be a matter of speculation and enquiry</p> |
| 318 | <p>Select the choice closest in meaning to the main word. FRAGILE:</p> | <p>A. Strong B. Grave C. Weak D. Showy</p> |
| 319 | <p>Select the choice closest in meaning to the main word. ESOTERIC</p> | <p>A. Fair B. Popular C. Alluring D. Private</p> |
| 320 | <p>Select the choice closest in meaning to the main word. He used to regale us with anecdotes:</p> | <p>A. Flatter B. Bore C. Fix D. Entertain</p> |
| 321 | <p>Select the choice closest in meaning to the main word. He is believed to be a very industrious worker:</p> | <p>A. Successful B. Sensible C. Punctual D. Diligent</p> |
| 322 | <p>Select the choice closest in meaning to the main word. He had the nerve to suggest that I was cheating.</p> | <p>A. Strength B. Capacity C. Audacity D. Courage</p> |
| 323 | <p>Select the choice closest in meaning to the main word. He had the nerve to face the robbers all alone.</p> | <p>A. Strength B. Capacity C. Audacity D. Courage</p> |
| 324 | <p>Select the choice closest in meaning to the main word. WANE:</p> | <p>A. Decline B. Tired C. Dead D. Shine</p> |
| 325 | <p>Select the choice closest in meaning to the main word. BAPTIZE</p> | <p>A. Christen B. Holy C. Dehumanize D. Something that had been ostracized</p> |
| 326 | <p>Select the choice closest in meaning to the main word. BENEDICTION</p> | <p>A. Rise B. Blessing C. Curse D. Prayer</p> |
| 327 | <p>Select the choice closest in meaning to the main word. AFFLUENT</p> | <p>A. Prosperous B. Poor C. Talkative D. Close</p> |
| 328 | <p>Select the choice closest in meaning to the main word. LIMP</p> | <p>A. Kneel B. Bend C. Falter D. Stoop</p> |
| 329 | <p>Select the choice closest in meaning to the main word. INFREQUENT</p> | <p>A. Never B. Usual C. Rare D. Sometime</p> |
| 330 | <p>Select the choice closest in meaning to the main word. MASSACRE</p> | <p>A. Stab B. Slaughter C. Murder D. Assassinate</p> |

| | | |
|-----|---------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 331 | Select the choice closest in meaning to the main word. BELITTLE | A. Diminish B. Mock C. Disparage D. Scoff |
| 332 | Select the choice closest in meaning to the main word. REVISE | A. Edit B. Alter C. Connect D. Reconsider |
| 333 | Select the choice closest in meaning to the main word. DISTINGUISH | A. Darken B. Abolish C. Differentiate D. Confuse |
| 334 | Select the choice closest in meaning to the main word. ACCUSE | A. Absolve B. Exonerate C. Vindicate D. Impeach |
| 335 | Select the choice closest in meaning to the main word. RECOVER | A. Recoup B. Revive C. Heal D. Return |
| 336 | Select the choice closest in meaning to the main word. ADMONISH | A. Threaten B. Praise C. Appeal D. Support |
| 337 | Select the choice closest in meaning to the main word. GRATIFY | A. Frank B. Appreciate C. Pacify D. Indulge |
| 338 | Select the choice closest in meaning to the main word. PENCHANT | A. Like B. Eagerness C. Disability D. Dislike |
| 339 | Select the choice closest in meaning to the main word. BARTER | A. Deal B. Return C. Lend D. Exchange |
| 340 | Select the choice closest in meaning to the main word. UNCONSCIONABLE | A. Distasteful B. Unmanageable C. Excessive D. Unmindful |
| 341 | Select the choice closest in meaning to the main word. TERMINATE | A. Suspend B. Dismiss C. End D. Interrupt |
| 342 | Select the choice closest in meaning to the main word. DANK | A. Dangerous B. Ugly C. Plunder D. Damp |
| 343 | Select the choice closest in meaning to the main word. BOUNTY | A. Donation B. Gift C. Pleasure D. Reward |
| 344 | Select the choice closest in meaning to the main word. DIVVY | A. Selfless B. Foolish C. Follower D. Pioneer |
| 345 | Select the choice closest in meaning to the main word. OBJECT | A. Disobey B. Challenge C. Deny D. Disapprove |
| 346 | Select the choice closest in meaning to the main word. RANGE | A. Level B. Expanse C. Grade D. Standing |
| | Select the choice closest in meaning to the main word. | A. Strike |

| | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 347 | BASH | B. Neglect C. Ignore D. Embrace |
| 348 | HAGGLE | A. Postpone B. Accept C. Bargain D. Reject |
| 349 | ABSTRUSE | A. Awful B. Irrelevant C. Shallow D. Profound |
| 350 | YOB | A. Annoyed B. Intelligent C. Humble D. Aggressive |
| 351 | APOGEE | A. Climax B. Beginning C. Middle D. Bottom |
| 352 | <p>The history of literature can be traced to the earliest forms of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.</p> <p>As man slowly grew more civilized, he was compelled to invent some method of writing due to three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to safeguard one's property by making appropriate tools and taking protective measure in a distinctive manner. So man taught himself to write and having learned to write, purely for utilitarian reasons, he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.</p> <p>Q: Before man invented writing,</p> | |
| 353 | <p>The history of literature can be traced to the earliest forms of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.</p> <p>As man slowly grew more civilized, he was compelled to invent some method of writing due to three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to safeguard one's property by making appropriate tools and taking protective measure in a distinctive manner. So man taught himself to write and having learned to write, purely for utilitarian reasons, he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.</p> <p>Q: As for the was songs and prayers each generation</p> | |
| 354 | <p>The history of literature can be traced to the earliest forms of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.</p> <p>As man slowly grew more civilized, he was compelled to invent some method of writing due to three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to safeguard one's property by making appropriate tools and taking protective measure in a distinctive</p> | |

manner. So man taught himself to write and having learned to write, purely for utilitarian reasons, he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.

Q: The first war-song

The history of literature can be traced to the earliest forms of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.

- 355 As man slowly grew more civilized, he was compelled to invent some method of writing due to three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to safeguard one's property by making appropriate tools and taking protective measure in a distinctive manner. So man taught himself to write and having learned to write, purely for utilitarian reasons, he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.

A. Creative inspiration
B. Necessary for protective measures
C. Artistic urge
D. Yelling and shouting

Q: The war song evolved out of

The history of literature can be traced to the earliest forms of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.

- 356 As man slowly grew more civilized, he was compelled to invent some method of writing due to three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to safeguard one's property by making appropriate tools and taking protective measure in a distinctive manner. So man taught himself to write and having learned to write, purely for utilitarian reasons, he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.

A. To be artistic
B. To write war song
C. To write literature
D. To record and communicate

Q: Man invented writing because he wanted

The history of literature can be traced to the earliest forms of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.

- 357 As man slowly grew more civilized, he was compelled to invent some method of writing due to three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to safeguard one's property by making appropriate tools and taking protective measure in a distinctive manner. So man taught himself to write and having learned to write, purely for utilitarian reasons, he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.

A. Weight
B. Rhythm
C. Size
D. Quantity

Q: The word "measure" in the context of the passage means

Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the

| | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 358 | <p>extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.</p> <p>However, with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, regardless of the political party in power. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the government must take on more powers to meet the problems of the nations, there is no way to preserve freedom except by making democracy more powerful.</p> <p>Q: The advent of science and technology has increased the</p> | <p>A. Freedom of people B. Tyranny of the political parties C. Powers of the government D. Chances of economic inequality</p> |
| 359 | <p>Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.</p> <p>However, with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, regardless of the political party in power. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the government must take on more powers to meet the problems of the nations, there is no way to preserve freedom except by making democracy more powerful.</p> <p>Q: A spirit of moderation on the part of economically sound people would make the less privileged</p> | <p>A. Unhappy with rich people B. More interested in freedom and security C. Unhappy with their lot D. clamorous for absolute equality</p> |
| 360 | <p>Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.</p> <p>However, with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, regardless of the political party in power. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the government must take on more powers to meet the problems of the nations, there is no way to preserve freedom except by making democracy more powerful.</p> <p>Q: The growth of government is necessitated to</p> | <p>A. Make the rich and the poor happy B. Curb the accumulation of wealth in a few hands C. Monitor science and technology D. Deploy the police force wisely</p> |
| 361 | <p>Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.</p> <p>However, with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, regardless of the political party in power. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the government must take on more powers to meet the problems of the nations, there is no way to preserve freedom except by making democracy more powerful.</p> <p>Q: 'Era of good feeling' in the paragraph refers to</p> | <p>A. Time of prosperity B. Time of adversity C. Time without government D. Time of police atrocities</p> |

| | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 362 | <p>Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.</p> <p>However, with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, regardless of the political party in power. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the government must take on more powers to meet the problems of the nations, there is no way to preserve freedom except by making democracy more powerful.</p> <p>Q: "Tolerable state of balance" in the last sentence of the first paragraph may mean</p> | <p>A. An adequate level of police force B. A reasonable level of economic equality C. A reasonable amount of government interference D. A reasonable check on economic power</p> |
| 363 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.</p> <p>Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.</p> <p>In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.</p> <p>Q: What is the main thrust of the author?</p> | <p>A. Traditional systems should be strengthened. B. Formal education is more important than non-formal. C. One should never cease to learn. D. It is impossible to meet the needs of everyone.</p> |
| 364 | <p>Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.</p> <p>Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.</p> <p>In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.</p> <p>Q: Which of the following best describes the purpose of the author?</p> | <p>A. To criticize the present educational system B. To strengthen the present educational practices C. To support non-conventional educational organizations D. To present a pragmatic point of view.</p> |

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A

365

viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: According to the passage, the present education structures assume which of the following?

A. All people can be educated as per their needs.

B. Present educational planning is very much practical.

C. Education is a one time process.

D. Simple rearrangement of the present educational system is a must.

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A

366

viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: What should be the major characteristic of the future educational?

A. Different modules with same function

B. Same module for different groups

C. No modules but standard compulsory program for all

D. None of these.

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A

367

viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime

A. Train the people at the core.

B. Encourage conventional schools and colleges

C. Decides a terminal point to education

D. Fulfill the educational needs of everyone

in view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these

institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: According to the author, educational planning should attempt to

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: According to the author, what measures should Open University adopt to meet modern sequence means?

A. Develop various programs for adult learners.

B. Open more colleges on traditional lines.

C. Cater to the needs of those who represent "core"

D. Primary education should be under the control of open universities.

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: According to the author, what should be the basis for awarding credentials?

A. Duration of the course

B. Competence of the course teachers

C. Diversity of the topics covered

D. Real grasp of matter or skill

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education.

A. Lifelong learning is a recent

370

This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.Q:Which of the following is not true in context of the given passage?

- learning to be concept.
B. Worker's knowledge and skills also need to be updated constantly.
C. "Learning to Be" defends that there is a terminal point to education.
D. Schools and colleges should open extension services.

371

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.Q:According to the author, the concept of "lifetime education" is

- A. as old as traditional education
B. still in formative stages
C. in vogue in advanced countries
D. not practical

372

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.Q:Integrating the concepts of lifelong learning with the educational structure would imply

- A. Closing down conventional schools and colleges
B. Longer durations for all formal courses
C. Simple rearrangement of present educational organizations
D. More weight for actual performance than real understanding

373

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be

- A. Everything is uncertain now-a-days.
B. Changes have already taken place.
C. The signs of change are already visible.
D. You cannot change the future.

made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: In the context of the passage, what is the meaning of the sentence "The writing is already on the wall"?

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

- A. Approaching
- B. Contacting
- C. Introducing
- D. Satisfying

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: Which of the following is most nearly the same in meaning as the word "meeting" as used in the passage?

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

- A. Essential
- B. Independent
- C. Major
- D. Minor

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: Which of the following is most opposite in meaning to the word "integral" as used in the passage?

Which of the following is most opposite in meaning to the phrase "a far cry" as used in the passage?

- A. A reality
- B. A theoretical suggestion
- C. Very funny
- D. Next to impossible

Doctor is related to Patient in the same way as Lawyer is related to.....

