

## NAT-ICS Computer Science Verbal Hard Test

| Sr | Questions   | Answers Choice  |
|----|---|---|
| 1  | Kamal's friends had nothing to offer him other than ____ in his greif   | A. Solution<br>B. Consolation<br>C. Freindship<br>D. Kindness<br>E. Happiness           |
| 2  | There is no doubt that one has to keep _____ with the changing times.   | A. Pace<br>B. Himself<br>C. Aside<br>D. Oneself<br>E. Tuning                            |
| 3  | Belying has mother's worries, Amir's behavior throughout the function was _____                                   | A. Imaginable<br>B. Imperial<br>C. Immodest<br>D. Impeccable<br>E. Impervious           |
| 4  | After reaching New York, Azhar will have to _____ himself to the new surroundings.                                | A. Submit<br>B. Adapt<br>C. Mix<br>D. Develop<br>E. Acquaint                            |
| 5  | Dowry is no longer permitted by law even in _____ marriage  | A. Natural<br>B. Bigamous<br>C. Love<br>D. Conventional<br>E. Polygamous                |
| 6  | Research has also _____ the illusion that childhood dreams are pure innocence.                                    | A. Dispelled<br>B. Discovered<br>C. Accepted<br>D. Observed<br>E. Established           |
| 7  | Everyone should _____ himself against illness since medical care has now become expensive.                        | A. Brace<br>B. Ensure<br>C. Vaccinate<br>D. Insure<br>E. Inoculate                      |
| 8  | How much did it _____ to reach Bombay by car?   | A. Cost<br>B. Estimate<br>C. Charge<br>D. Price<br>E. Pay                               |
| 9  | In the departmental inquiry, it was denied that the police had committed any _____ on people under their custody. | A. Blunder<br>B. Beatings<br>C. Injuries<br>D. Crime<br>E. Excesses                     |
| 10 | The petition before the court prayed for _____ the appointment orders issued by the management                    | A. Posting<br>B. Quashing<br>C. Granting<br>D. Removing<br>E. Dismissing                |
| 11 | Man power is the _____ means of converting other resource to mankind'd use and benefit                            | A. Indivisible<br>B. Indispensable<br>C. Insuperable<br>D. Inimitable<br>E. Inequitable |
| 12 | I am given to _____ that you are going abroad.  | A. Predict<br>B. Understand<br>C. Learn<br>D. Think<br>E. Apprehend                     |
| 13 | _____ by people's perception it seems that democracy has succeeded in Pakistan                                    | A. Making<br>B. Planned<br>C. Following<br>D. ...                                       |

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|    |  | D. Going<br>E. Liked   |
| 14 | The passengers and crew members of the aeroplane had a _____ escape when it was taking off from the runway | A. Little<br>B. Brief<br>C. Narrow<br>D. Large<br>E. Better                    |
| 15 | He very successfully _____ all the allegations leveled against him   | A. Retaliated<br>B. Rebutted<br>C. Extricated<br>D. Eradicated<br>E. Protected |
| 16 | A glue produced by bees to _____ their hives appears to contain antibiotic substances                      | A. Build<br>B. Decorate<br>C. Collect<br>D. Design<br>E. Structure             |
| 17 | He applied for and was _____ legal aid by the Labour Ministry.   | A. Allowed<br>B. Awarded<br>C. Offered<br>D. Granted<br>E. Implemented         |
| 18 | The defending champion justified his top _____ by clinching the title                                      | A. Technique<br>B. Supremacy<br>C. Skill<br>D. Form<br>E. Billing              |
| 19 | He has _____ people visiting him at his house because he fears it will cause discomfort to neighbours      | A. Stopped<br>B. Warned<br>C. Curtailed<br>D. Requested<br>E. Forbidden        |
| 20 | There are _____ views on the issue of getting bonus to the employees.                                      | A. Modest<br>B. Adverse<br>C. Independent<br>D. Divergent<br>E. Valuable       |
| 21 | The passengers were very happy _____ the friendly and warm treatment given to them                         | A. From<br>B. To<br>C. By<br>D. About  |
| 22 | The higher you go, the more difficult it _____ to breathe.   | A. Is becoming<br>B. Became<br>C. Has become<br>D. Becomes                     |
| 23 | The children were disappointed because they had hoped _____ with us  | A. Would have gone<br>B. To had gone<br>C. To have gone<br>D. To go            |
| 24 | She stood _____ Ahsan, but could not utter a single word for quite some time.                              | A. About<br>B. Before<br>C. For<br>D. To<br>E. Towards                         |
| 25 | He is the friend _____ I trust most  | A. Which<br>B. Who<br>C. Him<br>D. Whom  |
| 26 | You must dispense _____ his service  | A. With<br>B. Of<br>C. In<br>D. At   |
| 27 | The telephone _____ several times before I answered it   | A. Has rung<br>B. Was ringing<br>C. Would ring<br>D. Had rung                  |
| 28 | I shall not desert him _____ all the world   | A. By<br>B. For<br>C. With<br>D. From  |
| 29 | I bought a new car last year, but I _____ my old car yet, so at present I have two cars                    | A. Have sold<br>B. Did not sell<br>C. Could not sell                           |

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|    |  | <p>C. Could not sell</p> <p>D. Have not sold</p>  |
| 30 | No sooner did he go in _____ came out  | <p>A. Than</p> <p>B. And</p> <p>C. Then</p> <p>D. When</p>  |
| 31 | The judge acquitted the prisoner _____ the charge of murder                        | <p>A. About</p> <p>B. From</p> <p>C. Of</p> <p>D. With</p>  |
| 32 | An argument _____ between the two friends.   | <p>A. Broke out</p> <p>B. Broke in</p> <p>C. Sprang up</p> <p>D. Rose up</p>  |
| 33 | When I was a child, I _____ to school everyday instead of going by cycle           | <p>A. Had walked</p> <p>B. Have walked</p> <p>C. Walked</p> <p>D. Have been walked</p>  |
| 34 | Nobody has come to see us _____ we bought these fierce dogs                        | <p>A. Since</p> <p>B. For</p> <p>C. When</p> <p>D. Till</p>   |
| 35 | He ran _____   | <p>A. Quickly</p> <p>B. So quickly</p> <p>C. Quick</p> <p>D. So quick</p>   |
| 36 | In Bush, Saddam was up _____   | <p>A. Into</p> <p>B. For</p> <p>C. To</p> <p>D. Against</p>   |
| 37 | The doctor advised him to go _____ several medical tests.                          | <p>A. Through</p> <p>B. Into</p> <p>C. Under</p> <p>D. About</p>  |
| 38 | If you persist in telling lies to me I shall sue you _____ slander.                | <p>A. For</p> <p>B. On</p> <p>C. With</p> <p>D. To</p>  |
| 39 | The waiter hasn't bought the coffee _____ I've been here an hour already.          | <p>A. Up</p> <p>B. Till</p> <p>C. Still</p> <p>D. Yet</p>   |
| 40 | The modern club is simply a more refined substitute _____ the old fashioned tavern | <p>A. For</p> <p>B. With</p> <p>C. Of</p> <p>D. To</p>  |
| 41 | If they share burden alternatively, then   | <p>A. Won't get tired</p> <p>B. Will get fatigued</p> <p>C. Can't feel tiring</p> <p>D. Will get tired soon</p> <p>E. Don't get tired</p>   |
| 42 | When I saw him through the window _____  | <p>A. I ran out to open the door</p> <p>B. I have run out to open the door</p> <p>C. I should run out to open the door</p> <p>D. I am running out to open the door</p>  |
| 43 | Every person must learn _____  | <p>A. That his time needs a wise use</p> <p>B. Wise ways in his time's use</p> <p>C. That how wisely his time can be used</p> <p>D. To make wise use of his time</p> <p>E. To using his time in a wisely manner</p>                   |
| 44 | The income tax raid was too sudden _____   | <p>A. So that the man escaped</p> <p>B. For the man escaping</p> <p>C. Then the man escaped</p> <p>D. For the man to escape</p>   |
| 45 | Many people have law degrees _____   | <p>A. But not all of them practice law</p> <p>B. However it isn't practiced by all</p> <p>C. And some of them do have practice also</p> <p>D. But some of them do not practice it</p> <p>E. Yet some are not undergoing practices</p> |

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| 46 | He passed the examination in the first class because he _____              | A. Worked hardly for it<br>B. Was hard working for it<br>C. Was working hard for it<br>D. Had worked hard for it  |
| 47 | Where are my spectacles?   | A. There are they, on your nose!<br>B. There they are, on your nose!<br>C. Here are they, on your nose!<br>D. Here they are, on your nose!  |
| 48 | With great difficulty, _____   | A. He could keep his cool<br>B. He could get annoyed<br>C. He could not tolerate his nonsense<br>D. He could lose his temper<br>E. He could perform his usual functions easily  |
| 49 | He always stammers in public meetings, but his today's speech _____        | A. Was not liked by the audience<br>B. Was not received satisfactorily<br>C. Was surprisingly fluent<br>D. Was fairly audible to everyone present in the hall<br>E. Could not be understood properly  |
| 50 | The Chairmen rejected the proposal of increasing employees salary because: | A. The company had already gained three thousand crore profit<br>B. The company did not have sufficient funds to afford the rise<br>C. The number of employees in the company was very small<br>D. The employees had been demanding it for a long time<br>E. It was not difficult for the company to bear additional burden |
| 51 | To succeed in a difficult task _____                                       | A. You need a person of persistent<br>B. One needs to be persistent<br>C. One needs to be persistence<br>D. Persistent is needed<br>E. Persistent is what one needs   |
| 52 | I shall not be late for dinner _____                                       | A. Unless the train will be late<br>B. Unless the train will not be late<br>C. If the train is late<br>D. Unless the train is late  |
| 53 | _____ i would not have helped such an ungrateful man.                      | A. Had i been in your place<br>B. Even after knowing that he was ungrateful<br>C. Had I asked him for his help<br>D. Through he did not deserve any help at all<br>E. If he had shown due respect to me   |
| 54 | Usually your work very hard _____  | A. You are not being successful<br>B. You will not be successful<br>C. You ought to be successful<br>D. You be not successful   |
| 55 | The more we looked at the price of modern art _____                        | A. We liked it less<br>B. The less we liked it<br>C. it looked better<br>D. The more we like it<br>E. Better we liked it  |
| 56 | In order to raise the company profit, the employees                        | A. Decided to raise the cost of raw material<br>B. Requested the management to implement new welfare schemes<br>C. Demanded two additional increments<br>D. Decided to go on paid holidays<br>E. Offered to work over time without any compension   |
| 57 | He seized control of the country _____                                     | A. By using diplomacy and force<br>B. By diplomacy and being forceful<br>C. By being a diplomat and forceful<br>D. Not only because of diplomacy force  |
| 58 | The doctor warns him that unless he gives up smoking                       | A. His health will soon be recovered<br>B. He will not recover<br>C. Will he be able to recover<br>D. He will not suffer  |
| 59 | _____ the problem will not be solved                                       | A. It will not solve<br>B. It will not be solved  |

