

VERBAL ABILITY HANDOUT (Vocabulary - Synonyms and Antonyms)

Ref: VAHO1011402

Directions for questions 1 to 10: Each question gives a word followed by four choices. From the choices, select the most suitable synonym (word which means the same) for the main word and mark its number as the answer.

1. FAMISHED
(1) Agricultural (2) Hungry
(3) Prestigious (4) Feasible
2. BEDLAM
(1) Comfortable (2) Fleshy
(3) Lament (4) Tumult
3. CHAGRIN
(1) Current (2) Annoyance
(3) Accuse (4) Intoxicate
4. FAD
(1) Quick (2) Vague (3) Vogue (4) Slow
5. PANACEA
(1) Wonder (2) Elixir
(3) Placebo (4) Honey
6. EXACERBATE
(1) Excoriate (2) Eradicate
(3) Erupt (4) Aggravate
7. FUMBLE
(1) Grope (2) Grumble
(3) Fall (4) Falter
8. RESILIENT
(1) Stretchable (2) Spirited
(3) Rigid (4) Buoyant
9. ZEST
(1) Humour (2) Keen interest
(3) Attitude (4) Liking
10. MORBID
(1) Dry (2) Ethereal
(3) Inflatable (4) Macabre

Directions for questions 11 to 20: Each question has a word followed by four choices. From the choices, identify the one which is opposite in meaning (antonym) to the main word and mark its number as your answer.

11. IMMACULATE
(1) Unclean (2) Immobile
(3) Motherly (4) Accumulated
12. AGGRAVATE
(1) Segregate (2) Adulterate
(3) Ameliorate (4) Accommodate
13. CRUDE
(1) Cruel (2) Sophisticated
(3) Malevolent (4) Primeval

14. HAPHAZARD
(1) Cumbersome (2) Concocted
(3) Orderly (4) Zigzag
15. DULL
(1) Monstrous (2) Fascinating
(3) Horrid (4) Ghastly
16. MITIGATE
(1) Soothe (2) Abate
(3) Assuage (4) Aggravate
17. NOVICE
(1) Veteran (2) Dilettante
(3) Amateur (4) Greenhorn
18. SALUBRIOUS
(1) Hale (2) Robust
(3) Unhealthy (4) Hygienic
19. TRAITOROUS
(1) Perfidious (2) Recreant
(3) Loyal (4) Treacherous
20. CHASTE
(1) Defiled (2) Deify (3) Faithful (4) Immune

Directions for questions 21 to 30: In the following questions a word is given which is followed by four jumbled choices. One of the choices, when properly arranged, gives the meaning of the word. Identify the correct choice and mark its number as your answer.

21. DISPEL
(1) UPSPLY (2) SHABIN
(3) LEGPURS (4) RESQUAND
22. PROXY
(1) PUDETY (2) MENEY
(3) REALDE (4) YALL
23. MALIGN
(1) BOEY (2) CROPTET
(3) FAMEDE (4) DEMONNC
24. CON
(1) SAIPER (2) VISEAD
(3) ASUME (4) HECAT
25. AUGMENT
(1) ZISEE (2) SIERA
(3) LADEY (4) WARHTT
26. THRIFTY
(1) LABDN (2) DERGEY
(3) MIDIT (4) GALFRU
27. JIBE
(1) KRISTE (2) AUNTT
(3) TINH (4) SELNOUC
28. BECKON
(1) CASEH (2) PARSG (3) GISLAN (4) PUDE

29. DETER
(1) ADNUT
(3) CHEDAT
30. FORAY
(1) CATKAT
(3) KRET

- (2) NAB
(4) PLEXE

- (2) TUNH
(4) VRIDE

Directions for questions 31 to 40: In the following questions, a word is given, followed by four jumbled choices one of the choices when properly arranged gives the antonym (opposite) of the word. Identify the correct choice and mark its number as your answer.

31. COPIOUS
(1) PARSES
(3) TUSHY

- (2) DANBL
(4) LURBY

32. MILD
(1) DURE
(3) LIWY

- (2) LUCRE
(4) BLEEFE

33. THRILLING
(1) SHRAB
(3) FRIEB

- (2) GINDY
(4) REARDY

34. INDUSTRIOUS
(1) TALPRY
(3) LEDI

- (2) OUSRIES
(4) TEMPY

35. DANK
(1) BRAD (2) RYD

- (3) TIMOS (4) RAIY

36. JOVIAL
(1) ZACRY
(3) MYGOOL

- (2) RIMTHLUF
(4) IMD

37. BRAZEN
(1) MALC (2) IMDIT (3) SIRGYL (4) CUKLPY

38. MISERY
(1) ISBLS
(3) MASCH

- (2) LUPONCEE
(4) TEAUBY

39. DISSENT
(1) MULPS
(3) ROCTVIY

- (2) SSNETA
(4) TEAFED

40. CLEAR
(1) EGUAV (2) GIDFIR (3) VERBA (4) DILVA

Directions for questions 41 to 45: A word with jumbled letters is given, followed by four choices. One of the choices is a synonym of the jumbled word. Identify the correct choice and mark its number as your answer.

