

GAT GENERAL

GRADUATE ASSESSMENT TEST

Verbal Reasoning

"Verbal" کے حقیقی الفاظ سے "Reasoning" کا لفظ کہتے ہیں۔ اس طرح "Verbal Reasoning" کے معنی "Reasoning" کا لفظ کہتے ہیں۔ اس بیکار میں جو سوالات پڑھتے ہیں اسے "الفاظ کی سوال" میں سمجھتے ہیں اور ان کا حل اگرچہ زبان کا مباحثہ ہے۔ اس میں مبتداءں کے علم اور ترتیبات کو پرکھ کیا جائیں یعنی مخفف الفاظ کے سوالات جواب کے مباحثے ہے۔ اپنی وطنی صلاحیت کا بیکار اسی مبتداء کا اگرچہ زبان کا اکٹھان اور اس کا اگرچہ زبان کے سوالات جواب کے مباحثے ہے۔ مخفف الفاظ کے سوالات جواب کی تکمیل کی جیل میں اس سوالات کی طبقاً فرضی ترجیح کے سوالات بھی اس میں اکٹھے ہوتے ہیں۔

Verbal means 'pertaining to words' and reasoning means 'arguments', so in verbal test, questions are stated in the form of words (language). The candidates are supplied with a question paper which contains variegated exercises designed to test their knowledge and intelligence. The purpose of the 'Verbal Test' is to evaluate and analyze candidate's English comprehension and understanding towards the language. These tests can be of various kinds but the questions about sentence completion and analogy testing will be asked randomly. There will be also a question about critical reading (comprehension) that will be asked separately. The brief explanation about these questions will be given on the next pages. This section is consisted of following types of questions:

- | | |
|------------------------------------|-----------------------------------|
| 1. Sentence Completion Questions | (حرارت کی تکمیل سوالات) |
| 2. Antonym Questions | (معنادلہ کے سوالات) |
| 3. Analogy Questions | (تکمیل سوالات) |
| 4. Reading Comprehension Questions | (عبارت کی مطالعی ترجیح کے سوالات) |

حرارت کو کہنے والے سوالات میں اسیدہ اور ان کو پڑھ کر حل فروخت دیجئے جاتے ہیں جس میں ایک یا دو خالی جگہیں ہوتی ہیں۔ دیے گئے چار یا پانچ تکمیل جوابات میں سے مناسب لفظ یا الفاظ ترجیح کر کے ان فروخت کو عمل کر دیا جاتا ہے۔ تکمیل سوالات میں دو الفاظ کا ایک جزو دیا جاتا ہے۔ ان دو الفاظ کے درمیان کوئی مخفف لفظ پڑھا جاتا ہے۔ تکمیل جوابات میں پچھہ اور الفاظ کے جزو دیے گئے ہوتے ہیں۔ آپ کو ان تکمیل جوابات میں سے الفاظ کا اور جزو انتخی کر دیتا ہے۔ جس میں وہی لفظ پڑھا جاتا ہو جو کہ سوال کے شروع میں دیے گئے الفاظ کے جزو سے میں موجود ہو۔ عبارت کی ترجیح کے سوالات میں آپ کو پڑھنے کیلئے ایک با ایک سے زیادہ عبارتیں دی جاتی ہیں اور کجا جاتا ہے کہ ان عبارتوں کا بخوبی مطابق کر کیں اور آخر میں دیے گئے سوالات کے جواب دیں۔ عبارت کی دو کی وجہ کے پارے میں معلومات فرمائی کر لیں اور آپ کو ان معلومات کی مبنای پر سوالات کے جواب دیا جاتے ہیں۔ مخفف الفاظ کے سوالات میں دو خالی الفاظ میں سے ایک لفڑا دیا جاتا ہے اور آپ نے دیے گئے تکمیل جوابات میں سے ایک ای الفاظ ترجیب کر دیا جاتا ہے جو کہ سوال میں دیے گئے الفاظ کے لفڑا کے قریباً متناسب محالی دیا جاوے۔

GAT-General

In the sentence completion questions, the candidates are asked to choose a word or words to fill in the blank or blanks in a given incomplete sentence. The analogy questions present a pair of words that have some logical relationship. Then the answer choices present other pair of words. You have to choose the pair that has the same kind of relationship as the first pair in the question. Reading comprehension questions relate to the passages that are provided for you to read. A passage can be about almost anything, and the questions about it test how well you understand the passage and the information provided in it. Antonym questions present a single vocabulary word. You must select the best answer choice that is most nearly opposite in meaning to the given word.

Vocabulary Usage

(ذییرہ الفاظ کا استعمال)

جس طرح اردو زبان کی زبانوں کا مجموعہ ہے اسی طرح انگریزی بھی مختلف زبانوں کے طاپ سے وجود میں آئی۔ اردو میں فارسی، عربی اور انگریزی زبانوں کے الفاظ کی کیش تعداد شامل ہے۔ چونکہ انگریزی کی دیگر زبانوں کے الفاظ کا آئیزہ ہے اس لئے اس کے کوئی مردوج اصول نہیں ہیں جو کہ تم انگریزی الفاظ کے ہجوم کی فنندگی کر سے۔ انگریزوں کی روازنگی اور زبان کی اصل یا ابتداء کا سیکل پر بنیاد کرتی ہے۔ پرانے دوتوں میں الگتaran کی شاختی زبان لاطینی یا یونانی ہوا کرتی تھی۔ لاطینی اور یونانی زبانیں بڑی مقتضی اور انتہائی ترقی یافتہ زبانیں ہیں۔ وہ ایک اعلیٰ معیاری کی علاوی کی کرتی ہیں۔ ان زبانوں نے ذخیرہ الفاظ اور گرامر گھرے اثرات مرتب کئے۔ اس کتاب میں ذخیرہ الفاظ پر عبور حاصل کرنے کیلئے الفاظ کی ایک فہرست دی گئی ہے اسچان میں اکٹھے صرف Antonyms پر سوالات پوچھے جاتے ہیں لیکن اس کتاب میں Synonyms کیساتھ کیساتھ تھہدار الفاظ پر یکساں مہارت حاصل کی جائے۔

Since English is a mixture of words from many languages, there is no set of rules that will cover the spelling of all English words. This is because a large part of English tradition life and language is based upon classical origins. Long ago Latin and Greek had been the language of civilisation in England. This Greco-Roman culture in school time table was thus grudgingly respected by the schoolboy. But the case for Latin and Greek are disciplined exact and fully developed languages. They reflect the culture of the highest merit which has enormously influenced vocabulary and grammar. To simplify the use of this very rich English language, examples are given of a large number of alternatives to practice the appropriate antonyms for which proper synonyms have to be chosen. After making this exhaustive practice, the student should do well to compare the correct answers given. With ample illustrations, the uses of vocabulary can be perfected by comparing the answers, given automatically without any external help.