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| 59 | Whichever way you approach the problem  | <p><del>A. It will not be solve</del><br/> C. No one will not solve it<br/> D. It will not be solve</p>   |
| 60 | He is so lazy that he   | <p>A. Cant delay the schedule of completing the work<br/> B. Cant depend on others for getting his work done<br/> C. Always extends help to others to complete their work<br/> D. <b>Can seldom complete his work on time</b></p> |
| 61 | We lost confidence in Salim because he never _____ the grandiose promises he had made   | <p>A. Tired of<br/> <b>B. Delivered on</b><br/> C. Retreated from<br/> D. Forget about</p>  |
| 62 | The driver suddenly applied the braked when he saw a _____ truck ahead of him   | <p><b>A. Stationary</b><br/> B. Moving<br/> C. Static<br/> D. Immobile</p>  |
| 63 | Knowledge is like a deep well fed by _____ springs and your mind is the little bucket that you drop in it   | <p>A. External<br/> <b>B. Perennial</b><br/> C. Immortal<br/> D. Inexhaustible</p>  |
| 64 | Salma is much too _____ to have anything to do with that abnoxious affair.  | <p><b>A. Noble</b><br/> B. Proud<br/> C. Happy<br/> D. Difficult</p>  |
| 65 | There is no incentive for America to sign the treaty since there is every reason to _____ no other nation intends to honour its provisions.                 | <p>A. Regret<br/> B. Inform<br/> <b>C. Believe</b><br/> D. Occupy</p>   |
| 66 | A legislation was passed to punish brokers who _____ their clients funds  | <p>A. Defalcate<br/> B. Devastate<br/> C. Devour<br/> <b>D. Embezzle</b></p>  |
| 67 | Normally an individual thunderstorm _____ about 45 minutes  | <p><b>A. Lasts</b><br/> B. Ends<br/> C. Remains<br/> D. Continues</p>   |
| 68 | The task seemed impossible but somehow Jalil _____ very skilyfully in the end   | <p>A. Pulled it up<br/> B. Pulled it off<br/> C. Pulled it away<br/> <b>D. Pulled it out</b></p>  |
| 69 | The unruly behavior of the children _____ their parents   | <p>A. Aggrieved<br/> B. Impeached<br/> <b>C. Incensed</b><br/> D. Tempered</p>  |
| 70 | We were amazed that a man who had been heretofore the most _____ of public speakers could in a single speech electrify an audience and bring them cheering. | <p><b>A. Pedestrian</b><br/> B. Accomplished<br/> C. Masterful<br/> D. Auspicious</p>   |
| 71 | The chairperson is a scintillating speaker whose lectures completely _____ students   | <p>A. Entertain<br/> B. Absorb<br/> <b>C. Enthrall</b><br/> D. Alienate</p>   |
| 72 | Ali _____ force himself to work on till late in the night   | <p><b>A. Would</b><br/> B. Would be<br/> C. Could<br/> D. Used to</p>   |
| 73 | The officers threatened to take reprisals if the lives of their men were _____ by the conquered natives.  | <p>A. Destroyed<br/> <b>B. Endangered</b><br/> C. Enhanced<br/> D. Irritated</p>  |
| 74 | His moral decadence was marked by his _____ from the ways of integrity and honesty.   | <p>A. Obsession<br/> B. Declivity<br/> <b>C. Departure</b><br/> D. Opprobrium</p>   |
| 75 | Her reaction was not the only _____ one.  | <p>A. Workable<br/> <b>B. Possible</b><br/> C. Likely<br/> D. Good</p>  |
|    |   | <p>A. Insuring</p>  |

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| 76 | After a period of protracted disuse a muscle will atrophy _____ both its strength and the ability to perform its function     | B. Regaining<br>C. Sustaining<br>D. Losing   |
| 77 | True health and true success go together for they are inseparably _____ in the thought realm.                                 | A. Interwined<br>B. Tied up<br>C. Bound up<br>D. Inter-related   |
| 78 | If you are trying to make a strong impression on your audience you cannot do so by being understated, tentative for _____     | A. Passionate<br>B. Authoritative<br>C. Restrained<br>D. Argumentative   |
| 79 | Although I had pledged not to tell anyone of the previous evening trauma, the compulsive urge to unburden myself became _____ | A. Preposterous<br>B. Overwhelming<br>C. Impassive<br>D. Irresistible  |
| 80 | The _____ arguments put forth for not disclosing the facts did not impress anybody  | A. Specious<br>B. Intemperate<br>C. Spurious<br>D. Convincing  |
| 81 | Oasis: Desert   | A. Lunch : Desert<br>B. Inveigh: Inveigle<br>C. Forest : Jungle<br>D. Ocean : Bay<br>E. Affluence: Poverty           |
| 82 | Sad : Morose  | A. Robust: Weak<br>B. Ingress: Egress<br>C. Grass: Food<br>D. Glad: Happy  |
| 83 | Work: Tired   | A. Player: Field<br>B. Swim : Pool<br>C. Race: Fatigue<br>D. Book: Knowledge<br>E. Cook: Eat                         |
| 84 | Thin: Sparse  | A. Tract: Tome<br>B. Prologue: Epilogue<br>C. Preface: Book<br>D. Tree: Tall<br>E. Corpulent: Obese                  |
| 85 | Sad: Melancholic  | A. Over: Under<br>B. Joy: Ecstasy<br>C. Weak: Robust<br>D. Book: Writer<br>E. Floor: Ceiling                         |
| 86 | Flurry: Confusion   | A. Water: Thirst<br>B. Night: Sleep<br>C. Colour: Attraction<br>D. Job: Pay<br>E. Intimidate: Fear                   |
| 87 | Turbid: Muddy   | A. River: Lake<br>B. Tree: Darkness<br>C. Bell: Ring<br>D. Huge: Colossal<br>E. Deep: Shallow                        |
| 88 | Fresh: New  | A. Disease: Malaise<br>B. Supercilious: Meek<br>C. Epical :Homorous<br>D. Indigent : Affluent<br>E. Strident: Polite |
| 89 | Wheel: Hub  | A. Sea: Island<br>B. Body: Heart<br>C. Ruling Part: Cabinet<br>D. Life: Happiness<br>E. Watch: Needle                |
| 90 | Speech: Peroration  | A. Dinner: Desert<br>B. Country: Boundary<br>C. Argument: Conclusion<br>D. Style: Debate<br>E. Money: House          |
| 91 | Death: Lament   | A. Impose: Fine<br>B. Cast: Vote<br>C. Make: Furniture<br>D. Celebrate: Centenary<br>E. Learn: Lesson                |

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| 92  | Virus: Disease       | A. Discussion: Fight<br>B. Desire: Success<br>C. Suggestion: Acceptance<br>D. Bombardment: Destruction<br>E. Clothes: Gentleman |
| 93  | Foot : Toe           | A. Body: Legs<br>B. Belly: Intestines<br>C. Nail: Fingers<br>D. Hand: Fingers<br>E. Leaves: Tree                                |
| 94  | Zenith: Nadir        | A. Serious: Sober<br>B. Food: Hungry<br>C. Fat: Protiens<br>D. Majestic: Sublime<br>E. Peak: Foot                               |
| 95  | Giggle: Chortle      | A. Smile: Grin<br>B. Melancholy: Antipathy<br>C. Emancipation: Bondage<br>D. Insipid: Charming<br>E. Edifice: Fecade            |
| 96  | Immaculate: Spotless | A. Fastidious: Punctilious<br>B. Careless: Carefree<br>C. Mitigate: Pain<br>D. Allay: Aggravate<br>E. Ally: Lesson              |
| 97  | Fever: Flush         | A. Malaria: Shiver<br>B. Wings: Flap<br>C. Rehearsal: Drama<br>D. Cough: Cough<br>E. Liquid: Gas                                |
| 98  | Pistol: Shoot        | A. Stone: Throw<br>B. Catechism: Church<br>C. Ball: Goal<br>D. Shaft: Fling<br>E. Sword: Cut                                    |
| 99  | Prelude: Symphony    | A. Drama: Epilogue<br>B. Epilogue: Prologue<br>C. Meal: Dessert<br>D. Ticket: Show<br>E. Preamble: Constitution                 |
| 100 | Chains: Clang        | A. Leaves: Twings<br>B. Coins: Jangle<br>C. Door: Lock<br>D. Wolf: Roar<br>E. Wire: Snap  |
| 101 | Abandon:             | A. Vacate<br>B. Foil<br>C. Lose<br>D. Gain  |
| 102 | Abdicate :           | A. Give up<br>B. Imperious<br>C. Rude<br>D. Dissent   |
| 103 | Abhor :              | A. Crave<br>B. Reconcile<br>C. Detest<br>D. Rude  |
| 104 | Abnegation :         | A. Indulgence<br>B. Rejection<br>C. Complete<br>D. Final  |
| 105 | Axiom:               | A. Absurdity<br>B. Shirk<br>C. Elude<br>D. Maxim  |
| 106 | Bloated :            | A. Privileged<br>B. Emaciated<br>C. Swollen<br>D. Rapture   |
| 107 | Blemish :            | A. Disgrace<br>B. Eccentric<br>C. Young<br>D. Fair  |

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| 108 | Bizzare :     | A. Normal<br>B. Strange<br>C. Logical<br>D. Tense            |
| 109 | Bawl :        | A. Mulberry<br>B. Mutter<br>C. Vociferate<br>D. Daub         |
| 110 | Bequeath:     | A. Alienate<br>B. stab<br>C. Obstruct<br>D. Dispose of       |
| 111 | Cataclysm :   | A. Reverse<br>B. Upheaval<br>C. Pungent<br>D. Trash          |
| 112 | Cupidity :    | A. Extravagance<br>B. Sherwd<br>C. Compainsant<br>D. Avarice |
| 113 | Cumberstone : | A. Awkward<br>B. Analyse<br>C. Decay<br>D. Grow              |
| 114 | Culmination : | A. Nadir<br>B. Apex<br>C. Lenient<br>D. Blast                |
| 115 | Crestfallen : | A. Humiliated<br>B. Hard<br>C. Elite<br>D. Frustrated        |
| 116 | Deluge :      | A. Flood<br>B. Object<br>C. Annihilate<br>D. Restore         |
| 117 | Dereliction : | A. Attention<br>B. Neglect<br>C. Divorce<br>D. Restore       |
| 118 | Derogate:     | A. Exaggerate<br>B. Calm<br>C. Deflenerate<br>D. Ordain      |
| 119 | Dormant :     | A. Active<br>B. Vigilant<br>C. Warbling<br>D. Inert          |
| 120 | Don :         | A. Doff<br>B. Assume<br>C. Pine<br>D. Blithe                 |

The Romans – for centuries is the masters of war and polities across Europe, Northern Africa and Asia Minor – have often been criticized for producing few original thinker outside the realm of positive. This criticism, while in many ways true, is not without its problems. It was, after all the conquest of Greece that provided Rome with its greatest influx of educated subjects. Two of the great disasters intellectual history – the murder of Archimedes and the burning the Alexandria's library – both occurred under Rome's watch. Nevertheless, a city that was able to conquer so much of the known world could not have been devoid of the creativity that characterizes so many other ancient empires.

Engineering is one endeavor in which the Romans showed themselves capable. Their aqueducts carried water hundreds of miles along the tops of vast arcades. Roman roads built for the rapid deployment of troops, criss-cross Europe and still form the basis of numerous modern highways that provide quick access prominence to Rome's economic and political influence.

Many of these major cities lie for beyond Rome's original province, and Latin-derived languages are spoken in most Southern European nations. Again a result of military influence the popularity of Latin and its off spring is difficult to overestimate. During

- A. Establish a point directly related to the main argument
- B. Show that certain historical claims are inaccurate
- C. Demonstrate the importance of certain historical data
- D. Disprove the claims made by other

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the centuries of ignorance and violence that followed Rome's decline, the Latin language was the glue that held together the identity of an entire continent. While seldom spoken today, it is still studied widely, if only so that such master or rhetoric as Cicero can be read in the original.

with a different views  
E. Concede the partial accuracy of an opposing view

It is Cicero and his like who are perhaps the most overlooked legacy of Rome. While far from being a democracy, Rome did leave behind useful political tool that serve the American republic today. "Republic" itself is Latin for "the people's business," a notion cherished in democracies worldwide. Senators owe their name to Rome's class of elders; Representatives owe theirs to the Tribunes who seized popular prerogatives from the Senatorial class. The veto was a Roman notion adopted by the historically aware framers of the Constitution, who often assumed pen names from

the lexicon of Latin life. These accomplishments, as monumental as any highway or coliseum, remain prominent features of the Western landscape.

The author describes "two of the great disasters in intellectual history" in order to

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Many of these major cities lie far beyond Rome's original province, and Latin-derived languages are spoken in most Southern European nations. Again a result of military influence the popularity of Latin and its off spring is difficult to overestimate. During the centuries of ignorance and violence that followed Rome's decline, the Latin language was the glue that held together the identity of an entire continent. While seldom spoken today, it is still studied widely, if only so that such master or rhetoric as Cicero can be read in the original.

A. Connected many major cities in ancient Europe  
B. Are engineering marvels unequaled in modern times  
C. Are similar in some respects to modern highways  
D. Were products of democratic political institutions  
E. Caused the development of modern European cities

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Engineering is one endeavor in which the Romans showed themselves capable. Their aqueducts carried water hundreds of miles along the tops of vast arcades. Roman roads built for the rapid deployment of troops, criss-cross Europe and still form the basis of numerous modern highways that provide quick access prominence to Rome's economic and political influence.