- A. Customer
- B. Accused
- C. Magistrate
- D. Client

- A. Manager
- B. Jailor

| | | |
|-----|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 378 | <u>Museum</u> is related to <u>curator</u> in the same way as <u>Prison</u> is related to..... | C. Monitor D. Wardon |
| 379 | <u>Soap</u> is related to <u>wash</u> in the same way as <u>broom</u> is related to..... | A. Clean B. Curd C. Ghee D. Protein |
| 380 | <u>Bread</u> is related to <u>Bakery</u> in the same way as <u>Brick</u> is related to.... | A. Mint B. Klin C. Furnace D. Mine |
| 381 | <u>Sword</u> is related to <u>Slaughter</u> in the same way as <u>Scalpel</u> is related to..... | A. Murder B. Slab C. Surgery D. Chopping |
| 382 | <u>Life</u> is related to <u>Autobiography</u> in the same way as <u>Witness</u> is related to..... | A. Papers B. Truth C. Documents D. Acceptance |
| 383 | <u>Chef</u> is related to <u>Restaurant</u> in the same way as <u>Druggist</u> is related to..... | A. Medicine B. Pharmacy C. Store D. Chemist |
| 384 | <u>Jade</u> is related to <u>Green</u> in the same way as <u>garnet</u> is related to..... | A. Blue B. Orange C. Red D. Yellow |
| 385 | <u>Dancer</u> is related to <u>stage</u> in the same was as <u>Priest</u> is related to..... | A. Pulpit B. Assembly C. Parliament D. State |
| 386 | <u>Ecology</u> is related to <u>Environment</u> in the same way as <u>Histology</u> is related to..... | A. Fossils B. History C. Tissues D. Hormones |
| 387 | <u>Life</u> is related to <u>Death</u> in the same way as <u>Hope</u> is related to..... | A. Sad B. Despair C. Pain D. Cry |
| 388 | <u>Hooke</u> is related to <u>Cells</u> in the same way as <u>Mulder</u> is related to..... | A. Carbohydrates B. Minerals C. Vitamins D. Proteiins |
| 389 | <u>Needle</u> is related to <u>Thread</u> in the same way as <u>Pen</u> is related to..... | A. Ink B. Cap C. Paper D. Word |
| 390 | <u>Auger</u> is related to <u>Carpenter</u> in the same way as <u>Awl</u> is related to. | A. Sculptor B. Cobbler C. Chef D. Mason |
| 391 | <u>Birds</u> is related to <u>Aviary</u> in the same way as <u>Bees</u> is related to..... | A. Aquarium B. hive C. Brewery D. Apiary |
| 392 | <u>Resign</u> is related to <u>Politician</u> in the same way as <u>Abdicate</u> is related to..... | A. Prince B. King C. Realm D. Throne |
| 393 | <u>Scissors</u> is related to <u>Cloth</u> in the same way as <u>Sythe</u> is related to..... | A. Wood B. Steel C. Grass D. Paper |
| 394 | <u>Gardener</u> is related to <u>Trowel</u> in the same way as <u>Seamstress</u> is related to..... | A. Saw B. Scissors C. Sneakers D. Crowbar |
| 395 | <u>Prose</u> is related to <u>Writing</u> in the same way as <u>Lisp</u> is related to..... | A. Reading B. Music C. Speech D. Drawing |