Vocabulary کی بناد انسان کی بول حال، گفتگو اور بولنے پر ہوتی ہے۔ الفاظ آس کے جذبات و احساسات اور خیالات و فطرات نئے داںے کو ختم کرتے

ایں باہر ہنڑے والے ایک پہنچاتے ہیں۔ وہی خیریۃ الفاظ کا میلی کارروائی کھولاتا ہے۔ جنابخی مترادف اور متفاہ الفاظ کے سوالات امتحانات کا ایک لازمی جزو ہوتے ہیں۔

Vocabulary lies at the root of human communication. Words transport your feelings and ideas to the receiver, both in the written and the spoken form. A rich vocabulary opens the door to success. Thus, a test of synonym's and antonym's forms a major part of all standard English syllabi and tests/examinations.

متادف الفاظ: ایک جیسے یا زندگی تین معانی والے لفظ متادف الفاظ کہلاتے ہیں لیکن ان کا مطالعہ کرنے سے معلوم ہوتا ہے کہ اگرچہ ان کے معانی ایک جیسے ہوتے ہیں لیکن ان کے استعمال اور معقد میں معمولی سافرق ضرور ہوتا ہے لہذا طالب علم کو ان میں معمولی فرق کو بھی کھٹنا چاہیے تاکہ وہ ان کا درست استعمال اور انتہا جان سکے۔ پیارِ محبت، اُس شفقت، عشق، دل گلی وغیرہ ایک ہی جیسے الفاظ ہیں لیکن ان کے استعمال میں معمولی سافرق ضرور ہے۔ گا۔ جیسے شہت اور رخت، فتح اور سورہ اسے اور کالا متادف الفاظ ہیں۔

Clues or tips (عذہ تراکیب):

1. When the test is made through a sentence, try to find the key word and then use the technique of elimination.

He had the nerve to suggest that I was cheating.

(A) strength (B) capacity (C) audacity (D) courage

The key word here is *cheating* and the sense therefore is negative. Now *strength*, *capacity* and *courage* — all these have a positive nuance. Thus they have to be eliminated. *Audacity* is therefore the right answer.

Suppose we have been given this sentence:

He had the nerve to face the robbers all alone.

(A) strength (B) capacity (C) audacity (D) courage

Here the key word is *face* and the sense is positive. Thus *courage* becomes the right choice.

The same word *nerve* has different nuances in different contexts. Thus one should try to locate the sense behind the italicised word.

2. If the test is made directly try, to use the same form of word and tense.

A. **Wane:**

(A) decline (B) tired (C) dead (D) shine

Now *wane* is used here as a verb. *Tired* and *dead* are not in the verb form but in the adjective form and thus they can be eliminated. The correct answer is *decline* which is also a verb here.

B. **Baptize:**

(A) christen (B) holy
(C) dehumanise (D) something that had been ostracized

The word *baptize* is in the present tense, it is a verb and it is in the active voice. *Holy* is an adjective. *Something that had been ostracized* is in the past tense. Thus, both these alternatives are eliminated. The answer is *christen* as *dehumanise* is an antonym.

3. One of the frequent tricks used by the examiner is to include an antonym in choices given as answers for a synonym's question. Hence be careful whether you are looking for an antonym's or a synonym's.

A. **Benediction:**

(A) rise (B) blessing (C) curse (D) prayer

The alternative (C), *curse*, is an antonym here. One should be alert in such a case.

متضاد الفاظ:

متضاد الفاظ گرامر کی ایک ہی قسم (اُن فصل اُن صفت وغیرہ) سے تعلق رکھتے ہیں لیکن ان کے معنی اُنکا یا متضاد ہوتے ہیں۔ انگریزی میں ایک حکم کے متضاد الفاظ کچھ الفاظ کے ساتھ ساتھ اور لامحہ لامحہ سے بننے ہیں اور دوسری قسم کے متضاد الفاظ الگ الگ الفاظ ہوتے ہیں جن کا الفاظ کے اصل یا ابتداء اور ترتیب سے کوئی تعلق نہیں ہوتا۔ مثلاً دن اور رات، اول اور آخر، جنت اور دوزخ وغیرہ متضاد الفاظ ہیں۔

Prefixes & Suffixes (مقدمات اور انتہاء)

"Dis-appear"

اُس کی بھیں آجائیں کے معنی (Meanings) اُس کے حالی (Appear) اور اُس کے حالی نہ ہوں (Disappear)۔

اب اس لفظ سے پہلے Dis اس کے حالی کی تاریخ مکمل ہے اُس کے حالی نہ ہونا ؎ اُس (اک) = دیگر کے آئے

اس کے حالی ہوئے تو اُس کی تاریخ مکمل ہے اُس کے بعد نہ ہوئے تو اُس میں ہے۔

Disappear = مکمل ہونا

کامیابی کا لفظ اس کی اقسام میں مکمل ہے اُس سے اس کا استعمال پڑتے ہیں۔

Use of Prefixes

Dis (دیس):

ایک الفاظ کے میں میں اُس کا لفظ "dis" سے تحریر ہوتے ہیں جن کا اُس کی اُس کا لفظ کے لفظ میں (اے) کو کسی بھی لفظ سے پہلے کا دریں تو اس لفظ کے لفظ میں۔ مثلاً اُس کا لفظ "disappear" کا لفظ ایک ای طرح اُس کا لفظ "dis" میں (اے) کا لفظ سے میں خلی میں پہلے ہاتھ ہاتھ ہے جس میں اُس کا لفظ "appear" میں۔

You like meat very much.