Many of these major cities lie far beyond Rome's original province, and Latin-derived languages are spoken in most Southern European nations. Again a result of military influence the popularity of Latin and its off spring is difficult to overestimate. During the centuries of ignorance and violence that followed Rome's decline, the Latin language was the glue that held together the identity of an entire continent. While seldom spoken today, it is still studied widely, if only so that such master or rhetoric

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A. I only  
B. II only  
C. I and II only  
D. I and III only

as Cicero can be read in the original.

D. I and III only  
E. II and III only

It is Cicero and his like who are perhaps the most overlooked legacy of Rome. While far from being a democracy, Rome did leave behind useful political tool that serve the American republic today. "Republic" itself is Latin for "the people's business," a notion cherished in democracies worldwide. Senators owe their name to Rome's class of elders; Representatives owe theirs to the Tributes who seized popular prerogatives from the Senatorial class. The veto was a Roman notion adopted by the historically aware framers of the Constitution, who often assumed pen names from the lexicon of Latin life. These accomplishments, as monumental as any highway or coliseum, remain prominent features of the Western landscape.

According to the passage, which of the following accurately describes the Latin languages?

- I. It spread in part due to Rome's military power
- II. It is reflected in modern political concepts
- III. It is spoken today in some part of Europe

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It can be inferred from the passage that the framers of the Constitution

- A. Were familiar with certain aspects of Roman government
- B. Were similar to the Roman elders
- C. Embraced the veto as the hallmark of Roman democracy
- D. Overlooked Cicero's contributions to the theory of democracy
- E. Formed a government based on world-wide democracy

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- A. Reveal the indifferent attitude taken by the ancient Romans towards the fine arts
- B. Discuss the lasting accomplishments achieved by ancient Romans
- C. Analyse the use of the Latin language by the framers of the Constitution
- D. Show that the construction of roads and aqueducts could not have been accomplished in ancient Greece.
- E. Compare the destruction of the library at Alaxandria to the murder of

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Archimedes

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- A. The Latin languages
- B. Military accomplishments
- C. An extensive system of roads
- D. A democratic system of governments
- E. Wide-ranging economic influence

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Which of the following is Not described in the passage as a part of ancient Roman life that left a lasting legacy?

Anthropologists who study orangutans, distant cousins of the human race, find in the animals’ behavior hints of how our earliest ancestors may have lived. It has long been accepted that primates originally dwelt in the treetops and only migrated to the ground as forests began to dwindle. While to a certain extent, all primates except humans spend at least some time dwelling in trees, the orangutans, can grow as heavy as 330 pounds and live for decades, requiring copious amounts of fruits simply to stay alive. Thus, they become very jealous of the territory where they find their food. Compounding this territoriality are the breeding habits of orangutans, since females can only breed every few years and, like humans, give birth not to litters but to single offspring.

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Consequently, orangutans are solitary, territorial animals who have difficulty foraging in any part of the forest where they were not raised. Orangutans taken from poachers by customs agents undergo incredible hardship on their return to the wild. Incorrectly relocating a male orangutan is especially problematic, often ending in the animal’s death at the hands of a rival who sees not only his territory but also the females of his loosely knit community under threat from an outsider. While humans, like chimpanzees, are more gregarious and resourceful than orangutans, the latter provide anthropologists with useful information about the behavior of prehuman primates and how ape-like behavior influenced our ancestors’ search for food and family beneath the forest canopy.

- A. Describe some behavioral and evolutionary characteristics of organisms
- B. Analyse the reason why early primates left their forest dwellings
- C. Illustrate the dangers posed to orangutans by poachers
- D. Show how orangutan behavior differs from that of other primates
- E. Criticise anthropologists who misinterpret orangutan behavior

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The author of the passage discusses orangutans taken from poachers in order to

- A. Stress the importance of preserving orangutans as a species
- B. Indicate the widespread practice of animal poaching
- C. Refute the theory that orangutans can live in a variety of environments
- D. Contrast the behavior of orangutans with that of other apes
- E. Emphasize the consequences of orangutan territoriality

- 129 The passage indicates that it is difficult to return orangutans to the wild for which of the following reason?

- A. The threat posed by new comers to other orangutans territory
- B. The conflict between males over available females
- C. The scarcity of available food in the orangutan environment

- A. A only
- B. A and B only
- C. A and C only
- D. B and C only
- E. A , B and C only

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Which of the following can be inferred between the behavior of orangutans and that of other ape species?

- A. While orangutans spend much of their time on the treetops, other apes live exclusively on the ground
- B. Orangutans and other types of apes are all sociable species but orangutans are more likely to bond for life
- C. Apes such as chimpanzees rely less upon their size than average orangutans do
- D. Orangutans spend less time in the company of their members of their species than do some other apes
- E. Because of their stringent territoriality orangutans are less likely to elude capture by poachers than are other apes

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According to the author, anthropologists study the behavior of orangutans in order to

- A. Prevent orangutans from becoming the target of poaching
- B. Assist customs agents in the relocation of orangutans
- C. Analyse the causes and consequences of contemporary human behavior
- D. Prevent larger orangutans from eliminating their weaker rivals
- E. Better understand the factors that influenced human evolution



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Which of the following are factors that the author indicates contribute to the orangutan's territoriality?

- A. The lack of available food and the antisocial nature of orangutans
- B. The orangutans need for large quantities of food and the infrequency with which it mates
- C. The threat posed by poachers and the orangutan's inability to protest itself from them.
- D. The difficulties that orangutans face when compelled to a socialize with other species such as chimpanzees
- E. The constant dangers that present themselves whenever one orangutans encounters another

Through the U.S. prides itself on behing a leader in the world community, a recent report shows that it lags far behind other industrialized countries in meeting the needs of its youngest and most vulnerable citizens. The U.S. has a higher infant mortality rate, a higher proportion of low birth weight babies, a smaller proportion of babies immunized against childhood diseases and a much higher rate adolescent pregnancies. These findings, described as a quiet crisis requiring immediate and far-reaching action, appeared in a report prepared by a task force of educators, doctors, politicians and business people. According to the report, a fourth of the nation's 12 infants and toddlers live in poverty. As many as half confront risk factors that could harm their ability to develop intellectually, physically and socially. Child immunizations are too low, more children are born into poverty, more are in substandard care while their parents work and more are being raised by single parents When taken together, these and other risk factor can lead to educational and health problems that are much harder and more costly to reverse.

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The crisis beings in the womb with unplanned parenthood. Women with unplanned pregnancies are less likely to seek pre-natal care. In the U.S. 80% of teenage pregnancies and 56% of all pregnancies are unplanned. The problems continue after birth where unplanned pregnancies and unstable partnerships often go hand in hand. Since 1950, the number of single parent families had nearly tripled. More than 25 percent of all births today are to unmarried mothers. As the number of single parent families grows and more women enter the work force, infants and toddlers are increasingly in the care of people other than their parents.

- A. Low birth weight babies
- B. Unwed mothers
- C. Orphaned children
- D. Teenage mothers
- E. None of these

Most disturbingly, recent statistics show that American parents are increasingly neglecting or abusing their children. In only four years from 1987-1991, the number of children in foster care increased by over 50 percent. Babies under the age of one are the fastest growing category of children entering foster care. The crisis affects children under the age of three most severely the report says. Yet, it is this period- from infancy through preschool years- that sets the stage for a child's future.

The main focus of the passage is on the plight of

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A. Between 0 and 1000

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Children falling in which age group are most severely affected by the quite crisis?

- A. Between 2 & 3 years
- B. Between 1 & 3 years
- C. Below 1 year
- D. Below 3 years
- E. None of these

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Which of the following does not constitute the quite crisis in the U.S as per the task force report?

- A. Lower rate of babies surviving childhood diseases
- B. Larger proportion of babies who are deprived of immunization
- C. Lower proportion of new born babies with normal weight
- D. Higher incidence of adolescent girls becoming mothers
- E. Increasing cases of teenage couples getting divorced

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- A. In the US the number of infants living in poverty is about 3 million
- B. Only 20 percent of all the pregnancies in the U.S are planned
- C. The number of single-parent families today is approximately three times that of four decades ago
- D. The number of children in the U.S. entering foster care has decreased after 1991
- E. About 6 million infants in the U.S. are likely to develop educational and health problems.

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Which of the following statement is not true in the context of the passage?

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The number of children born to married mothers in the U.S. is approximately how many times the number of children born to unwed mothers?

- A. 3 times
- B. 3.5 times
- C. 1.5 times
- D. 2 times
- E. Not mentioned in the passage

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- A. They are mostly malnourished
- B. They are less likely to receive parental care
- C. They are raised by single parents
- D. Their parents are mostly poor
- E. Their parents are emotionally immature

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Through the U.S. prides itself on being a leader in the world community, a recent report shows that it lags far behind other industrialized countries in meeting the needs of its youngest and most vulnerable citizens. The U.S. has a higher infant mortality rate, a higher proportion of low birth weight babies, a smaller proportion of babies immunized against childhood diseases and a much higher rate adolescent pregnancies. These findings, described as a quiet crisis requiring immediate and far-reaching action, appeared in a report prepared by a task force of educators, doctors, politicians and business people. According to the report, a fourth of the nation's 12 infants and toddlers live in poverty. As many as half confront risk factors that could harm their ability to develop intellectually, physically and socially. Child immunizations are too low, more children are born into poverty, more are in substandard care while their parents work and more are being raised by single parents. When taken together, these and other risk factor can lead to educational and health problems that are much harder and more costly to reverse.

The crisis begins in the womb with unplanned parenthood. Women with unplanned pregnancies are less likely to seek pre-natal care. In the U.S. 80% of teenage pregnancies and 56% of all pregnancies are unplanned. The problems continue after birth where unplanned pregnancies and unstable partnerships often go hand in hand. Since 1950, the number of single parent families had nearly tripled. More than 25 percent of all births today are to unmarried mothers. As the number of single parent families grows and more women enter the work force, infants and toddlers are increasingly in the care of people other than their parents.

Most disturbingly, recent statistics show that American parents are increasingly neglecting or abusing their children. In only four years from 1987-1991, the number of children in foster care increased by over 50 percent. Babies under the age of one are the fastest growing category of children entering foster care. The crisis affects children under the age of three most severely the report says. Yet, it is this period- from infancy through preschool years- that sets the stage for a child's future.

Decide which of the following factors is/are responsible for the physical, intellectual and social under-development of infants in the U.S?

- A. Illiteracy of parents
- B. Lack of parental care
- C. Poverty

- A. Only A
- B. Only B
- C. Only C
- D. Both A & C
- E. Both B & C

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.

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 songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only few could read what was written.

Q: Before men invented writing,

- A. Literature was passed on by word of mouth
- B. Prayers were considered literature
- C. Literature was just singing and dancing
- D. there was no literature

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- A. Added something of its own to the



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Q: As for the war songs and prayers each generations

stock

- B. Blindly repeated the songs and prayers
- C. Composed its own songs and prayers
- D. Repeated what was handed down to it

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Q: 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

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Q: The war song evolved out of

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

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Q: Man invented writing because he wanted

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

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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 government 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.

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A. Freedom of people  
 B. Tyranny of the political parties  
 C. Powers of the government  
 D. Chances of economic inequality

However, with 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.

Q: The advent of science and technology has increased the

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A. Unhappy with the rich people  
 B. More interested in freedom and security  
 C. Unhappy with their lot  
 D. Clamorous for absolute equality

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Q: A spirit of moderation on the part of economically sound people would make the less privileged

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- 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

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Q: The growth of government is necessitated to

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- A. Time of prosperity
- B. Time of adversity
- C. time without government
- D. Time of police atrocities

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Q: 'Era of good feeling' in the paragraph refers to

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- 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

However, with 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.

Q: "Tolerable state of balance" in the last sentence of the first paragraph may mean

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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 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. 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.

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 numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

Q: What is the main thrust of the author?

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 professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

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Q: 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.

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 professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

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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.

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- 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.

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

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- A. Train the people at the core.
- B. Encourage conventional schools and colleges
- C. Decide a terminal point to education
- D. Fulfill the education needs of everyone

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

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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.