| | | |
|-----|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 396 | <u>Cub</u> is related to <u>Tiger</u> in the same way as <u>Fawn</u> is related to.....? | A. Stag B. monkey C. ass D. Sheep |
| 397 | <u>Sirlus</u> is related to <u>Star</u> in the same way as <u>Cygnus</u> is related to..... | A. Constellation B. Asteroid C. Galaxy D. Meteor |
| 398 | <u>Radical</u> is related to <u>Mooderate</u> in the same way as <u>Revolution</u> is related to.... | A. Change B. Peace C. Chaos D. Reformation |
| 399 | <u>Mathematics</u> is related to <u>Numbers</u> in the same way as <u>History</u> is related to..... | A. People B. Events C. Dates D. Wars |
| 400 | <u>Bag</u> is related to <u>Luggage</u> in the same way as <u>Ship</u> is related to.....? | A. coal B. Cargo C. Stock D. Weight |
| 401 | <u>Anthropology</u> is related to <u>Man</u> in the same way as Anthology is related to..... | A. Nature B. Trees C. Apes D. Poems |
| 402 | What is related to <u>Leaves</u> in the same way as <u>Chatter</u> is related to <u>Teeth</u> . | A. Whislie B. Rustle C. Ripple D. Cackle |
| 403 | <u>Lion</u> is related to <u>Prowl</u> in the same way as <u>Bear</u> is related to..... | A. Frisk B. Lumber C. Stride D. Bound |
| 404 | <u>Mirror</u> is related to <u>Reflection</u> in the same way as <u>Water</u> is related to... | A. Conduction B. Dispersion C. Immersion D. Refraction |
| 405 | <u>Firm</u> is related to <u>Flabby</u> in the same way as <u>Piquant</u> is related to..... | A. Bland B. Salty C. Pleasant D. Small |
| 406 | <u>Wood</u> is related to <u>Charcoal</u> in the same way as <u>coal</u> is related to..... | A. Fire B. Smoke C. Coke D. Ash |
| 407 | <u>Betal</u> is related to <u>Chew</u> in the same way as <u>football</u> is related to..... | A. Play B. Run C. Roll D. Kick |
| 408 | <u>Motorcycle</u> is related to <u>Battery</u> in the same way as <u>Life</u> is related to..... | A. Earth B. Sun C. Moon D. Star |
| 409 | <u>Cyclone</u> is related to <u>Anticyclone</u> in the same way as <u>Flood</u> is related to..... | A. Devastation B. Havoc C. River D. Drought |
| 410 | <u>Happiness</u> is related to <u>Sorrow</u> in the same way as <u>Comfort</u> is related to.....? | A. Hardship B. Poverty C. Rest D. Difficulty |
| 411 | <u>Appreclation</u> is related to <u>Reward</u> in same way as <u>Disgrace</u> is related to.....? | A. Crime B. Gullit C. Allegation D. Punishment |
| 412 | <u>Napthalene</u> is related to <u>Woollen</u> in the same way as <u>Antibiotics</u> is related to.....? | A. Germs B. Immunity C. Diseases D. Body |
| 413 | <u>Retirement</u> is related to <u>Service</u> in the same way as <u>Dismissal</u> is related to..../ | A. Agreement B. Communication C. Employment D. Dismissal |

| | | |
|-----|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| | | D. Adoption |
| 414 | Drummer is related to Orchestra in the same way as Minister is related to...../ | A. Voter B. Constituency C. Cabinet D. Department |
| 415 | <u>Sugar</u> is related <u>Molasses</u> in the same way as <u>Gasoline</u> is related to..? | A. Mine B. Quarry C. Drill D. Petroleum |
| 416 | <u>Stravation</u> is related to <u>Nutrition</u> in the same way as <u>Exhaustion</u> is related. | A. Energy B. Bravery C. Freshness D. Courage |
| 417 | <u>Ballworm</u> is related to <u>Cotton</u> in the same way as <u>Ghundibug</u> is related to.....? | A. Wheat B. Rice C. Millet D. Tomato |
| 418 | <u>Accident</u> is related to <u>Carefulness</u> in the same way as <u>Disease</u> is related to.....? | A. Sanitation B. Treatment C. Medicine D. Doctor |
| 419 | <u>Annotate</u> is related to <u>Text</u> in the same way as <u>Caption</u> is related to.....? | A. Novel B. Law C. Film D. Photograph |
| 420 | <u>Physiology</u> is related to <u>Biology</u> in the same way as <u>Metaphysics</u> is related to.....? | A. Physics B. Statistics C. Mathematics D. Philosophy |
| 421 | <u>Highbrow</u> is related to <u>Cultivated</u> in the same way as <u>Suave</u> is related to.....? | A. Elegant B. Urbane C. Stylish D. Broad minded |
| 422 | <u>Affirm</u> is related to <u>Hint</u> in the same way as <u>Charge</u> is related to.....? | A. Insinuate B. Reject C. Convince D. Deny |
| 423 | <u>Author</u> is related to <u>Book</u> in the same way as <u>Choreographer</u> is related to. | A. Drama B. Ballet C. Masque D. Opera |
| 424 | <u>Thick</u> is related to <u>Thin</u> in the same way as <u>idle</u> is related to.....? | A. Viriuous B. Business C. Industrious D. Activity |
| 425 | <u>Bread</u> is related to <u>Wheat</u> in the same way as <u>Brick</u> is related to? | A. Clay B. Fire C. Cement D. Building |
| 426 | <u>Scrupulous</u> is related to <u>principles</u> in the same way as <u>Ethical</u> is related to..... | A. Morals B. Virtues C. Religions D. Profits |
| 427 | <u>Wince</u> is related to <u>pain</u> in the same way as <u>prostration</u> is related to.... | A. Discomfiture B. Frustration C. Submissiveness D. Strained |
| 428 | <u>Choerent</u> is related <u>consistent</u> in the same way as <u>lrate</u> is related to..... | A. Unreasonable B. Unhappy C. Irritated D. Angry |
| 429 | <u>Book</u> is related to <u>Magazine</u> in the same way as <u>Newspaper</u> is related to.... | A. Journal B. News C. Article D. Headline |
| 430 | <u>Tungstan</u> is related to <u>Filament</u> in the same way as <u>Bronze</u> is related to..... | A. Copper B. Ships C. Tin D. Ornaments |
| 431 | <u>Claymore</u> is related to <u>Quand</u> in the same way as <u>Beatha</u> is related to..... | A. Club B. Axe |