You dislike meat very much.

Examples:

Continue	چاری رکھنا	Discontinue	چھٹی رکھنا
Qualify	اُل بوج	Disqualify	اُل بوج کرنا
Please	خوش کرنا	Displease	خوب کرنا خوش کرنا
Agree	پھامد جوں کھل جوں	Disagree	پھامد جوں کھل جوں
Appear	نظر آئنا کامیاب ہونا	Disappear	نکاب ہونا

Re (ری):

ایک لفظ سے دوبارہ آئنے والے لفظیں اُس کی اُس کے لفظ سے پہلے اس کے استعمال سے اُس لفظ کے معنی

I shall re-start my education.

Examples:

Open	کھونا	Roopen	کھونا کھونا
Join	ٹھال	Rejoin	ٹھال ٹھال

Start	End	Result	End
New	لے	Review	ہریں
Set	کریں	Reset	کریں
Pay	وہ	Repay	وہ
Gain	وہ	Regain	وہ
Fill	لے	Refill	لے

Un (اں):

He did his level best.

He undid my struggle.

Examples:

Kind	Opp	Unkind	عکس
Known	معروف	Unknown	غیر معروف
Able	میتوان	Unable	غیر میتوان
Married	متوجہ	Unmarried	غیر متوجہ
Equal	مساوی	Unequal	غیر مساوی
Just	عادل	Unjust	غیر عادل
Tie	برابر	Untie	غیر برابر
Do	کرنا	Undo	غیر کرنا
Necessary	ضروری	Unnecessary	غیر ضروری
Seen	بینا	Unseen	غیر بینا

Non (ن):

Non (ن) سے بننے والے کلمات ایسا کلمہ کے کوئی خلاف نہیں ہے۔ جو انگریزی (Latin) سے بننے والے کلمات ایسا کلمہ کے کوئی خلاف نہیں ہے۔ Non - نون کا معنی "Non"

Examples:

Stop	Opp	Nonstop	عکس
Smoker	کھانے والا	Nonsmoker	غیر کھانے والا
Judicial	عادی	Nonjudicial	غیر عادی
Working	کرنے والا	Nonworking	غیر کرنے والا
Political	سیاسی	Nonpolitical	غیر سیاسی

Mis (مس):

Mis (مس) سے بننے والے کلمات انگریزی (English) کے کوئی خلاف نہیں ہے۔ Mis کا معنی "Mis"

Examples:

Understanding	وہی ملابس کچھ بخوبی	Misunderstanding	غلط فہمی
Use	استعمال کرنا	Misuse	غلط استعمال کرنا
Fortune	قدر	Misfortune	بد قدرت
Guide	رہنمائی کرنا	Misguide	غلط راہ دکھانا
Conduct	چال چلن	Misconduct	غلط روایہ
Take	لینا	Mistake	غلطی

English Prefixes:

انگریزی زبان کے اکثر استعمال ہونے والے Prefixes درج ذیل ہیں جن سے مرید الفاظ بناتے جاتے ہیں۔

(A) کو لفظ کے شروع میں لگادینے سے کام (ہونا) سے (کرنا) میں تبدیل ہو جاتا ہے۔ جیسا کہ

Arise اٹھانا

Rise اپنا کرنا

Jak جا گئنا

Wakelet جاگنا

Wakel جا گئنا

For: (For) کو لفظ سے پہلے لگانے سے لفظ کا مطلب "پوری طرح سے" (Thoroughly) ہو جاتا ہے۔ جیسے:

Forgive کر دینا

give، معاف کر دینا

Bid منع کرنا

Forbid منع کرنا

To: (To) اس کے لگانے سے معانی "آج" میں بدل جاتے ہیں۔

Today آج

Day دن

Night رات

Tonight آج رات

With: (With) اس کے لگانے سے معانی "Against" اور "Back" میں بدل جاتے ہیں۔

Withdraw واپس لینا

Draw کھینچنا

Withstand کھڑا ہونا، برداشت کرنا

Latin Prefixes:

لا لینی (Latin) زبان کے استعمال ہونے والے Prefixes درج ذیل ہیں:

(Ante)☆: اس کے لگانے سے لفظ کے معانی "پہلے" (Before) میں بدل جاتے ہیں جیسے:

Ante-date سے Date

Down سے بھی لفظ کے معانی "Down" ہو جاتے ہیں۔ جیسے:

Grade درجہ

Degrade درجہ کھانا

Throne تخت سے بٹانا

Dethrone تخت کا خروج

(Demi)☆: اس کے لگانے سے لفظ کے معانی "Half" (نصف) میں جاتے ہیں۔ جیسے:

Demigod سما

god خدا

(In)☆: اس کے لگانے سے لفظ کے معانی "Not" میں بدل جاتے ہیں۔ جیسے:

Insincere سمجھنا

Sincere صدقہ

Insecure مطمئنا

Secure مطمئنا

(Mal)☆: اس کے لگانے سے لفظ کے معانی "Badly" (بُرا کی) میں بدل جاتے ہیں۔

Maltreat	مُنذَّل	Treatise	مُنْظَر
Malpractice	بُخْرَلِي	Practice	بُخْرَلِي
Half	مَيْدَان	(Semi)	مَيْدَان
Semicircle	مَيْدَان	Circle	مَيْدَان
Semiprivate	مَيْدَان	Private	مَيْدَان
(above)	مَعْلَى	(Super)	مَعْلَى
Superfine	فَيْنَ	Fine	فَيْنَ
Superstar	سَارِن	Star	سَارِن
(across)	مَعْلَى	(Trans)	مَعْلَى
Transmission	مَعْلَى	Mission	مَعْلَى

Greek Prefixes:

یونانی (یون) کے Prefixes کی ثمرت دی جا رہی ہے۔
یونی اور یون کے معانی اور یون کے پڑھنے والے الفاظ دیے جائے ہیں۔