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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

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- 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.

conventional colleges and schools. Also, these institutions should learn to cooperate with 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?

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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

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Q: Integrating the concepts of lifelong learning with 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

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 professor. The retired and the

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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. 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.

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 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 professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

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

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

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



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?

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 professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

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

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

Recent advances 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. 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 disorders but scientists hope to reduce the costs when technology becomes more advanced. This 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 illness from this world.

- A. Catching
- B. Hoping
- C. Sustaining
- D. Restraining

Q: Which of the following is the same in meaning as the phrase "holding out" as used in the passage?

Recent advances 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. 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

- A. Ignored
- B. Hotly debated
- C. Unanswered
- D. Left to the scientists to decide

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Q: According to the passage, the question of abortion is

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Q: Which of the following is true regarding the reasons for progress in genetic engineering?

- 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

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

- A. Wipe off
- B. Eradicate
- C. Give birth to
- D. Wipe out

Recent advances 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 tis 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people

- A. Calm

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as inferiors. 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 disorders but scientists hope to reduce the costs when technology becomes more advanced. This 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 illness from this world.

- B. Disturbed
- C. Discharged
- D. Acquittal

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

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- 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

Q: Which of the following is not true of the genetic engineering movement?

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- A. Process
- B. Focus
- C. Fact
- D. Goal

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

Recent advances 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 tis 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They

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| 172 | <p>have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. 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 disorders but scientists hope to reduce the costs when technology becomes more advanced. This 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 illness from this world.</p> <p>Q: why, according to the author, is genetic misinformation severely damaging?</p>  | <p>A. The cost involved is very high.<br/> <b>B. Some people are unjustly branded as inferior.</b><br/> C. Both A and B<br/> D. Neither A nor B</p>   |
| 173 | <p>Recent advances 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 tis 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. 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 disorders but scientists hope to reduce the costs when technology becomes more advanced. This 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 illness from this world.</p> <p>Q: In the passage, "abused" means</p>  | <p>A. Insulted<br/> B. Talked about<br/> C. Killed<br/> <b>D. Misused</b></p>   |
| 174 | <p>Recent advances 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 tis 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. 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 disorders but scientists hope to reduce the costs when technology becomes more advanced. This 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 illness from this world.</p> <p>Q: At present genetic engineering can rectify all genetic disorders. Is it so?</p> | <p>A. Yes<br/> B. No<br/> <b>C. It can do so only in some cases</b><br/> D. Study of genetic disorders is out of scope of genetics.</p>   |
| 175 | <p>Recent advances 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 tis 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. 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 disorders but scientists hope to reduce the costs when technology becomes more advanced. This 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</p>   | <p>A. There is a lack of advance technology to explore hidden areas of human brain.<br/> <b>B. Technicians have not been able to manipulate germ cells.</b><br/> C. Ordinary microscope is unable to observe nerve cells<br/> D. Genetics is too complex to resolve some useful information</p> |



will lead to the development of a race of supermen or will be able to obliterate illness from this world.

Q: Which of the following, according to the author, could be the short-coming of genetic in becoming an exact science?

Recent advances 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

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

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- A. Rigidly
- B. Firmly
- C. Directly
- D. At right angle

Recent advances 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. 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 disorders but scientists hope to reduce the costs when technology becomes more advanced. This 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 illness from this world.

Q: Which of the following is not true, according to the passage?

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- 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 does only in tissue cell.

Recent advances 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 gene in germs, they are optimistic and are holding about that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. 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 disorders but scientists hope to reduce the costs when technology becomes more advanced. This 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 illness from this world. Q: According to the author, the present state of knowledge about heredity has made geneticists

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- A. Introspective
- B. Accusative
- C. Arrogant
- D. Optimistic

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- A. Resignation
- B. Cautious
- C. Relief
- D. Concert

will lead to the development of a race of supermen or will be able to obliterate illness from this world.

Q: What is the tone of the author in the last sentence of the passage?

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 systems 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 ration cards. The allocation of PDS supplies in big cities is large than in rural areas. In view of such deficiencies in the system, the PDS urgently needs to be streamlined. In addition, considering the large food grains production combined with food subsidy on one hand and the continuing slow starvation and dismal poverty of the rural population on the other, there is a strong case for making PDS target group oriented.

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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 of 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 wastages. A small portion of the above budget goes to 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 old. It is also true that subsidies often create a psychology of dependence and hence are habit-forming and 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.

Q: Which of the following is the main reason for insufficient supply of enough food to the poorest?

- A. Mismanagement of food stocks
- B. Absence of proper public distribution system
- C. Production of food is less than the demand
- D. Government's apathy towards the poor

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).

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starvation and dismal poverty of the rural population on the other, there is a strong case for making PDS target group oriented.

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The growing salaried class is provided job security, regular income, and percent insulation against inflation. These gains of development have not percolated down to

- 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

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D. Equalizing per capita income across different strata of society

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Q: What, according to the passage, is the main purpose of public policy in the long run?

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A. It has improved its effectiveness over the years.

B. It has remained effective only in the cities.

C. It is unique in the world because of its effectiveness.

D. It has reached the remotest corner of the country.

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Q: Which of the following is true of public distribution system?

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

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Q: The word "square" as used in the passage means

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

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 wastages. A small portion of the above budget goes to 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 old. It is also true that subsidies often create a psychology of dependence and hence are habit-forming and 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. Q: Which of the following words is the same in meaning as "power" as used in the passage?

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Q: What, according to the passage, is the main concern about the PDS?

- A. It has 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.

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- 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 to urban sector
- D. To reduce administrative cost

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.

Q: What should be an appropriate step to make the PDS effective?

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

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- A. Sense of insecurity
- B. Increased dependence
- C. Shortage of food grains
- D. Decrease in food grains production

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Q: Food subsidy leads to which of the following?

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Q: 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.

A great deal of discussion continues as to the real extent of global environment 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 dependent on the integrity and productivity of their natural resources, the capability of government to manage them effectively over the long term becomes of paramount important.

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Developing countries are becoming more aware of the ways in which present and future economic development must built upon a sound and sustainable natural resource base. Some are looking at our long tradition in environmental protection and are receptive to U.S. assistance which recognizes the uniqueness of the social and ecological system 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 its 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.

- 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.

Because so many governments of developing nations have recognized the 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.

Q: Some of the developing countries of Asia and Africa have

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Q: Technical know-how developed in the USA

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

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

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Q: There has been pronounced deterioration of habitat all over the globe because of

A. Resources being out-stripped by population growth

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

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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.

Because so many governments of developing nations have recognized the 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.

Q: The poor people of the developing world can lead a happy and contented life if

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- 194 Developing countries are becoming more aware of the ways in which present and future economic development must built upon a sound and sustainable natural resource base. Some are looking at our long tradition in environmental protection and are receptive to U.S. assistance which recognizes the uniqueness of the social and ecological system 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 its 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.

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 pollution of environment all over the globe.  
C. There has been an extensive environmental degradation both in the developed and developing world.  
D. The environmental pollution that has taken place all over the globe continues to be a matter of speculation and enquiry.

Because so many governments of developing nations have recognized the 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.

Q: How much environmental pollution has taken place in the developing and developed world?

- 195 Maria forced herself to eat every piece on her plate; although she found the food practically- -----.

A. Delicious  
B. Spicy  
C. Inedible  
D. Nourishing

- 196 Until its defeat by Ireland, Pakistan team won most of its test matches by innings and had achieved an ----- series of wins.

A. Defeated  
B. Unbroken  
C. Difficult  
D. Aggressive

- 197 The whale shark is found in equatorial deep waters around the world, it is ----- encountered by divers.

A. Rarely  
B. Successfully  
C. Anxiously  
D. Constantly

- 198 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

- 199 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

- 200 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

|     |   |  |
|-----|---|--|
| 201 | The benefits of the cooperative program are -----, with both companies acquiring new production techniques.   | A. Challenging<br>B. Exclusive<br>C. Normal<br>D. Mutual   |
| 202 | The author monotonously numerates the ----- points of scientific development, while omitting the details that might ----- the reader's interest.  | A. week ... sell to<br>B. Trivial ... boost<br>C. Stylistic ... irritate<br>D. Essential ... limit   |
| 203 | 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<br>B. Volume<br>C. Fraction<br>D. Chapter   |
| 204 | Muslim alchemists tried to attain wealth by ----- copper and other base metals into gold.   | A. Placing<br>B. Coin aging<br>C. Melting<br>D. Transforming   |
| 205 | An editorial praised the generosity of an anonymous -----, who had donated over a million rupees and several priceless books to the college.  | A. Hoarder<br>B. Benefactor<br>C. Promoter<br>D. Rich  |
| 206 | Although officials claimed that its hull was -----, the Titanic sank after hitting an iceberg.  | A. Iron made<br>B. Impenetrable<br>C. Prominent<br>D. Oval   |
| 207 | Misrepresentative graphs and drawings ----- the real data and encourage readers to accept ----- arguments.  | A. Obscure ... legitimate<br>B. Distort ... spurious<br>C. Illustrate ... controversial<br>D. Complement ... unresolved<br>E. Replace ... esteemed |
| 208 | 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<br>B. False ... reiterated<br>C. Mythical ... fabricated<br>D. Accurate ... examined<br>E. Suspicious ... challenged    |
| 209 | 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<br>B. Invaded ... flawed<br>C. Altered ... Unmarred<br>D. redeemed ... hallowed<br>E. devastated ... bland                |
| 210 | The ----- workshop had not been used in years   | A. Orphan<br>B. Advanced<br>C. Decorated<br>D. Renovated<br>E. Derelict  |
| 211 | 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<br>B. Poverty<br>C. Cruelty<br>D. Power<br>E. Absent mindedness   |
| 212 | With the current wave of crime, travelers on Lahore route are ----- to make sure their wallet is secure.  | A. Banned<br>B. Irreverent<br>C. Illiterate<br>D. Urged<br>E. Permitted  |
| 213 | Working ----- under time pressure, Shamim didn't her ----- mistake.   | A. Continually - simple<br>B. Meticulously - stupid<br>C. Hastily - Careless<br>D. Continuously - abnormal<br>E. Leisurely - inevitable            |
| 214 | The cheerful, lively sound of folk music ----- almost everyone.   | A. Expired<br>B. Consoled<br>C. Revived<br>D. Accustomed<br>E. Bared   |
| 215 | The ----- manner in which the trainee manager candidate addressed the board of selection committee was basic reason for his rejection; the board members agreed that enthusiasm is an essential is an essential quality in a manager. | A. Imaginative<br>B. Superior<br>C. Timorous<br>D. Perfunctory<br>E. Suspicious  |
| 216 | As ----- of the Sindh supreme selection board, Allah Bachayo had free ----- to all Government rest houses throughout the country.   | A. A scholar - admission<br>B. A survivor - passage<br>C. An organizer - submission<br>D. An institution - advice                                  |