| | | |
|-----|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 431 | <u>Claymore</u> is related to <u>Sword</u> in the same way as <u>Beretta</u> is related to..... | C. Knife D. Gun |
| 432 | <u>Indolence</u> is related to <u>Work</u> in the same way as <u>Taciturn</u> is related to..... | A. Observe B. Speak C. Cheat D. Act |
| 433 | <u>Aflatoxin</u> is related to <u>Food Poisoning</u> in the same way as <u>Histamine</u> is related to..... | A. Allergy B. Headache C. Anthrax D. Contamination |
| 434 | <u>Bald</u> is related to <u>Blond</u> in the same way as <u>Barren</u> is related to.....? | A. Vegetation B. Fertile C. Farm D. Inhabited |
| 435 | <u>Catalogue</u> is related to <u>Library Books</u> in the same way as <u>Index</u> is related to.....? | A. Chapters B. Books C. preface D. Contents |
| 436 | <u>Tobacco</u> is related is <u>Nerves</u> in the same way as <u>Alcohol</u> is related to...../ | A. Liver B. Liquor C. Intoxication D. Head |
| 437 | <u>Man</u> is related to <u>shout</u> in the same way as <u>crow</u> is related to/ | A. Caw B. Chirp C. Mutter D. Mob |
| 438 | <u>Gill</u> is related to <u>Lamellae</u> in the same way as <u>Lung</u> is related to.....? | A. Ribs B. Treachea C. Alveoil D. Pharynx |
| 439 | <u>Dwell</u> is related to <u>Danizen</u> in the same way as <u>inherit</u> is related to.....? | A. Acquire B. Successor C. Outcast D. Heir |
| 440 | <u>Solicitous</u> is related to <u>Concern</u> in the same way as <u>Verbose</u> is related to..... | A. Tiredness B. Wordiness C. Speech D. Deafness |
| 441 | <u>Mouse</u> is related to <u>cat</u> in the same way as <u>fly</u> is related to.....? | A. Animal B. Horse C. Spider D. Rat |
| 442 | <u>Brain</u> is related to <u>Cranium</u> in the same way as <u>pearl</u> is related to..... | A. Box B. Oyster C. Sand D. Shore |
| 443 | <u>Swerve</u> is related to <u>Veer</u> in the same way as <u>Rotate</u> is related to.....? | A. Deviate B. Gyrate C. Sway D. Fluctuate |
| 444 | <u>Victory</u> is related to <u>Happiness</u> in the same way as <u>Failure</u> is related to..... | A. Defeat B. Anger C. Frustration D. Sadness |
| 445 | <u>Snowfall</u> is related to <u>Precipitation</u> in the same way as <u>Grotto</u> is related to..... | A. Throat B. Cave C. Castle D. Fort |
| 446 | <u>Kilogram</u> is related to <u>Quintal</u> in the same way as <u>Paisa</u> is related to..... | A. Rupee B. Coin C. Wealth D. Money |
| 447 | <u>Condolence</u> is related to <u>Loss</u> in the same way as <u>Congratulation</u> is related to..... | A. Praise B. Achievement C. Accusation D. Reward |
| 448 | <u>Horse</u> is related to <u>Hay</u> in the same way as <u>cow</u> is related to..... | A. Leaves B. Fodder C. Milk D. Straw |