41. DEMPEI
(1) Cripple (2) Enhance
(3) Impart (4) Hinder

42. COREEC
(1) Bully (2) delight (3) Assault (4) Annoy

43. IRFAL
(1) Trial (2) Poise
(3) Benediction (4) Affront

44. FEFAG
(1) Witticism (2) Reward
(3) Blunder (4) Etiquette

45. RENES
(1) Indolent (2) Sluggish
(3) Isolated (4) Tranquil

Directions for questions 46 to 50: In the following questions, a word is given in jumbled form. From among the options given choose the word which is an antonym of the given word and mark its number as your answer

46. CLUDET
(1) Discordant (2) Loathsome
(3) Appealing (4) Euphonic

47. ANEIN
(1) Sensible (2) Witty
(3) Deadly (4) Absurd

48. VIDA
(1) Rigid (2) Fanatical
(3) Covetous (4) Apathetic

49. ALTEX
(1) Magnify (2) Glorify
(3) Despise (4) Entertain

50. CTIVE
(1) Support (2) Admit
(3) Protect (4) Abandon

Additional questions for Practice:

Directions for questions 1 to 5: A word with jumbled letters is given, followed by four choices. One of the choices is a synonym of the jumbled word. Identify the correct choice and mark its number as your answer.

1. CALNICO
(1) Tedious (2) Concise
(3) Weary (4) Dreary

2. PETNI
(1) Elegant (2) Biased (3) Clumsy (4) Efficient

3. RUALEL
(1) Flattery (2) Charm
(3) Repulsion (4) Dilemma

4. YALF
(1) Applaud (2) Censure
(3) Confound (4) Intimidate

5. YALAL
(1) Assuage (2) Suppers
(3) Vanquish (4) Assert

Directions for questions 6 to 10: In the following questions, a word is given in jumbled form. From among the options given choose the word which is an antonym of the given word and mark its number as your answer

6. WEA
(1) Contempt (2) Dread
(3) Admiration (4) Amusement

7. KEAF
(1) Sober (2) Accurate
(3) Authentic (4) Upright

8. LEYSIMR
(1) Avaricious (2) Generous
(3) Cheerful (4) Pleasant

9. RACHY
(1) Wary (2) Distrustful
(3) Benign (4) Heedless

10. HARTED
(1) Poverty (2) Paucity (3) Surfeit (4) Want

READING COMPREHENSION HANDOUT

(Question types)

Ref: RCHO3501503

Directions for questions 1 to 5: Read the passage carefully and answer the questions given below the passage.

PASSAGE - I

The greatest drawback of independent India is that it cannot educate all. While successive governments were eloquent on their future plans, they were rather mute on what they had already done. Hence, despite the renewed enthusiasm of the Union and State governments to mend the constitution to provide free and compulsory education for all children until the age of fourteen, it remains to be seen whether they will put the money where their mouth is. While the proposal is commendable, careful thought must be given to the academic, administrative and financial requirements to fulfil this obligation. To begin with, new primary and upper primary schools should be established within easy reach of rural habitations. Attempts have to be made to improve the student-teacher ratio and provide adequate teaching materials.

1. A proper title for this passage will be '____'.
(A) The need for better schools.
(B) The need to mend the constitution.
(C) Free and compulsory education in India.
(D) How to improve primary education?
2. The phrase 'put the money where their mouth is', according to the passage, refers to
(A) the spending of money on food by the government.
(B) the misusing of money by politicians.
(C) the spending of money as declared by the governments.
(D) the swindling of the money meant for infrastructure.
3. Identify one step which the author does not mention.
(A) Mend the constitution to make education compulsory
(B) Establish new primary and upper primary schools
(C) Improve student-teacher relationship
(D) Provide adequate teaching material
4. The author, according to the passage,
(A) appreciates the efforts of the government in the educational field.
(B) adopts a pessimistic approach to the idea behind providing free education to all.
(C) proclaims that despite its best efforts, the government cannot educate all.
(D) feels that the first step towards providing education to all children should start with increasing the number of schools in villages.
5. In this passage, the author has
(A) mocked the government.
(B) recommended steps to be taken.
(C) been enthusiastic in support of the government.
(D) held the government at fault for its failure to educate all.