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|-----|---|---|
| 217 | 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<br>B. Complex ... affected<br>C. Laborious ... tedious<br>D. <b>Convoluted ... circumlocutory</b><br>E. Precise ... arcane |
| 218 | After completing her usual morning walk, Salma found herself ----- tired.   | A. <b>Surprisingly</b><br>B. More<br>C. Slowly<br>D. Unceasingly<br>E. Incessantly  |
| 219 | The green supernova is still ----- cosmetologists, as it had never been seen clearly, making it impossible to study its nature.                                     | A. Admiring for<br>B. <b>Enigmatic to</b><br>C. Dangerous to<br>D. Exploited by<br>E. Famous among  |
| 220 | GROAN : SCREAM::  | A. Stroll : Amble<br>B. Clown : Crone<br>C. Strained : Wit<br>D. <b>Grin : Guffaw</b>   |
| 221 | BINOCULARS : SEE::  | A. Spectacle : Notice<br>B. Skeptic : Idea<br>C. <b>Ear trumpet : Hear</b><br>D. Camera : Aperture  |
| 222 | ANARCHY : ORDER::   | A. <b>Adore : Loathe</b><br>B. Sonnet : Medley<br>C. Tent : Shelter<br>D. Finger : Nail   |
| 223 | SUGAR : SACCHARIN::   | A. Slimming : Fattening<br>B. Lace : Collar<br>C. <b>Cotton : Polyester</b><br>D. Syrup : Molasses  |
| 224 | EAGLE : AMERICA::   | A. Bath : Turkey<br>B. <b>John Bull : England</b><br>C. Oriole : Baseball<br>D. Statue : Liberty  |
| 225 | AFFLUENT : LUCKY::  | A. Greedy : Money<br>B. Charitable : Stingy<br>C. <b>Unsuccessful : Lazy</b><br>D. Rely : Retort  |
| 226 | FODDER : BULL::   | A. Goddess : Valentine<br>B. Pesticide : Beetle<br>C. <b>Slop : Hog</b><br>D. Roe : Cupid   |
| 227 | ACT : STAGE::   | A. <b>Swim : Pool</b><br>B. Whale : River<br>C. Cat : Dog<br>D. Fish : Trout  |
| 228 | PILFER : ROB::  | A. Doctor : Treatment<br>B. <b>Taste : Eat</b><br>C. Affirm : Intimate<br>D. Innuendo : Desperado   |
| 229 | ARCHIPELAGO : ISLAND::  | A. Peninsula : Strait<br>B. <b>Cluster : Stars</b><br>C. Border : Desert<br>D. Sun : Planet   |
| 230 | AGENDA : MEETING::  | A. Teacher : Class<br>B. Agency : Assignment<br>C. <b>Map : Trip</b><br>D. Man : Woman  |
| 231 | MANACLE : MALEFACTOR::  | A. Juvenile : Delinquent<br>B. Suave : Maniac<br>C. <b>Muzzle : Dog</b><br>D. Pinto : Tether  |
| 232 | AERIE : EAGLE::   | A. Venom : Rattle Snake<br>B. Viper : Reptile<br>C. Hawk : Falcon<br>D. <b>Lair : Wolf</b>  |
| 233 | ALTIMETER : HEIGHT::  | A. <b>Speedometer : Speed</b><br>B. Observatory : Constellation<br>C. Racetrack : Furlong   |

|     |                          |   |
|-----|--------------------------|---|
| 234 | SLIPHOD : ORGANIZATION:: | D. Vessel : Knots<br>A. Clever : Shroud<br>B. Cringing : Obsequious<br>C. Prodigal : Generosity<br>D. <b>Phelgmatic : Emotion</b> |
| 235 | CRAVAT : NECK::          | A. Artist : Smock<br>B. Bib : Dinner<br>C. Muzzle : Biting<br>D. <b>Spats : Ankles</b>  |
| 236 | DIET : ANOREXIA::        | A. <b>Teasing : Provocation</b><br>B. Laughter : Irrepressible<br>C. Appraisal : Army<br>D. Revolutionaries : Intrigue            |
| 237 | ARCHITECT : BLUE PRINT:: | A. <b>Mason : Wall</b><br>B. Knight : Rider<br>C. High : Low<br>D. Pugilist : Victory   |
| 238 | ALWAYS : NEVER::         | A. <b>Often : Rarely</b><br>B. Frequently : Mostly<br>C. Constantly : Subsequently<br>D. Intermittently : Causally                |
| 239 | ANARCHY : GOVERNMENT::   | A. Democracy : Republic<br>B. <b>Penury : Wealth</b><br>C. Verbosity : Words<br>D. Socialism : Custom                             |
| 240 | ABHOR : DISLIKE::        | A. <b>Calcify : Petrify</b><br>B. Rebuke : Ridicule<br>C. Torture : Discomfort<br>D. Fodder : Cattle                              |
| 241 | ARGUMENT : DEBATE::      | A. Violence : Peace<br>B. <b>Fight : Contest</b><br>C. Challenge : Opponent<br>D. Doe : Stag                                      |
| 242 | ANGER : INSULT::         | A. Business : Judgment<br>B. Admiration : Happiness<br>C. Conduct : Behavior<br>D. <b>Felicitous : Appreciate</b>                 |
| 243 | AUTHOR : INVENTOR::      | A. <b>Copy right : Patent</b><br>B. Plot : Machine<br>C. Technology : Gadget<br>D. Book : Factory                                 |
| 244 | ABOLITIONIST : SLAVERY:: | A. <b>Prohibitionist : Liquor</b><br>B. Capitalist : Commerce<br>C. Peace : War<br>D. Glass : Jug                                 |
| 245 | HORSE : STEED::          | A. Offspring : Spawn<br>B. Compass : Bore<br>C. Dampness : Mildew<br>D. <b>Girl : Damsel</b>                                      |
| 246 | BROOM : SWEEP::          | A. <b>Rack : Leaves</b><br>B. Attic : Basement<br>C. Dove : Peace<br>D. Admire : Disdain  |
| 247 | LOOM : YARN::            | A. Vanish : Tale<br>B. Wool : Sweater<br>C. <b>Smithy : Iron</b><br>D. Admire : Disdain   |
| 248 | AUTHOR : ROYALTIES::     | A. Archive : Presidents<br>B. Writer : Monarch<br>C. <b>Agent : Percentage</b><br>D. Patron : Patronage                           |
| 249 | TRUCK : LORRY::          | A. Adobe : Brick<br>B. Crane : Hoist<br>C. <b>Carriage : Pram</b><br>D. Transport : Support                                       |
| 250 | BUTCHER : MEAT::         | A. Cobbler : Nail<br>B. Juggler : Feats<br>C. Shoes : Cobbler<br>D. <b>Carpenter : Wood</b>                                       |
| 251 | GAUCHE : POLISHED::      | A. <b>Grow : Dindle</b><br>B. Warden : Tower<br>C. Most : Water   |



|     |                        |   |
|-----|------------------------|---|
|     |                        | C. Moot : Water<br>D. Thickness : Gauge   |
| 252 | HYMN : SERENADE::      | A. Ballade ; Tango<br>B. Psalm : Love poem<br>C. Encore : Aria<br>D. Rock : Croon                   |
| 253 | CAT : MOUSE::          | A. Bird : Worm<br>B. Dog : Tail<br>C. Trap : Attic<br>D. Hide : Seek                                |
| 254 | SPATTER : SOAK::       | A. Alarm : Whistle<br>B. Desert : Sahara<br>C. Bubble : Ball<br>D. Whisper : Shout                  |
| 255 | TROWEL : MORTAR::      | A. Wrench : Twist<br>B. Hail : Dew<br>C. Salt : Recipe<br>D. Spatula : Icing                        |
| 256 | LUMBER : WALK::        | A. Splinter : Fly<br>B. Flounder ; Swim<br>C. Seed : Rind<br>D. Coal : Asphalt                      |
| 257 | PARROT : APE::         | A. Curve : Arc<br>B. Wood : Tree<br>C. Crane : Boar<br>D. Alarm : Fire                              |
| 258 | SLICE : SCALPEL::      | A. Knit : Gloves<br>B. Signal : Flare<br>C. Yarn : Fiber<br>D. Air : Tube                           |
| 259 | STAGE : DIRECTOR::     | A. Choir : Soprano<br>B. Judge : Lawyer<br>C. Band : Clarinet<br>D. Meeting : Chairman              |
| 260 | SCREAM : WHISPER::     | A. Staircase : Elevator<br>B. Pedal : Bicycle<br>C. Blaze : Spark<br>D. Repel : Attract             |
| 261 | BEEF : COW::           | A. Venison : Buffalo<br>B. Sheep : Mutton<br>C. Mutton : Sheep<br>D. Pork : Goat                    |
| 262 | ENERGIZE : ACTIVE::    | A. Gourmet : Curry<br>B. Sever : Reckless<br>C. Antiseptic : Infection<br>D. Hone : Sharp           |
| 263 | MENDICANT : BEGGING::  | A. Coup : Thunder<br>B. Proponent : Abstained<br>C. Player : Chess<br>D. Charlatan : Deception      |
| 264 | BOTANY : PLANTS::      | A. Land : Shrubs<br>B. Astronomy : Stars<br>C. Anthropology : Thorn<br>D. Philosophy : Encyclopedia |
| 265 | CHURCH : SPIRE::       | A. Temple : Shrine<br>B. Opera : Stage<br>C. Courtroom : Bench<br>D. Mosque : Minaret               |
| 266 | MACHINE GUN : MUSKET:: | A. Tank : Chain<br>B. Frigate : Cruiser<br>C. Autumnal : Vernal<br>D. Palace : Cottage              |
| 267 | LIKELY : PROBABILITY:: | A. Sailor : Mutineer<br>B. Bright : Radiance<br>C. Funereal : Eulogy<br>D. Defying : Enemy          |
| 268 | ICE : SWELL::          | A. Escape : Manacles<br>B. Cramp : Stress<br>C. Antiseptic : Infect<br>D. Regicide : Ruler          |

A. Sluggish : Stupid

|     |                           |  |
|-----|---------------------------|--|
| 269 | THEATER : HISTRIONIC::    | A. Synthesis : Staple<br>B. Hamlet : Populous<br>C. Number : Numerology<br>D. Courtroom : Forensic     |
| 270 | WISE : GRIPS::            | A. Tempers ; flare<br>B. Kiln : potter<br>C. Spout : geysers<br>D. Calipers : measure                  |
| 271 | CAMERA : SIGHT::          | A. Pictures : anthology<br>B. Type : touch<br>C. Headphone : hearing<br>D. Thirst : water              |
| 272 | PARCHMENT : PAPER::       | A. Pity : feeling<br>B. Book : paging<br>C. Trees : lumber<br>D. Quill : pen                           |
| 273 | DETECTIVE : INFORMER::    | A. Author : book<br>B. Architect : draftsman<br>C. Reporter : source<br>D. Vacancy : empty             |
| 274 | EVADE ; QUESTION::        | A. Shirk : malingerers<br>B. Elicit ; response<br>C. Parry : blow<br>D. Knowledge : thrust             |
| 275 | RIDDLE : SPHINX::         | A. Luxury : Limousine<br>B. Love : loathe<br>C. Fire : Prometheus<br>D. Scylla : ore                   |
| 276 | FLURRY : BLIZZARD::       | A. Anger : bluster<br>B. Drizzle : downpour<br>C. Draw ; doodle<br>D. Simmer : cook                    |
| 277 | ELECTRON : NUCLEUS::      | A. Electric : exciting<br>B. Earth : Sun<br>C. Magnet : pole<br>D. Cell : membrane                     |
| 278 | ELICIT : RESPONSE::       | A. Religion : ethics<br>B. Crime : arrest<br>C. Answer : question<br>D. Coax : smile                   |
| 279 | FASTIDIOUS : VULGARITY::  | A. Vacillating : action<br>B. Fade : intensity<br>C. Security : mob<br>D. Speeding : bourgeois         |
| 280 | APPEARANCE : SUBPOENA::   | A. Death : fight<br>B. Payment : bill<br>C. Health : game<br>D. Applause : encore                      |
| 281 | CARPENTER : VISE::        | A. Teller : Bank<br>B. Golfer : Club<br>C. Mike : speak<br>D. Angler : Fish                            |
| 282 | DRAMA : STAGE::           | A. Disease : relapse<br>B. Commercial : program<br>C. Eclipse : gulf<br>D. Movie : cinema              |
| 283 | CALIBER : RIFLE::         | A. Army : ammunition<br>B. Compass : bore<br>C. Quality : shoot<br>D. Gauge : rails                    |
| 284 | MUMBLE : SHOUT::          | A. Tickle : poke<br>B. Hunger : lunch<br>C. Provoke : tease<br>D. Flipper : swim                       |
| 285 | CORRESPONDENCE : CLERK::  | A. Office : Manager<br>B. Secretary : Stenographer<br>C. Proceeds : Accounts<br>D. Records : Archivist |
| 286 | STETHOSCOPE : PHYSICIAN:: | A. Microscope : amoeba<br>B. Psychiatrist : couch<br>C. Wrench : plumber<br>D. Bat : baseball          |