A. Theft

| | | |
|-----|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| 449 | <u>Abduction</u> is related to <u>Kidnapping</u> in the same way as <u>Larceny</u> is related to...../ | B. Crime C. Blackmail D. Sin |
| 450 | <u>Street</u> is related to <u>Lane</u> in the same way as <u>Road</u> is related to.....? | A. Footpath B. Junction C. Avenue D. Highway |
| 451 | <u>Concert</u> is related to <u>Theatre</u> in the same way as <u>Banquet</u> is related to.....? | A. Hotel B. Partu C. Feast D. Supper |
| 452 | <u>Statute</u> is related to <u>Shape</u> in the same way as <u>song</u> is related to..... | A. Beauty B. Sing C. Tune D. Poetry |
| 453 | <u>Laugh</u> is related to <u>joy</u> in the same way as <u>cry</u> is related to...../ | A. Child B. Sad C. punishment D. Sorrow |
| 454 | <u>Gravity</u> is related to <u>Pull</u> in the same way as <u>Magnetism</u> is related to.....? | A. Repulsion B. Attraction C. Separation D. Push |
| 455 | <u>Cat</u> is related to <u>Kitten</u> in the same way as <u>fish</u> is related to.....? | A. Fry B. Fawn C. Fin D. Foat |
| 456 | <u>Earth</u> is related to <u>Axis</u> in the same way as <u>Wheel</u> is related to...../ | A. Tyre B. Car C. Road D. Hub |
| 457 | <u>Indiscreet</u> is related to <u>imprudent</u> in the same way as <u>indisposed</u> is related to..... | A. Cocnerned B. Crucial C. Clear D. Reluctant |
| 458 | <u>Estonia</u> is related to <u>Rouble</u> in the same way as <u>Chile</u> is related to.....? | A. Dinar B. Peso C. Peseta D. France |
| 459 | <u>Neck</u> is related to <u>Tie</u> in the same way as <u>Waist</u> is related to.....? | A. Watch B. Belt C. Ribbon D. Shirt |
| 460 | <u>Kashmiri</u> is related to <u>Kashmir</u> in the same way as <u>Sindhi</u> is related to..... | A. Punjab B. KP C. GB D. Sindh |
| 461 | <u>Nadeem</u> is related to <u>films</u> in the same way as <u>Picasso</u> is related to..... | A. Literature B. Darama C. Poetry D. Painting |
| 462 | <u>Borrower</u> is related to <u>Loan</u> in the same way as <u>Beggar</u> is related to..... | A. Alms B. Mercy C. Money D. Gift |
| 463 | <u>Institute</u> is related is <u>Academy</u> in the same way as <u>Decree</u> is related to..... | A. Blame B. Court C. Judge D. Mandate |
| 464 | <u>Hygienic</u> is related to <u>polluted</u> int he same way as <u>Knowing</u> is related to..... | A. Inge nous B. Uncommon C. Secret D. Segacious |
| 465 | <u>Jesus</u> is related to <u>Christians</u> in the same way as <u>Zoroaster</u> is related to. | A. Jews B. Parsis C. Tribals D. Catholics |
| 466 | <u>Palm</u> is related to <u>Hand</u> in the same way as <u>sole</u> is related to..... | A. Leg B. Ankle C. Knee D. Foot |

467

Waves are related to Air in the same way as Ripples are related to?

- A. Wind
 - B. Water
 - C. Air
 - D. Bird
-