القاط	معانی	پڑھنے والے القاط	Prefixes
A, An	Without, not	(نہیں)	Atheist - Apathy
Anti	against	(جاق)	Antipathy
Auto	self	(خود)	Auto biography
Di	Twice	(دوبارہ)	Dilemma
Dys	Badly	(کمی)	Dyspepsia
Hami	Half	(میان)	Hemisphere
Mano	alone	(حکایا)	Manopoly
Peri	round	(گول)	Perimeter
Pro	before	(پہلے)	Prophecy

Latin Abbreviations

Abbreviation	Words Formed	English Meaning	Urdu Meaning
e.g.	Exemple Gratia	for example	مثال کے لئے
et al.	Et Alii	and others	اویس اور دیگر
etc.	Et Cetera	and so on	وغیرہ وغیرہ
i.e.	Id Est	that is	یعنی
vs.	Versus	against	مقابل

Symbols In Common Use

Symbol	English Meaning	Urdu Meaning
/	per; for; or	پر کے لیے
\$	dollar(s)	ڈالر
c	cent(s)	سینٹ
%	per cent	فیصد
#	number	نمبر
@	at; each	ہر کوئی
c/o	care of	صرفت
&	and	اور

Etymologh: A Way to Recognize Words

To build vocabulary may be time-consuming (بے کام)، but there are some shortcuts. Many words in English are made up of prefixes (پہلوں)، suffixes (حکاکی)، and roots (جذبہ). This section on word forming can be valuable to you.

- (i) Study a few (five to ten) prefixes, suffixes, and roots each day.
 - (ii) Practice by finding words which use these word parts.
- Spend the time on this practice and you will find that new words are easier to recognize (عہدہ).

PREFIXES ساختے

A prefix is a combination (ساختہ) of letters placed before a word or word root to modify (عہدہ) its meaning. Words beginning with AB, such as **Absent** or **Abstain** give us a meaning of moving away from something. Look at this list of common prefixes in English and make them a part of your vocabulary.

Prefix	Meaning	Examples
ante, fore, pre	before	anteecedent, forecast, previous, preview
ambi	both	ambiguous, ambidextrous
anti	against	antiwar, antidote
co, col, com, con, cor	with, together	cooperate, collate, combine, compare, concur, consent, correspond
contra	against	contradict, contrary
de, ex	out, down, away from	desert, descend, exclude, export
dis, mis	badly, wrong	disability, distract misfortune, misprint

extra	beyond, outside of	extracurricular, extraordinary
il, im, in, un	not	illegal, immovable, incomplete, incapable, unclean
inter	between, among	interaction, international
post	after	postmortem, post meridiem
sub	under, below, inferior	submarine subcommittee, substandard
bi	two	bifocal, bicycle
dec	ten	decade, decathlon
mono, uni	one	monogamy, unified
poly	many	polyglot, polygon, polygamy
semi, hemi, demi	half	semiannual, hemisphere, demigod
tri	three	triple, tricycle

SUFFIXES ۲

A suffix is a combination of letters added at the end of a word or word root to indicate the function of the word in a sentence or to form a new word.

(i) Noun Suffixes

These noun suffixes show one who performs an action:

- ant, -ent applicant, occupant, correspondent
- eer, -er engineer, manager, teacher
- ian, -ist, -ite musician, politician, dentist, socialite
- or, -ster visitor, gangster, youngster

These noun suffixes show a female person who does something:

- ess, -stress, -tress poetess, seamstress, actress
- ine, -trix heroine, aviatrix

These noun suffixes are used to make nouns diminutive (عزم):

- et, -ette, -let islet, cigarette, ringlet
- ling, -ule duckling, molecule

These noun suffixes mean act, state, condition, action, or process of:

- age, -ary, -ate patronage, functionary, vicariate
- ance, -ence acceptance, excellence
- dom, -hood kingdom, womanhood
- ion, -sion, -tion confusion, division, intervention
- ism, -ity socialism, hostility
- ment, -ness agreement, punishment, happiness

(ii) Adjective Suffixes

These adjective suffixes mean characteristic of, having the qualities of, relating to, belonging to, producing, or maintaining.

-ant, -ent	hesitant, persistent
-ary, -ory	sanitary, sensory
-ish, -like	foolish, catlike
-ous, -some	perilous, ridiculous, wholesome
-ly, -y	lively, motherly, tricky, feathery

These adjective suffixes are more specialized (خصوصی) in their meanings:

Suffix	Meaning	Examples
-able, -ible	capable of, worthy of, fit for	قابل لائق، breakable, collectible
-er, -est	to a greater degree, to the greatest degree	بڑا، بڑے، بڑی، بڑی،
-less	without	تین بھرپور، hopeless, endless
-ful	with, full of	بھرپور، محبہ، مراہ، beautiful, hopeful

(iii) Adverb Suffixes

These adverb suffixes are similar to adjective suffixes:

Suffix	Meaning	Examples
-er, -est	to a greater degree, to the greatest degree	بڑی، sooner, soonest
-ly	in a manner	طریقے سے، اندازے سے، quietly, slowly

(iv) Verb Suffixes

These verb suffixes mean come to be, come to have, cause to be, or cause to have:

-ate	calculate, designate
-en	thicken, tighten
-fy	sanctify, typify
-ize	realize, theorize

جذبیں یا بنیادیں

A root or stem carries the basic meaning or action of a word. The root can add on prefixes and suffixes to take on many forms. Look at the following list of roots and learn as many of them as you can.