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| 287 | SIESTA : NAP::             | A. Lariat : rope<br>B. Farm : plantation<br>C. Sauerkraut ; cabbage<br>D. Coin : rug  |
| 288 | SLURP : SIP::              | A. Watch : minute<br>B. Snipe : skirmish<br>C. Guffaw ; giggle<br>D. Tiptoe : stumble   |
| 289 | SOPHIST : TRUTH:           | A. Quack : medicine<br>B. Director : plan<br>C. Alarmist : legend<br>D. Actor : shoot   |
| 290 | CAT : FELINE::             | A. Fate : fortune<br>B. Puppet : statue<br>C. Horse : Equine<br>D. Tiger : Lion   |
| 291 | PRICE : EXORBITANT::       | A. Listening : boredom<br>B. Motion : distance<br>C. Fire : overshoot<br>D. Fatigue : exhaustion  |
| 292 | RETICENT : PRATTLE::       | A. Hedonist : war<br>B. Phlegmatic : emote<br>C. Ascetic : austerity<br>D. Chasten : chide  |
| 293 | DISCREDITED : REPUTATION:: | A. Choleric : heat<br>B. Stronghold : facility<br>C. Stilted : simplicity<br>D. Apprehensive : shyness                                    |
| 294 | LARVA : ADULT              | A. Adam : Eve<br>B. Cub : Deer<br>C. Tadpole : Frog<br>D. Grasshopper : Insect<br>E. Snake : Reptile                                      |
| 295 | MOUNTAIN : TUNNEL          | A. Window : Frame<br>B. Door : Handle<br>C. Charcoal : Fire<br>D. River : Bridge<br>E. Wall : Height                                      |
| 296 | INITIATE : END             | A. Enthusiasm : Euphemism<br>B. Sum : Difference<br>C. Malignant : Cancer<br>D. Attend : Ignore<br>E. Start : Begin                       |
| 297 | MAUDLIN : DISPASSION       | A. Dauntless : Trepidation<br>B. Mawkish : Sentiment<br>C. Vociferous : Predilection<br>D. Avuncular : Kinship<br>E. Perfunctory : Laxity |
| 298 | BIBLIOGRAPHER : LIBRARY    | A. Apple : Shelf<br>B. Student : Examination Hall<br>C. Goldsmith : Gold<br>D. Teacher : Classroom<br>E. Preacher : Road                  |
| 299 | TAPESTRY : LOOM            | A. Emulsion : Wall<br>B. Inflation : Poor<br>C. Painting : Easel<br>D. Plan : Trip<br>E. Computer : Mouse                                 |
| 300 | PERORATION : ADDRESS       | A. Preamble : Speech<br>B. Orchestration : Overture<br>C. Score : Finale<br>D. Chapter : Fiction<br>E. Denouement : Novel                 |
| 301 | RUNE : ALPHABET            | A. Range : Mountain<br>B. Team : Player<br>C. Suspicious : Thief<br>D. Stream : Water<br>E. Star : Constellation                          |
| 302 | VESSEL : FLEET             | A. Forest : Clearing<br>B. Squadron : Rank<br>C. Hound : Pack<br>D. Wide : Trunk<br>E. Lion : Lair  |

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| 303 | TEDIOUS : BOREDOM    | A. Burglar : Warning<br>B. Witty : Rejuvenation<br>C. Enigmatic : Uncertainty<br>D. Square : Circle<br>E. Cliche : Epigram          |
| 304 | SCOWL : SMILE        | A. Jazz : Harsh<br>B. Acid : Vinegar<br>C. Tendentious : Buck<br>D. Wine : Water<br>E. Despair : Hope                               |
| 305 | LECHER : LUST        | A. Pith : Herb<br>B. Glutton : Greed<br>C. Business : Profit<br>D. Showbiz : Fame<br>E. Garrulous : Cottage                         |
| 306 | LUGUBRIOUS : DOLEFUL | A. Banal : Insipid<br>B. Tractable : Recalcitrant<br>C. Pensive : Vacuous<br>D. Profligate : Miserly<br>E. Tangible : Illusory      |
| 307 | GROVEL : SERVILE     | A. Elevator : Skyscraper<br>B. Neglect : fortuitous<br>C. Summary : Narration<br>D. Foresee : Prescient<br>E. Risk : Indiscriminate |
| 308 | CLARIFY : CONFUSION  | A. Cloud : Thunder<br>B. Wish : Success<br>C. Declare : Bankruptcy<br>D. Algorithm : Structure<br>E. Mediate : Altercation          |
| 309 | ETHEREAL : EMPHREAL  | A. Fetus : Offspring<br>B. Earnest : saccharine<br>C. Novice : Expert<br>D. Obsequious : Sycophantic<br>E. Jargon : Authentic       |
| 310 | MOAT : CASTLE        | A. Bridge : River<br>B. Propel : Ship<br>C. Archer : Bow<br>D. Cummerbund : Waist<br>E. Shoe : Foot                                 |
| 311 | DOLLAR : DIME        | A. Rupee : Frank<br>B. Saleswoman : Pitch<br>C. Retreat : Victory<br>D. Century : Decade<br>E. Ring : Necklace                      |
| 312 | CHEF : RECIPE        | A. Celestial : Deferential<br>B. Musician : Score<br>C. People : Band<br>D. Novelist : Puzzle<br>E. Ambivalent : Dexterous          |
| 313 | OSSIFY : BONE        | A. Embezzle : Account<br>B. Refine : Crude Oil<br>C. Pulverize : Dust<br>D. Filter : Water<br>E. Euphoria : Hydrophobia             |
| 314 | PATHOLOGICAL         | A. Sick<br>B. Healthy<br>C. Unrealizable<br>D. Selective<br>E. Chemicals  |
| 315 | DETACH               | A. Separate<br>B. Pack<br>C. Bottom line<br>D. Scratch<br>E. Ambulatory   |
| 316 | SYNCHRONIZED         | A. Arhythmic<br>B. Resonating<br>C. Harmonized<br>D. Bough<br>E. Chronological  |
| 317 | CHAOTIC              | A. Immersive<br>B. Orderly<br>C. Hectic<br>D. Nervous<br>E. Embarrassing  |

|     |               | E. Embarrassing   |
|-----|---------------|---|
| 318 | BOMBASTIC     | A. Creative<br>B. Selfish<br>C. Artistic<br>D. Polite<br>E. Overbearing           |
| 319 | GARRULOUS     | A. Barren<br>B. Funnel<br>C. Censored<br>D. Taciturn<br>E. Notable                |
| 320 | ELEVATED      | A. Suspended<br>B. Moody<br>C. Subterranean<br>D. Grounded<br>E. Excited          |
| 321 | REDUNDANT     | A. Insufficient<br>B. Expanded<br>C. Profound<br>D. Numerous<br>E. Verbose        |
| 322 | INANE         | A. Bawdy<br>B. Serious<br>C. Mature<br>D. Anonymous<br>E. Opposite                |
| 323 | CONFIDANT     | A. Silt<br>B. Confession<br>C. Enemy<br>D. Acquaintance<br>E. Reliable            |
| 324 | ACRIMONIOUS   | A. Acid<br>B. Bitter<br>C. Clever<br>D. Soothing<br>E. Enervate                   |
| 325 | BARREN        | A. Fertile<br>B. Rejecting<br>C. Crater<br>D. Lacking freedom<br>E. Concave       |
| 326 | APATHY        | A. Enemy<br>B. Love<br>C. Noble<br>D. Temptation<br>E. Lucrative                  |
| 327 | OUTBREAK      | A. Confined<br>B. Smash<br>C. Reliability<br>D. Tumult<br>E. Burst                |
| 328 | INDULGENT     | A. Active<br>B. Agile<br>C. Squanders<br>D. Oppressive<br>E. Discrete             |
| 329 | PRECIOUS      | A. Honor<br>B. Treasured<br>C. Paltry<br>D. Jewel<br>E. Valuable                  |
| 330 | LISTLESS      | A. Turbulent<br>B. Prolific<br>C. Peace<br>D. Dynamic<br>E. Precious              |
| 331 | INDETERMINATE | A. Calculated<br>B. Conclusive<br>C. Extravagant<br>D. Astonished<br>E. Excavated |
| 332 | FOIBLE        | A. Feasible<br>B. Gull<br>C. Luxurious<br>D. Forte                                |



|     |             |   |
|-----|-------------|---|
|     |             | <p>D. Forceful</p> <p>E. Powerful</p>   |
| 333 | ATTRACT     | <p>A. Progress</p> <p>B. Circummutates</p> <p>C. Magnetic</p> <p>D. Repel</p> <p>E. Shy</p>             |
| 334 | ADMONISH    | <p>A. Hypnotic</p> <p>B. Honor</p> <p>C. Encourage</p> <p>D. Scold</p> <p>E. Prepare</p>                |
| 335 | ANIMOSITY   | <p>A. Friendliness</p> <p>B. Anxiety</p> <p>C. Eagerness</p> <p>D. Reliability</p> <p>E. Slender</p>    |
| 336 | PORTLY      | <p>A. Briskly</p> <p>B. Vessel</p> <p>C. Slender</p> <p>D. Entirely</p> <p>E. Empty</p>                 |
| 337 | IMPETUOUS   | <p>A. Defensive</p> <p>B. Ardent</p> <p>C. Hobbyist</p> <p>D. Wary</p> <p>E. Squeal</p>                 |
| 338 | VALID       | <p>A. Laud</p> <p>B. Unsound</p> <p>C. Due</p> <p>D. Dump</p> <p>E. Cogent</p>                          |
| 339 | EXACERBATE  | <p>A. Prolific</p> <p>B. Inert</p> <p>C. Insane</p> <p>D. Ameliorate</p> <p>E. Bronze</p>               |
| 340 | EQUILIBRIUM | <p>A. Parallel</p> <p>B. Tranquilizer</p> <p>C. Membrane</p> <p>D. Imbalance</p> <p>E. Overseer</p>     |
| 341 | OBSOLETE    | <p>A. Ilyrum</p> <p>B. Modern</p> <p>C. Act</p> <p>D. Paramount</p> <p>E. Hesitant</p>                  |
| 342 | BIZARRE     | <p>A. Fair</p> <p>B. Lottery</p> <p>C. Muddled</p> <p>D. Ordinary</p> <p>E. Lull</p>                    |
| 343 | IRK         | <p>A. Broad</p> <p>B. Profound</p> <p>C. Delight</p> <p>D. Lofty</p> <p>E. Shock</p>                    |
| 344 | DOUR        | <p>A. Implausible</p> <p>B. Cheerful</p> <p>C. Boring</p> <p>D. Portal</p> <p>E. Spotted</p>            |
| 345 | STRIKING    | <p>A. Inconspicuous</p> <p>B. Vibrating</p> <p>C. Straight</p> <p>D. Symmetric</p> <p>E. Harmonious</p> |
| 346 | PROFUSION   | <p>A. Penetration</p> <p>B. Abundance</p> <p>C. Scarcity</p> <p>D. Ordinance</p> <p>E. Audacity</p>     |
|     |             | <p>A. Childless</p> <p>B. Vascular</p>  |