Directions for questions 6 to 15: Read the following passage to answer the given questions. Some words/phrases are printed in bold to help you locate them while answering some of the questions.

PASSAGE - II

Once upon a time there were two incredibly intelligent and capable boys. Their wonderful talents were obvious from an early age, and they easily outdid everyone around. They had always known they were special, and they harboured a desire that, in the future, everyone would come to admit how exceptional they were.

Each of them developed in a different way. The first used all his talent and intelligence to have a successful career and show everyone his superiority. He took part in all kinds of competitions, visited the most important people and places, and was great at making friends in high positions. Even when he was very young, no one doubted that some day he would be the wisest and most important person in the land. The second boy, equally aware of his own capabilities, never stopped feeling a heavy responsibility. He would do almost any task better than those around him, and he would feel obliged to help them. This didn't leave him enough time to follow his own dreams of greatness. He was always busy looking for ways to help others more effectively. As a result, he was much-loved and well-known even as a boy, but only in his own small circle.

Destiny was such that a great disaster struck that land, spreading problems and misery far and wide. The first of those brilliant young men, had never come across anything like this, but his brilliant ideas worked successfully throughout the land, and they managed to slightly improve the situation. But the second young man was so used to solving all kinds of problems, and had such useful know-how in certain subjects, that the disaster hardly affected the people in his region at all. His admirable methods were then adopted across the land, and the fame of this good and wise man spread even more than that of the first young man. Indeed, he was soon elected governor of the whole nation.

The first young man then understood that the greatest fame and wisdom is that which is born from the very things we do in life, from the impact they have on others, and from the need to improve ourselves every day. He never again took part in competitions or vain shows, and from then on, whenever he travelled he would always be ready to offer a helping hand to all.

6. The fact that the boys were talented was
 - (A) a subject of envy for people around.
 - ☒ (B) evident even when they were quite young.
 - (C) something that was not entirely true.
 - (D) never obvious when they were children.
7. The boys themselves were
 - (A) very arrogant as they were incredibly intelligent.
 - (B) very shy of showing to people how talented they were.
 - ☒ (C) aware of the fact that they were gifted.
 - (D) never keen on making people think highly of them.
8. Both the boys had a desire to
 - (A) help people around.
 - ☒ (B) be recognised as unique.
 - (C) travel around the world.
 - (D) be the governor one day.
9. The boys, once they grew up,
 - (A) shared the same school of thought.
 - (B) were always fighting with each other.
 - (C) separated due to personal differences.
 - ☒ (D) used their talents in different directions.
10. What did the first boy do using his skills and intelligence?
 - (A) The first boy did nothing and ended up depressed.
 - (B) He used his skills and intelligence in a negative way leading to devastation.
 - ☒ (C) He utilized his talent to have a bright future and be famous for his intelligence.
 - (D) He tried spreading what he learnt as a child.
11. How did the second boy use his talents?
 - (A) He started working with the first boy in order to learn something from him.
 - (B) He failed to perform as the other did and was known for being a failure.
 - (C) He took advantage of the other boy's fame.
 - ☒ (D) He used his talents to help the people around him.
12. Why did the second boy not follow in the footsteps of the first boy?
 - (A) He did not like the first boy.
 - (B) He never wanted to compete with the first boy.
 - ☒ (C) He felt the responsibility to help people as he was better at everything.
 - (D) People around him advised him not to follow the first boy's footsteps.
13. What did people think the first boy would become?
 - (A) That he would misuse his talents and meet his downfall.
 - (B) They didn't expect anything out of him.
 - (C) That he would get into social service and do something good for mankind.
 - ☒ (D) That he would become one of the most important men in the future.
14. When disaster struck their land the brilliant ideas of the first boy
 - (A) helped him to overcome the problem completely.
 - (B) did little to solve the problem.
 - (C) helped him to get ideas from other people.
 - ☒ (D) improved the condition a little.
15. As a result of the second boy's good work during the disaster he was
 - (A) promoted to a bigger position at his office.
 - (B) given a lot of money and gifts.
 - ☒ (C) elected as the governor.
 - (D) appreciated but not rewarded for his work.

Directions for questions 16 to 18: Select the word that is SIMILAR in meaning to the word given in bold as used in the passage.

16. Obvious

(A) Special	(B) Hidden
<input checked="" type="radio"/> (C) Noticeable	(D) Secretive
17. Doubtful

(A) Suspected	(B) Clarified
(C) Predicted	(D) Harassed
18. Misery

<input checked="" type="radio"/> (A) Unhappiness	(B) Satisfaction
(C) Confusion	(D) Excitement

Directions for questions 19 and 20: Select the word/group of words that is OPPOSITE in meaning to the word given in bold as used in the passage.