Roots or Stems	Meaning	Example
acer, acr	sharp, bitter	تند، حزارش، acerbic, acrid, acrimonious
agr	farm	کھیت، کھلیان، agrarian, agriculture, agronomy
anima	life, spirit	زندگی، حیات، روح، حیات، animal, animated, inanimate
astr(o)	star	ستارہ، ستارا، asterisk, asteroid, astronomy, astral
auto	self	خود، خود بخود، autobiography, autograph, automatic

amb	walk	جانب کوہن	ambulance, ambulate, preamble
ben(e)	well	امان	beneficiary, benefit, benign
bio	life	زندگی	antibiotic, biography, biology
brev	short	کوت	abbreviate, brevity
capit	head	اہم سردار	Capital, capitulate, decapitate
carn	flesh	کشتی جان	carnivore, carnal, incarnate
cede, ced, cess	go	با	recede, proceed, access
cide	kill, cut	ارتا	genocide, insecticide, suicide
civ	citizen	شہری مینہاب	civic, civilian, civilization
chron	time	وقت	anachronism, chronological
corp	body	جسٹی	corporation, corps, corpse
cred	Believe	عقیدہ درکھا	credit, credible, credulous
cycl	wheel, circle	چکر	bicycle, cyclic, cyclone
dem(o)	people	عوام لوگ	demagogue, democratic, epidemic
domin	master	غلہ با	dominate, dominion, predominant
dynam	power	قوت طاقت	dynamics, dynamite, dynamo
err	wander, stray	بیکلنا	aberration, errant, error
fact	make, do	کرنے کرنا	factor, factory, manufacture
fid(e)	trust	امان	confide, fidelity, perfidious
fin	limit	حد	final, finish, infinite
flex, flect	bend	جنگنا مرننا	flexible, inflection, reflect
fort	strength	ہمت طاقت	comfort, fortitude, fortress
gam(y)	marriage	شادی	bigamy, monogamy, polygamy
gen	birth	پیدائش	gender, genetic, regenerate
grad	step	درجہ	graduate, gradual
gram, graph	writing	گرام	telegram, autograph, graphic
homo	same	ہم ایک	homogeneous, homosexual
hydr	water	پانی	dehydrate, hydrant, hydraulics
ject	throw	چھیننا	objection, project, reject
jud, jur, jus	right, law	حق قانون	Judicial, judgment, jury, justice
junct	join	ملانا	adjunct, conjunction, junction
leg	law	قانون	legal, legislature, privilege
loc	place	جگہ	dislocate, local, locomotive
log	word, reason	بات	dialogue, logic, prologue
mand	order	عمر	demand, mandate, commandment
man(u)	hand	آٹھوست	manipulate, manufacture, manual

GAT-General

mar	sea	جَهَنَّمُ	maritime, submarine
med	middle	مَيْدَانٌ	intermediate, mediocre, medium
miss, mit	send	مَسْكِنٌ	dismiss, missile, remit, submit
mob	move	مَوْبِعٌ	automobile, mobilize
mor(t)	death	مَوْتٌ	immortal, morgue, mortify
nom	name	نَمَاءٌ	denomination, nominal, nominate
nov	new	جَدِيدٌ	novel, novice, renovate
oper	work	جَهَنَّمُ	operator, cooperate, opera
part	share, divide	جَزْءٌ	compartment, participate, partner
pass, path	feel, suffer	جَرْأَةٌ	compassion, impassive, pathetic, sympathy
ped	foot	جَذْعٌ	biped, pedal, pedestrian
phon	sound	صَوْتٌ	microphone, phonograph, telephone
port	carry	جَنْهِيَّةٌ	export, portable, porter, transport
prehend, prehens	grasp	جَنْهِيَّةٌ	apprehend, comprehensive
prim	first	جَنْهِيَّةٌ	primal, primary, primate
rec, reg	straight	جَنْهِيَّةٌ	correct, direct, regulate
rupt	break	جَنْهِيَّةٌ	abrupt, interrupt, rupture
sci(o)	know	جَنْهِيَّةٌ	conscious, science
scop(e)	watch	جَنْهِيَّةٌ	horoscope, microscope, telescope
scribe, script	write	جَنْهِيَّةٌ	describe, inscription, scripture
sign	mark	جَنْهِيَّةٌ	design, designate, signature
spec(t)	look, watch	جَنْهِيَّةٌ	inspect, retrospective, spectator
struct	build	جَنْهِيَّةٌ	construct, instruct, structure
tend, tens	stretch	جَنْهِيَّةٌ	distend, extend, tension
term	end, limit	جَنْهِيَّةٌ	determine, terminal, terminate
the(o)	god	جَنْهِيَّةٌ	atheism, theology
tribut(e)	allot, bestow	جَنْهِيَّةٌ	attribute, contribution, distribution
urb	city	جَنْهِيَّةٌ	suburb, urban, urbane
ven(e), ven(t)	come	جَنْهِيَّةٌ	convene, intervene, prevention
ver	true	جَنْهِيَّةٌ	aver, verdict, verify
vers, vert	turn	جَنْهِيَّةٌ	inverse, reverse, convert, divert
vid, vis	see	جَنْهِيَّةٌ	video, television, visible, vista
volu, volv	roll, turn over	جَنْهِيَّةٌ	convolution, voluble, evolve, revolve

Analogies

The word analogy means "an agreement or correspondence in certain respects between things otherwise different — a resemblance of relations, as in the phrase, "knowledge is to the mind, what light is to the eye". relation in general; likeness; correspondence of a word or a phrase with the genus of a language, as learned from the manner in which its words and phrases are ordinarily formed; similarity of derivative or inflectional processes."

Example 1: Inserting the missing word.

Day is to night as truth is to _____.

Day is to night as truth is to falsehood.

Answer: In the above sentence, the word "falsehood" has been inserted.

Example 2: Which choice gives the answer?

1. Man is to run as bird is to _____.

Choices: (A) Fly, (B) Run, (C) Weak.

Answer: (A)

Example 3: Ring is to Finger as Watch is to _____.

Choices: (A) Arm, (B) Wrist (C) Leg.

Answer: (B)

TYPES OF ANALOGY TESTS

First Type. The first type is that in which two words which have some relationship with each other are presented. These are followed by another word and a number of choices are given. One word from the choices is to be picked up to establish the same relation with the third word as the first two have. For example—

Day is to Night as Cold is to?

(A) Ice (B) Wet (C) Warm (D) Snow

The correct answer is (C).

Day and Night bear the relation of the opposites. As cold is opposite to warm.

Second Type. Part relationship— In this type of relationship, the two words represent the parts of a bigger thing. For example—

Leaf is to tree as _____.

- (A) Head is to body
- (B) Sky is to earth
- (C) Bomb is to science
- (D) Newspaper is to journalist

The correct answer is (A).