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|-----|-----------|---|
| 347 | SYBARITE  | C. Ascetic<br>D. Imposter<br>E. Veteran   |
| 348 | TEAR      | A. Rectify<br>B. Lacerate<br>C. Rupture<br>D. Lancelets<br>E. Procrastinate         |
| 349 | COMPLACET | A. Notorious<br>B. Normalized<br>C. Extemporaneous<br>D. Distressed<br>E. Mammalian |
| 350 | WET       | A. Parched<br>B. Tempered<br>C. Humid<br>D. Soak<br>E. Dusty                        |
| 351 | ADAPT     | A. Approve<br>B. Applaud<br>C. Shed<br>D. Reject<br>E. Fit                          |
| 352 | ATHEIST   | A. Hypnotic<br>B. Bane<br>C. Believer<br>D. Theorist<br>E. Alarmist                 |
| 353 | GENEROUS  | A. Cruel<br>B. Noble<br>C. Selfish<br>D. Lavish<br>E. Intellectual                  |
| 354 | SWAGGER   | A. Drinker<br>B. Livelier<br>C. Grovel<br>D. Actor<br>E. Vessel                     |
| 355 | TEMPT     | A. Paramount<br>B. Wish<br>C. Abstemious<br>D. Provoke<br>E. Hoax                   |
| 356 | LOATHING  | A. Acrimonious<br>B. Impact<br>C. Elevation<br>D. Craving<br>E. Flirt               |
| 357 | GLORIFY   | A. Rectify<br>B. Appraise<br>C. Extol<br>D. Abase<br>E. Exalt                       |
| 358 | HAPHAZARD | A. Systematic<br>B. Ecstasy<br>C. Linear<br>D. Follower<br>E. Dangerous             |
| 359 | BLUNT     | A. Euphemistic<br>B. Direct<br>C. Dull<br>D. Insensitive<br>E. Recuperate           |
| 360 | PRAISE    | A. Forgive<br>B. Criticize<br>C. Deny<br>D. Condemn<br>E. Silent                    |
| 361 | OCCULT    | A. Intelligible<br>B. Crooked<br>C. Sectary<br>D. Medieval<br>E. Society            |
|     |           | A. Mull   |

|     |             |   |
|-----|-------------|---|
| 362 | RESOLVE     | B. Normalize<br>C. Decide<br>D. Unstable<br>E. Involve                            |
| 363 | CAPTURE     | A. Confined<br>B. Free<br>C. Apprehend<br>D. Seize<br>E. Dominate                 |
| 364 | OBLIVION    | A. Remembrance<br>B. Bounced<br>C. Slaughter<br>D. Sentimentality<br>E. Whirlpool |
| 365 | ERASE       | A. Purify<br>B. Imprint<br>C. Nip<br>D. Delete<br>E. Eradicate                    |
| 366 | ACCUMULATE  | A. Proliferate<br>B. Abuse<br>C. Congress<br>D. Rally<br>E. Board                 |
| 367 | ILLICIT     | A. Enlighten<br>B. Illusive<br>C. Legal<br>D. Cover up<br>E. Reflect              |
| 368 | BRISK       | A. Engrossed<br>B. Occupied<br>C. Diligent<br>D. Swift<br>E. Listless             |
| 369 | EBULLIENT   | A. Feminine<br>B. Dull<br>C. Oily<br>D. Salient<br>E. Bulwark                     |
| 370 | HORRIBLE    | A. Sabotage<br>B. Agreeable<br>C. Dogmatic<br>D. Repulsive<br>E. Appealing        |
| 371 | UNAFFECTED  | A. Defective<br>B. Insincere<br>C. Transparent<br>D. Weird<br>E. Immune           |
| 372 | MENTOR      | A. Lawyer<br>B. Counselor<br>C. Enemy<br>D. Curator<br>E. Compiler                |
| 373 | CONSEQUENCE | A. Effective<br>B. Plan<br>C. Cause<br>D. Retaliation<br>E. Shame                 |
| 374 | STIFLE      | A. Volley<br>B. Encore<br>C. Triplet<br>D. Promote<br>E. Dapple                   |
| 375 | BECALMED    | A. Generous<br>B. Tranquil<br>C. In motion<br>D. Simulated<br>E. Inquisitive      |
| 376 | BLITHE      | A. Despondent<br>B. Mutinous<br>C. Angelic<br>D. Rigid<br>E. Opaque               |

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|-----|------------|---|
| 377 | TEEMING    | A. Marble<br>B. Barren<br>C. Individual<br>D. Putting<br>E. Combustible         |
| 378 | TAWDRY     | A. Marble<br>B. Humidity<br>C. Insolvent<br>D. Elegant<br>E. Awestruck          |
| 379 | LAUD       | A. Substantial<br>B. Castigate<br>C. Inferior<br>D. Enormity<br>E. Move apart   |
| 380 | NOVICE     | A. Deletion<br>B. Beatitude<br>C. Volley<br>D. Veteran<br>E. Democrat           |
| 381 | ESCHEW     | A. Pursue<br>B. Swallow<br>C. Bolt<br>D. Cocoon<br>E. Smooth                    |
| 382 | GIDDY      | A. Level-headed<br>B. Mourn<br>C. Portable<br>D. Swirl<br>E. Withdraw           |
| 383 | IMPAIR     | A. Supplant<br>B. Enhance<br>C. Extend<br>D. Graceful<br>E. Singly              |
| 384 | TEDIOUS    | A. Plainspoken<br>B. Refreshing<br>C. Coarse<br>D. Appropriate<br>E. Hygienic   |
| 385 | SUPPLE     | A. Cram<br>B. Rigid<br>C. Theoretical<br>D. Lofty<br>E. Emaciate                |
| 386 | SQUANDER   | A. Scale<br>B. Rebuff<br>C. Haunt<br>D. Hoard<br>E. Lessen                      |
| 387 | TACTFUL    | A. Unbound<br>B. Boorish<br>C. Lazy<br>D. Renowned<br>E. Polished               |
| 388 | TERSE      | A. Chattering<br>B. Threefold<br>C. Lean<br>D. Miserly<br>E. Lumped together    |
| 389 | PLAINTIVE  | A. Pithy<br>B. Quaint<br>C. Accuser<br>D. Merry<br>E. Hardened                  |
| 390 | URBANE     | A. Loitering<br>B. Rustic<br>C. Churlish<br>D. Misguided<br>E. Square           |
| 391 | GREGARIOUS | A. Posterior<br>B. Outstanding<br>C. Poisonous<br>D. Reclusive<br>E. Congenital |

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|-----|-------------|---|
|     |             | E. Conqueror  |
| 392 | VIABLE      | A. Feasible<br>B. Motionless<br>C. Corrective<br>D. Unworkable<br>E. Nomadic  |
| 393 | SOOTHE      | A. Simmer<br>B. Eat greedily<br>C. Excite<br>D. Purify<br>E. Vibrate          |
| 394 | CAPRICIOUS  | A. Diminutive<br>B. Sudden<br>C. Immoral<br>D. Steady<br>E. Piteous           |
| 395 | UPBRAID     | A. Hurdle<br>B. Praise<br>C. Downcast<br>D. Dishevel<br>E. Clump              |
| 396 | FLACCID     | A. Dark-haried<br>B. Torpid<br>C. Tactile<br>D. Sinewy<br>E. Soapy            |
| 397 | FICKLE      | A. Entertain<br>B. Resolute<br>C. Compress<br>D. Turn aside<br>E. Resemble    |
| 398 | MEAGER      | A. Minimize<br>B. Lavish<br>C. Sensitive<br>D. Recover<br>E. Flexible         |
| 399 | HOVEL       | A. Crowd<br>B. Whisk<br>C. Pudding<br>D. Palace<br>E. Dust                    |
| 400 | CREDULOUS   | A. Gullible<br>B. Skeptical<br>C. Unrewarded<br>D. Humorous<br>E. Endebted    |
| 401 | BRAZEN      | A. Red-handed<br>B. Ironie<br>C. Modest<br>D. Trespass<br>E. Fireplace        |
| 402 | DEVOID      | A. Liberty<br>B. Innermost<br>C. Faithless<br>D. Replete<br>E. Cosmos         |
| 403 | LOUTISH     | A. Dejected<br>B. Vast<br>C. Urbane<br>D. Pitiful<br>E. Silent                |
| 404 | AUSPICIOUS  | A. Pictorial<br>B. Ill-starred<br>C. Trusting<br>D. Blunt<br>E. Scions        |
| 405 | SUCCINCT    | A. Helpless<br>B. Overbearing<br>C. Felonious<br>D. Long-winded<br>E. Blemish |
| 406 | INCRIMINATE | A. Exculpate<br>B. Sporadic<br>C. Appropriate<br>D. Exhume                    |



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|     |            | D. Exiling<br>E. Subjugate   |
| 407 | PALTRY     | A. Stallion<br>B. Mastery<br>C. Significant<br>D. Absent<br>E. Enmity        |
| 408 | PUGNACITY  | A. Adhesion<br>B. Inimical<br>C. Influx<br>D. Acquiescence<br>E. Domesticity |
| 409 | PAUCITY    | A. Treachery<br>B. Profusion<br>C. Vixen<br>D. Tincture<br>E. Envious        |
| 410 | JAUNDICED  | A. Unprejudiced<br>B. Servile<br>C. Remitted<br>D. Discounted Variable       |
| 411 | TORPOR     | A. Rankle<br>B. Impeach<br>C. Commentator<br>D. Vigor<br>E. Teetotaler       |
| 412 | BULK       | A. Cheat<br>B. Smallness<br>C. Stalk<br>D. Magnetize<br>E. Eyewitness        |
| 413 | SIMULATED  | A. Sequential<br>B. Authentic<br>C. Discouraged<br>D. Mixed<br>E. Depressed  |
| 414 | PUERILE    | A. Mature<br>B. Servile<br>C. Odoriferous<br>D. Signify<br>E. Juvenile       |
| 415 | RANKLE     | A. Fragrant<br>B. Subordinate<br>C. Linear<br>D. Soothe<br>E. Condone        |
| 416 | UNDERLING  | A. Topcoat<br>B. Yearling<br>C. Chief<br>D. Flying<br>E. Bridging            |
| 417 | SERRATED   | A. Oily<br>B. Joined<br>C. Smooth<br>D. Greeted<br>E. Indecisive             |
| 418 | ANTIPATHY  | A. Liking<br>B. Pathetic<br>C. Provocation<br>D. Bluntness<br>E. Venom       |
| 419 | DIAPHANOUS | A. Transitive<br>B. Secular<br>C. Schematic<br>D. Opaque<br>E. Elephantine   |
| 420 | DISPARAGE  | A. Compare<br>B. Optimism<br>C. Acclaim<br>D. Peerage<br>E. Regroup          |
| 421 | DEBAUCH    | A. Cleanse<br>B. Connive<br>C. Edify<br>D. Malinger                          |

|     |  | Provenance   |
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| 422 | INEXORABLE                                       | A. Repetitive<br>B. Tractable<br>C. Garish<br>D. Brackish<br>E. Mnemonics                              |
| 423 | ANATHEMA   | A. Differentiation<br>B. Benediction<br>C. Fortitude<br>D. Extricate<br>E. Rectitude                   |
| 424 | ORNATE   | A. Monochromatic<br>B. Balding<br>C. Austere<br>D. Severe<br>E. Iconoclast                             |
| 425 | PEREMPTORY                                       | A. Glacis<br>B. Docile<br>C. Convalescence<br>D. Panegyric<br>E. Jaded                                 |
| 426 | IMMATURE   | A. Callow<br>B. Transit<br>C. Juvenile<br>D. Intelligent<br>E. Developed                               |
| 427 | UNCOUTH  | A. Urbane<br>B. Exhort<br>C. Sentient<br>D. Prevaricate<br>E. Paroxysm                                 |
| 428 | TEMPERANCE                                       | A. Miserliness<br>B. Callousness<br>C. Dissipation<br>D. Sloth<br>E. Hospitality                       |
| 429 | VACILLATE  | A. Vibrating<br>B. Reach a firm decision<br>C. To make alliance<br>D. Profligate<br>E. Make vulnerable |
| 430 | RECALCITRANT                                     | A. Submissive<br>B. Maladroit<br>C. Audacious<br>D. Travail<br>E. Divert                               |
| 431 | BANE   | A. Benefit<br>B. Abundant<br>C. Zenith<br>D. Virtuous<br>E. Undulate                                   |
| 432 | FRAGILE:   | A. Strong<br>B. Grave<br>C. Weak<br>D. Showy   |
| 433 | ESOTERIC:  | A. Fair<br>B. Popular<br>C. Alluring<br>D. Private   |
| 434 | He used to regale us with anecdotes.             | A. Flatter<br>B. Bore<br>C. Fix<br>D. Entertain  |
| 435 | He is believed to be a very industrious worker.  | A. Successful<br>B. Sensible<br>C. Punctual<br>D. Diligent   |
| 436 | He had the nerve to suggest that I was cheating. | A. Strength<br>B. Capacity<br>C. Audacity<br>D. Courage  |
|     |  | A. Strength<br>B. Capacity   |