19. Adopted

(A) Changed	<input checked="" type="radio"/> (B) Rejected
(C) Accepted	(D) Provoked
20. Outdid

(A) Come upto	(B) Fall in
(C) Shrink	<input checked="" type="radio"/> (D) Lag behind

Directions for questions 21 to 30: Read the following passage to answer the given questions based on them. Some words/phrases are printed in bold to help you locate them while answering some of the questions.

PASSAGE – III

Progress in life depends a good deal on crossing one threshold after another. Some time ago a man watched his little nephew try to write his name. It was hard work, very hard work. The little boy had arrived at an effort threshold. Today, he writes his name with comparative ease. No new threshold confronts him. This is the way with all of us. As soon as we cross one threshold, as soon as we conquer one difficulty, a new difficulty appears, or should appear. Some people make the mistake of steering clear of threshold. They avoid anything that requires genuine thinking and use of energy. They prefer to stay in a rut where threshold is not met. Probably, they have been at their job a number of years. Things are easy for them. They make no effort to seek out new obstacles to overcome. Real progress stops under such circumstances.

Some middle-aged and elderly people greatly **enrich** their lives by continuing to cross thresholds. One man went into an entirely new business when he was past middle life and made a **success** of it. De Morgan didn't start to write novels until he was past sixty. Psychologists have discovered that man can continue to learn throughout life. And it is undoubtedly better to try and fail than not to try at all. Then one can be placed in the category of the Swiss mountaineer of whom it was said, "He died climbing". When a new difficulty rises to **obstruct** your path, do not complain. Accept the challenge. Determine to cross this threshold as you have crossed numerous other thresholds in your past life. In the words of the poet, do not rest but strive to pass 'from dream to a grander dream'.

21. What does progress in life depend upon?
 (A) Good habits
 (B) Hard work
 (C) ☒ Overcoming one difficulty after another
 (D) Spirit of service and co-operation
22. What does De Morgan's life teach us?
 (A) That it is futile to learn many things
 (B) ☒ That one is never too old to learn
 (C) That it is never too early to learn
 (D) That creative writing can be made even late in life
23. What should we do when a new difficulty obstructs our path?
 (A) Run away from it
 (B) ☒ Be bold and face it
 (C) Manoeuvre to get it removed
 (D) Enlist other people's help to get over it
24. How do middle-aged and elderly people add brilliance to their lives?
 (A) ☒ By overcoming one difficulty after another
 (B) By getting sycophants to surround them
 (C) By making fine speeches
 (D) By acquiring resourcefulness
25. What does "He died climbing" signify?
 (A) He died when he was climbing the hill.
 (B) He died before reaching the top.
 (C) ☒ He strove hard till the last moment of life.
 (D) He climbed the hill and then died.
26. What did the man entering a new business past middle life do of his business?
 (A) He failed miserably in it.
 (B) He achieved partial success.
 (C) He abandoned the business after some time.
 (D) ☒ He achieved success in it.
27. When did De Morgan start to write novels?
 (A) ☒ When he was over sixty
 (B) When he was below sixty
 (C) When he became a psychologist
 (D) When he was a student
28. What obstructs real progress in life?
 (A) Remaining at the same post
 (B) ☒ Avoiding the use of thinking and energy
 (C) Shunning every work
 (D) Stopping education

29. How can you accomplish the most difficult of tasks?
 (A) By mobilizing all possible resources
 (B) By avoiding all obstacles
 (C) By getting other people to do your work for you
 (D) ☒ By doing it bit by bit and persisting in the effort
30. Real progress stops under all of the following circumstances EXCEPT
 (A) when people stop seeking out new challenges to overcome.
 (B) when people stop crossing thresholds.
 (C) when people avoid things that require effort and energy.
 (D) ☒ when people try out new things.

Directions for questions 31 to 33: Find the word which is most nearly **SIMILAR** to the given word.

31. Conquer
 (A) ☒ Overcome (B) Overthrow
 (C) Quell (D) Defeat
32. Obstacles
 (A) Failures (B) Queries
 (C) ☒ Puzzles (D) Impediments
33. Enrich
 (A) Adorn (B) Cultivate
 (C) Fertilize (D) ☒ Improve

Directions for questions 34 and 35: Select the word which is most nearly **OPPOSITE** to the given word.

34. Success
 (A) ☒ Failure (B) Collapse
 (C) Grief (D) Rebuff
35. Obstruct
 (A) Ascribe (B) ☒ Assist
 (C) Thwart (D) Assimilate