In the above quoted example, leaf is a part of a tree. Similarly, head is the part of a body.

Third Type: Another type of analogy is that in which one of the two relationships is not given. One of the given choices is selected. Example—

Ship is to Fish as _____ is to bird.

- (A) Kite (B) Feather

- (C) Tree (D) Chirp

The correct answer is (A).

Explanation — Both ship and fish are found in water. This is the relationship between the two words. Therefore, for bird we will have to pick up kite because both are seen in air.

HOW TO ATTEMPT THIS QUESTION

Step One — Establish the relationship between the first two words.

Step Two — Find the same relationship among the choices which follow the pattern of the two words.

KINDS OF RELATIONSHIP

1. **Purpose relationship** — Example — *Glove: Balls::*

- (A) Hook: Fish
(C) Games: Exercise

- (B) Winter: Weather
(D) Stadium: Seats

The correct answer is (A).

The purpose of glove is to help in catching the ball and the purpose of hook is to catch fish, so correct answer is (A).

2. **Cause and effect relationship** — Example — *Race: Fatigue::*

- (A) French: Athlete
(C) Art: Bug

- (B) Fast: Hunger
(D) Walking: Running

The correct answer is (B) because fatigue is the effect of race; hunger is the effect of fast.

3. **Part whole relationship** — Example — *Snake: Reptile::*

- (A) Patch: Thread
(C) Struggle: Wrestle

- (B) Removal: Snow
(D) Hand: Clock

4. **Action to object and object to action relationship**. Examples _____

(i) *Kick: Football::*

- (A) Kill: Bomb
(C) Question: Team

- (B) Break: Pieces
(D) Smoke: Pipe

(ii) *Steak: Broil::*

- (A) Bread: Bake
(C) Wine: Pour

- (B) Food: Sell
(D) Sugar: Spill

Kick shows action and football the object of action. In this very relationship is represented in (D), i.e., smoking is action and pipe is the object. For (ii), answer is (A).

5. **Synonym relationship** —

Enormous: Huge::

- (A) Rough: Rock
(C) Purse: Kitchen

- (B) Muddy: Unclear
(D) Black: White

The correct answer is (B) because "muddy" and "unclear" are synonyms.

6. *Antonym relationship—Example—Purity: Evil::*
 (A) Suavity: Bluntness (B) North: Climate
 (C) Angle: Horns (D) Boldness: Victory
 The correct answer is (A) because the two words are antonyms.
7. *Place relationship—Example—Faisal Mosque: Islamabad::*
 (A) Red Square: Moscow (B) Albany: New York
 (C) India: Madras (D) Pakistan: Nepal
 Faisal Mosque is situated in Islamabad so is Albany in New York.
8. *Degree Relationship—Example—Warm: Hot::*
 (A) Glue: Paste (B) Climate: Weather
 (C) Bright: Genius (D) Frown: Anger
 Warm is less hot and frown is less anger, so correct answer is (D).
9. *Sequence relationship—Spring: Summer::*
 (A) Thursday: Wednesday (B) Wednesday: Monday
 (C) Monday: Wednesday (D) Wednesday: Thursday
 Summer comes after Spring so does Thursday after Wednesday (A).
10. *Association relationship—Example—Devil: Wrong::*
 (A) Colour: Sidewalk (B) Slipper: State
 (C) Ink: Writing (D) Picture: Bed
 As devil is associated with wrong so ink is associated with writing. Answer is (C).
11. *Grammatical relationship—Example—Restore: Climb::*
 (A) Segregation: See (B) Nymph: In
 (C) Room: Although (D) Run: See
 Restore and climb are verbs so are run and see, so the correct answer is (D).

EXAMPLES WITH EXPLANATORY ANSWERS

~~Example 1.~~ BRIM: HAT::

- (A) Hand: Glove (B) Spoke: Umbrella
 (C) Skirt: Hem (D) Snood: Hood
 (E) Lace: Shoe

Answer: The correct answer is (E).

What is the relationship between BRIM AND HAT? A brim is a part of a hat, so the relationship is that of part to whole. The next step is to examine the answer choices to find another pair of words which bear the same relation to each other. Consider each answer choice one by one.

(A) A hand is not a part of a glove, so eliminate (A).

(B) A spoke is part of an umbrella, so (B) may be the choice, but don't mark your answer yet. You must always look at all five choices before making your final decision.

(C) A hem is part of a skirt, but BEWARE. The relationship in (C) is whole (the skirt) to part (the hem), which is the reverse of the initial relationship. Your answer must maintain the same relationship in the same sequence as in the original pair. Eliminate (C).

(D) If you know that a snood is a hair net, you can see that snood, hood, and hat are all headgear.

However, a snood is not a part of a hood, so (D) is incorrect. If you do not know the meaning of one word among the choices, do not fall into the trap of choosing that answer just because it's unfamiliar. Consider all the choices carefully before you mark an unknown answer as correct.

(E) A lace is a part of a shoe, so (E) appears to be a perfectly good answer.

Having found two likely answers, (B) and (E), you must go back to the original pair and determine other distinguishing characteristics. A brim is a part of a hat, but it is not a necessary part. Not all hats have brims. A lace is a part of a shoe, but it is not a necessary part. Some shoes have buckles and some are slip-ons. A spoke, however, is a necessary part of an umbrella. Furthermore, a brim is a part of a hat, which is wearing apparel. A lace is part of a shoe, which is also wearing apparel. But an umbrella is not something to wear. Thus there are two counts, keeping in view the explanation, eliminate (B) and to choose (E) as the best answer.

Usually the problem with analogies is refining the relationship to find the best answer. Sometimes, however, the difficulty will be there in finding even one correct answer. If this happens, you may have to redefine the relationship. Consider an analogy which begins LETTER: WORD. Your first thought is probably that a letter is part of a word, and so you look for an answer choice that shows a part-to-whole relationship. However, suppose the question looks like this:

Example 2. LETTER: WORD:

- | | |
|-------------------------|-----------------|
| (A) Procession : Parade | (B) Dot : Dash |
| (C) Whisper : Orate | (D) Song : Note |
| (E) Spell : Recite | |

Answer: The correct answer is (D).