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| 437 | He had the nerve to face the robbers all alone. | B. Capacity<br>C. Audacity<br>D. Courage   |
| 438 | WANE:   | A. Decline<br>B. Tired<br>C. Dead<br>D. Shine  |
| 439 | BAPTIZE:  | A. Christen<br>B. Holy<br>C. Dehumanize<br>D. Something that had been ostracized   |
| 440 | BENEDICTION:                                    | A. Rise<br>B. Blessing<br>C. Curse<br>D. Prayer  |
| 441 | DISCONCERT                                      | A. Sing in harmony<br>B. Pretend<br>C. Cancel program<br>D. Confuse<br>E. Interrupt  |
| 442 | ABOLISH   | A. Hate<br>B. End<br>C. Prosper<br>D. Abject   |
| 443 | ABRUPT  | A. Above<br>B. Sudden<br>C. Noisy<br>D. Calm<br>E. Agnation  |
| 444 | BEWILDERED                                      | A. Confused<br>B. Dedeveled<br>C. Discarded<br>D. Neglected<br>E. Sabotage   |
| 445 | POSTHUMOUS                                      | A. Grand<br>B. Born after father's death<br>C. Given to enjoyment<br>D. Hard working<br>E. Origen  |
| 446 | SECULAR   | A. Safe<br>B. Worldly<br>C. Religious state<br>D. Powerful personality   |
| 447 | AVIARY  | A. A weighing machine<br>B. A birdbath<br>C. An old measure of weight<br>D. A bird enclosure<br>E. Group of birds                              |
| 448 | ATAVISM   | A. Resemblance to remote ancestors<br>B. Ancestor workshop<br>C. The science of prolonging human life<br>D. The science of soul<br>E. Survival |
| 449 | CANT  | A. Singing through the nose<br>B. A temporary catchword<br>C. Begging<br>D. A penny whistle<br>E. Affected manner of speech                    |
| 450 | NYMPH   | A. Clinch<br>B. Flinch<br>C. Airy<br>D. Fairy<br>E. Cheery   |
| 451 | SHORTAGE  | A. Paucity<br>B. Niggardly<br>C. Wastage<br>D. Hostage<br>E. Foliage   |
| 452 | HYPOTHETICAL                                    | A. Methodical<br>B. Based on supposition<br>C. Double faced<br>D. To do with superstition<br>E. Mathematical law                               |

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| 453 | INCIDENCE   | <p>A. Stubbornness<br/> <b>B. The range of occurrence</b><br/> C. Anecdotes<br/> D. Conclusion<br/> E. Drastic</p> |
| 454 | GARGOYLE  | <p><b>A. Stone spout</b><br/> B. Golden eagle<br/> C. Garish<br/> D. Vile<br/> E. Negation</p>                     |
| 455 | TACITURN  | <p>A. Sentimental<br/> <b>B. Uncommunicative</b><br/> C. Diplomatic<br/> D. Calculating<br/> E. Bifurcates</p>     |
| 456 | LINEAL  | <p>A. Unconnected<br/> B. Isolated<br/> <b>C. Directly descended</b><br/> D. Wrinkled<br/> E. Circular</p>         |
| 457 | ABSTRACT  | <p><b>A. Theoretical</b><br/> B. Confused<br/> C. Indefinite<br/> D. Unrealistic<br/> E. Paintings</p>             |
| 458 | BRACKISH  | <p>A. Backward<br/> B. Having of foul smell<br/> <b>C. Salty</b><br/> D. Woody<br/> E. Novelty</p>                 |
| 459 | BALEFUL   | <p>A. Doubtful<br/> B. Virtual<br/> <b>C. Deadly</b><br/> D. Headless<br/> E. Virtuous</p>                         |
| 460 | BANAL   | <p>A. Philosophical<br/> B. Original<br/> C. Dramatic<br/> D. Headless<br/> <b>E. Commonplace</b></p>              |
| 461 | BENEFUL   | <p>A. Generous<br/> B. Kindly<br/> <b>C. Ruinous</b><br/> D. Severity<br/> E. Superfluous</p>                      |
| 462 | BATTER  | <p>A. To improve<br/> <b>B. To beat</b><br/> C. To finish<br/> D. To rise<br/> E. Baking</p>                       |
| 463 | BEHOLD  | <p>A. To hold<br/> B. To heat<br/> <b>C. To see</b><br/> D. To speak<br/> E. Sigh</p>                              |
| 464 | VOLUBLE   | <p>A. Fat<br/> B. Loud<br/> <b>C. Talkative</b><br/> D. Rambling<br/> E. Adore</p>                                 |
| 465 | When Mahatma Gandhi visited Kashmir?                      | <p>A. aug 14, 1947<br/> <b>B. 1st Aug 1947</b><br/> C. Oct 16, 1947<br/> D. Nov 15, 1948</p>                       |
| 466 | How many sets were given to East Bengal in fist assembly? | <p>A. 40<br/> B. 41<br/> <b>C. 44</b><br/> D. 47</p>   |
| 467 | How many sets wre givne to Punjab in first assembly.      | <p><b>A. 22</b><br/> B. 23<br/> C. 24<br/> D. 26</p>   |

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| 468 | When Muhammad Ali Bogra presented his formula?  | A. Dec 8, 1952<br>B. Dec 19, 1952<br>C. Oct 17, 1953<br>D. None of these                                      |
| 469 | When the elections were held in East Bengal during the Bogra Govt?  | A. Feb 1953<br>B. April, 1955<br>C. March 1954<br>D. May 1955   |
| 470 | The Quaid-e-Azam got the degree of Bar at Law at the age of.  | A. 16 years<br>B. 20 years<br>C. 18 years<br>D. 24 years  |
| 471 | Where was the session of the Muslim League held in which Muhammad Ali Jinnah was conferred the title of Quaid-e-Azam. | A. Agra<br>B. Delhi<br>C. Dhaka<br>D. Patna   |
| 472 | When was Muhammad Ali Jinnah given the title of Quaid-e-Azam,?  | A. 1928<br>B. 1938<br>C. 1948<br>D. 1940  |
| 473 | When the Ameer of Kuwait visited Pakistan.  | A. Sep 1947<br>B. Nov 1947<br>C. Dec 1947<br>D. None of these   |
| 474 | What is the height of Minar-i-Pakistan?   | A. 210 Feet<br>B. 196 Feet<br>C. 276 Feet<br>D. 180 Feet  |
| 475 | When India exploded its first nuclear test?   | A. Feb 16, 1974<br>B. April 14, 1975<br>C. June 16, 1976<br>D. May 18, 1974                                   |
| 476 | When the last session of the All India Muslim League working committee was held?                                      | A. Aug 13, 1947<br>B. Sep, 11, 1947<br>C. Dec 13, 1947<br>D. 1st July, 1948                                   |
| 477 | Who was the representative of Pakistan in the Boundary commission of Punjab.  | A. Justice Abu Salih<br>B. Justice S.A Rehman<br>C. Din Muhammad<br>D. Even Jinkins                           |
| 478 | Who was the Chairman of the Punjab Boundary commission .  | A. Justice Abu Salih<br>B. Justice S.A. Rehman<br>C. Even Jinkins<br>D. Rede;off                              |
| 479 | Who was the Prime Minister of Pakistan at the time of Khatm-i-Nabuwat Movement against the Qadianis?                  | A. Liaqat Ali Khan<br>B. Khawaja Nazmi ud Din<br>C. Muhammad Ali Ch<br>D. Muhammad Ali Bogra                  |
| 480 | Who was the first chief Minister of the West Pakistan.  | A. Mumtaz Daultana<br>B. Dr. Khan Sahib<br>C. Sardar Abdul Rab Nashar<br>D. Nawab Muzzafar Ali                |
| 481 | Who was the third President of Pakistan?  | A. Sikandar Mirza<br>B. Zulfikar Ali Butto<br>C. Ayub Khan<br>D. Agha Muhammad Yahya Khan                     |
| 482 | Who of the following formed the Awami League?   | A. Shaikh Mujeeb ur Rehman<br>B. Hussain Shaheed Suhrawardi<br>C. Maulana Bhashani<br>D. A.K. Fazal ul Haq    |
| 483 | Who was behind the formation of azad Pakistan party?  | A. Sir sikandar hayat<br>B. Malik feroz khan noon<br>C. Mian Iftikhar uddin<br>D. Iftikhar hussain mamdoot    |
| 484 | Who of the following formed the Jinnah Muslim League??  | A. Muzafar Ali Qazalbash<br>B. Malik feroz khan noon<br>C. Mian Iftikhar uddin<br>D. Iftikhar hussain mamdoot |
| 485 | Awami Muslim League was formed in which of the following provinces?   | A. East Bengal<br>B. Frontier Province<br>C. Baluchistan  |



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|     |   | D. Punjab  |
| 486 | What was the portfolio of Muhammad Ali Jinnah before becoming the prime minister?   | A. Commerce minister<br>B. Member of Parliament<br>C. Ambassador in Bruma<br>D. Ambassador in America            |
| 487 | The Movement against the Qadianis was started from a procession in Karachi held on. | A. May 18 ,1952<br>B. Sep 27 ,1952<br>C. March 10 ,1953<br>D. April 15, 1953                                     |
| 488 | Who was the first Defence Minister of Pakistan.                                     | A. Sardar Abdul Rasheed<br>B. I.I. Chaudhry<br>C. Ayub Khan<br>D. Liaqat Ali Khan                                |
| 489 | When the Quaid-e-Azam inaugurated the state Bank of Pakistan?                       | A. 1st Sep 1947<br>B. Nov 1947<br>C. 1st July 1948<br>D. Jan 5, 1949   |
| 490 | From where the Quaid-e-Azam started his political activities during his studies.    | A. London<br>B. Bombay<br>C. Delhi<br>D. Kolkata   |
| 491 | _____ was appointed the first commander in Chief of the Pakistan Army.              | A. Major General Sikandar Mirza<br>B. General Ayub Khan<br>C. General Gracey<br>D. None of these                 |
| 492 | Who was the first Muslim Governor of Punjab.  | A. I.I. Chaudhry<br>B. A.R. Nishtar<br>C. Mushtaq Gormanji<br>D. Mian Abdul Bari                                 |
| 493 | At the inception of Pakistan the portfolio of the governor of Sindh was given to.   | A. Sir Ghulam Hussain Hidayat Ullah<br>B. Justice Din Muhammad<br>C. Muhammad Ayub Khoro<br>D. Piri Illahi Buksh |
| 494 | The China got the membership of the United Nations?                                 | A. Aug 14, 1970<br>B. Oct 24 ,1970<br>C. Oct 26, 1971<br>D. None of these  |
| 495 | When Pakistan left the CENTO?   | A. 1st April 1978<br>B. March 12, 1979<br>C. Feb 1980<br>D. Feb 1981   |
| 496 | Who was the second Governor General of Pakistan?                                    | A. Sikandar Mirza<br>B. Liaqat Ali Khan<br>C. Khawaja Nazim Uddin<br>D. Malik Ghulam Muhammad                    |
| 497 | When the first Constitution Making Assembly was dissolved?                          | A. 1953<br>B. 1954<br>C. 1958<br>D. 1962   |
| 498 | When the First constitution of Pakistan was passed?                                 | A. 1953<br>B. 1954<br>C. 1955<br>D. 1956   |
| 499 | Quaid-e-Azam spend the last days of his life at which of the following places.      | A. Karachi<br>B. Lahore<br>C. Ziarat<br>D. Quetta  |
| 500 | Liaqat Ali Khan was murdered by   | A. Muhammad Ahmed<br>B. Sayyad Akbar<br>C. Akbar Khan<br>D. Saeed Ahmed  |
| 501 | Who inaugurated the National Bank of Pakistan.                                      | A. Liaqat Ali Khan<br>B. Muhammad Ali Jinnah<br>C. Shoaib Quraishi<br>D. Sikandar Mirza                          |
| 502 | When the Butto Government put a ban on NAP?   | A. Feb 1970<br>B. March 1974<br>C. Feb 1975<br>D. Dec 1976   |
| 503 |   | A. Lahore<br>B. Islamabad  |

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| 503 | The second Islamic Conference of the heads of states took place in which city of Pakistan. | B. Islamabad<br>C. Karachi<br>D. None of these  |
| 504 | Mohtarma Fatima Jinnah contested the election against.                                     | A. Zulfikar Ali Butto<br>B. Ayub Khan<br>C. Liaqat Ali Khan<br>D. Yahya Khan                        |
| 505 | The incident of Fall of Dhakka took place in.  | A. 1970<br>B. 1972<br>C. 1971<br>D. 1973  |
| 506 | The water dispute with India was resolved in .   | A. 1959<br>B. 1960<br>C. 1961<br>D. 1962  |
| 507 | The 1965 Indo-Pak war was fought on which issue?   | A. Ran of Kuch Issue<br>B. Independence of Kashmir<br>C. Issue of Pakhtoonistan<br>D. None of above |