Not one of these choices offers a part-to-whole relationship. Returning to the original pair, you must then consider other relationship between letter and word. If letter is not "letter of the alphabet," but, rather, "written communication," then a word is part of a letter and the relationship becomes that of the whole to its part. Now the answer is immediately clear. A song is the whole of which a note is a part.

Example 3. PILOT: STEER

- | | |
|--------------------|--------------------|
| (A) Chef: Dine | (B) Boss: Obey |
| (C) Lawyer: Retain | (D) Guard: Protect |

Answer: The correct answer is (D).

At first glance, several of these answers may seem to work. "A pilot is someone who steers." "A soldier is someone who is commanded." The relationship looks promising, but it's not correct. Ask yourself who is doing what to whom? In the original pair, the pilot is doing something: the pilot is steering. The choices B and C: a boss is someone who is obeyed; a lawyer is someone who is retained (hired). Again, the original grammatical relationship is reversed. By definition, a pilot is a person who steers. In the same way, by definition, a guard is a person who protects.

Example 4. INTERLOPER: INTRUSION

- | | |
|-----------------------------|-----------------------------|
| (A) Witness : Interrogation | (B) Actor : Intermission |
| (C) Recluse : Interference | (D) Mediator : Intercession |

Answer: The correct answer is (D).

Again, ask yourself who is doing what to whom. An interloper is a person who butts in or thrusts himself into the business of others. An interloper commits an intrusion; he or she intrudes. A witness, on the other hand, is not the person who conducts the interrogation. A witness is the person who is being interrogated.

You can eliminate choice (A) and any other answer choices in which the original relationship is reversed. The mediator or go-between is the person who acts, trying to reconcile quarrelling parties by means of intercession.

eXample 5. CONSTELLATION: STARS

- (A) Prison: Bars
 (B) Assembly: Speaker
 (C) Troupe: Actors
 (D) Mountain: Peak
 (E) Flock: Shepherd

Answer: The correct answer is (C).

A constellation is made up of stars. A troupe (not troop but troupe) is made up of actors. Don't let choice E: a flock is made up of sheep, not of shepherds. Note, by the way, the characteristics of the analogy you have just analyzed, CONSTELLATION: STARS. It is a good analogy. The relationship between the words is built-in; if you look up constellation in a dictionary, you will see that a constellation is a group of stars. The words are related by definition. Your correct answer choice has got to have the same characteristics as the original pair. The words must have a clear relationship. They must be related by definition. If you substitute them in your test sentence, they must fit it exactly.

eXample 6. FISH: TROUT:

- (A) Ocean: Wave
 (B) Mammal : Whale
 (C) Bird : Aviary
 (D) Antenna : Insect

Answer: The correct answer is (B).

A trout is a kind of fish. A whale is a kind of mammal (Class and Members).

eXample 7. DIMMED : LIGHT::

- (A) Beached : Texture
 (B) Muffled : Sound
 (C) Measured : Weight
 (D) Tragrant : Smell

Answer: The correct answer is (B).

Light that is dimmed is lessened in brightness. Sound that is muffled is lessened in volume.

eXample 8. DOCTOR : DISEASE::

- (A) Moron: Imbecility
 (B) Pediatrician : Senility
 (C) Psychiatrist : Maladjustment
 (D) Broker : Stocks

Answer: The correct answer is (C).

A doctor attempts to treat a disease. A psychiatrist attempts to treat a maladjustment.

eXample 9. PATRON: SUPPORT::

- (A) Spouse: Divorce
 (B) Restaurant : Management
 (C) Counselor : Advice
 (D) Host: Hostility

Answer: The correct answer is (C). A patron by definition provides patronage or support. A counselor by definition provides counseling or a piece of advice.

eXample 10. CLOCK: TIME::

- (A) Watch: Wrist
 (B) Odometer : Speed
 (C) Hourglass : Sand
 (D) Yardstick : Distance

Answer: The correct answer is (D). A clock measures time. A yardstick measures distance (Function).

ILLUSTRATED ANALOGIES

DIRECTIONS for questions 1 to 5: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

1. GARBLED: COMPREHEND

- | | |
|--|---|
| (A) Convoluted: Tangle
(C) Emancipated: Free
(E) Determined: Placate | (B) Obscured: Recognize
(D) Expunged: Excite |
|--|---|

Answer 1

Something garbled is something mutilated or distorted or tampered. Imagine you want to send a telegram to your friend that she has passed the Degree Examination with a first division. Your message that you have delivered to the Post Office is as follows: "Congrats; you are through degree examination with first class". What may happen, unfortunately, is that the message that the person may actually receive may be "Concrete; you are not through degree examination with first class". The whole thing seems to convey a wrong message ultimately. The message you have sent has got distorted in the process of transmission. This is what a garbled message would be, something corrupted or obscured. Confusion will be confounded. Something garbled is not comprehensible, whereas to comprehend is to understand. So the relationship between Garbled and Comprehend is that between Distorted (or Corrupted or Obscured) and Understand (or Recognize).

Hence the correct choice of the pair analogous to the given word pair is at option (B) obscured: recognize. As regards the others, let us see why they will not work.

Option (A) **Convoluted: Tangle**; convoluted is the prefix *con-* (meaning *together*) and *volute* (meaning *rolled longitudinally upon itself*) and thus convoluted would mean mixed or distorted and thus also garbled. Whereas a *tangle* means knot or something *entwined* and therefore *confused*. It may so happen that you are going for a walk and your shirt may get *tangled* in the bushes and it may take you sometime to take it from the thorns and things. So convoluted and tangle are synonymous, whereas the given word pair are antonymous.

Option (C) **Emancipated: Free**; emancipated and free are synonymous. The word emancipates comes from the prefix *e-* (meaning *out*) and *mancipium* (meaning slave) and thus to *emancipate* means to *free* just as in "Abraham Lincoln proposed a bill for *emancipation* of slaves in America."

Option (D) **Expunged: Excite**; expunged is the prefix *ex-* (meaning *out*) and the root *pungere* (meaning to prick). Expunged therefore means to prick out or remove or take out. If you have taken your shirt from the pricks (the thorn in which it got entangled in the explanation regards Option A above) then it becomes free.

Let us see a contextual usage of the word *expunged*. Imagine that an honest government officer is not carrying out the will of his superior officer who is corrupt. When the honest officer's annual confidential reports are to be written, the superior officer wishes to take revenge. He writes an adverse confidential report. The officer is not considered for promotion. He goes in appeal and he is informed that he is not being promoted because of adverse remarks in his confidential rolls. He then appeals against these adverse remarks. The superior officer is unable to justify adverse remarks and these are then *expunged* (or deleted in such a fashion as if they did not exist at all) from his annual confidential rolls.

To excite means to animate, move, thrill, discompose, or inflame. In excitement, one may even become distorted. One newspaper correspondent was sent to cover the great work being done by Lawrence of

Arabia. In his tremendous excitement at meeting such a great person, the journalist introduced himself to Lawrence as "I am Lawrence of Arabia". He got hugely confused in his excitement (here the word excitement is used in the context of thrill). As such there is no relationship between *expunged* and *excite*.

Option (E) Determined: Placate; something determined is something that has been made clear. The word *determined* comes from the word *terminal* that means the end and the prefix DE- means *down*. Thus something of which the *end* is drawn down or fixed is *determined*.

If you are at a railway station and are not able to make up your mind as to which train to travel and then you find that all the trains have gone off, the matter has got determined for you. At least till the next day. You can go home today and rest in its comfort. On the contrary, if you take train A to get to your destination, it is determined that you do not have to think of the other trains now. The word *determined* is as such synonymous to garbled.

To placate means to appease or make peace with. Imagine that two fellows have been throwing fists at each other over a girl and you go in and separate them. You tell them to cool off. They stop fighting for the time being. You tell them to see whether she has soft corner for anyone of them and then if need be settle matters amicably. This may not necessarily mean that they comprehend or understand. All you may do is to buy peace. They may be at each other's throats once again. Thus the relationship between determined and placate is not the same as between Garbled and Comprehend.

Thus only Option B will work.

1. HEAT : CALORIMETER

- | | |
|-------------------------|---------------------------|
| (A) Distance : Odometer | (B) Gasoline : Tachometer |
| (C) Wind : Velocity | (D) Rain : Humidity |
| (E) Ocean : Tide | |

ANSWER 2

Option (A) Distance: Odometer; Distance can be measured in several units of measure such as inches, meters, miles and so on depending on whether you are measuring the size of your biceps or the distance between your residence and the airport. Heat can be measured in units called calories, which are frequently used to find out the energy value of foods. A calorimeter is the apparatus for measuring heat. The relationship between Heat and Calorimeter is that of something and the device for measuring that thing.

An odometer is an instrument for measuring the distance travelled by a wheeled vehicle. When in a car, the odometer is known as the milometer. It is also an instrument for measuring distances in surveying. The relationship between Distance: Odometer is that between something and the apparatus for measuring it.

As regards Option (B) Gasoline: Tachometer; gasoline is a fuel that drives cars and scooters and motorcycles and a tachometer is the apparatus that measures the number of revolutions per unit of time. A tachometer in your motorcycle measures the revolutions per minute (which is known as RPM in brief) made by the engine's drive shaft. A tachometer may also be used for measuring the velocity of a moving fluid but then it measures the velocity and not the fluid. (So a tachometer is not the device for measuring gasoline.) So the relationship between Gasoline: Tachometer is not that of something and the device for measuring that thing.

Option (C): Wind: Velocity; Wind velocity is the rate at which the wind blows. It is not a device. An instrument or device for measuring the speed or velocity of engines, vessels, projectiles, etc. is known as a velocimeter.

Option (D): Rain: Humidity; This is a cause and effect relationship. Rain causes humidity. Humidity does not measure the amount of rain. A device known as Rain Gauge measures the amount of rainfall (usually in number of inches).

Option (E): Ocean: Tide; The tide is an indication of the direction of flow of water in the ocean. At high tide, the water flows towards the shore and at low tide, away from it. There is no relationship of something and the device for measuring that thing. Nothing can measure the ocean as such.

So only Option (A) will work.

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3. ALLY: WAR

- (A) Patriot: Brawl
 (C) Spouse: Marriage
 (E) Team-mate: Game

- (B) Crew: Ship
 (D) Peer: Class

ANSWER 3:

An ally is a person who joins forces or unites with some other person or country. An ally is therefore some sort of partner. Two nations may go to war. A third nation becomes an ally of one of them. There may be a business ally as well. He helps someone in business.

A war is essential between nations but it can be a conflict between smaller units as well. Two tribes may go to war. The essence of war is that it is a matter where one takes on the other with the objective of winning and thus there is always a strategy in a war, no matter what its size may be.

Option (A) Patriot: Brawl; A patriot is one who is fervently loyal to his nation. But this means that there are only two parties in this: the nation and the patriot. He is not an ally since an ally is essentially a third party. Since a patriot is not an ally, option A does not match.

Option (B) Crew: Ship; A crew is the number of human beings that are required to operate a ship. The ship as you know is inanimate and it will require someone to put in the fuel and another to direct it and a third to clean the decks and serve dinner to the passengers and so on. Thus the relationship between crew and ship is that of operator and the device that is operated. But the crew is neither a partner of the ship nor an ally.

Option (C) Spouse: Marriage; A marriage is between two parties. A spouse is a partner but not an ally. One can have several allies just as the Allies in the Third World War meant an alliance between UK, USA, France, and so on. Two partners make a marriage (at least in the civilised world). Besides, marriage is not an institution that is meant either for war or for business. (At least that is not the intention behind marriages). Thus the relationship is not the same as between Ally: War.

Option (D) Peer: Class; A peer is someone who is your equal in status or rank or class. If you are designated as a Manager in a company, the other Managers are your peers. The relationship between peer and class is that of what constitutes the genre and the genre itself.

Genre, incidentally, means *type* or *format* or *style*. For example, realistic paintings are part of a *genre* in which the style is to paint real things, as they seem to the human eye. Abstractionist paintings are a part of the genre in which the painter paints things as they appear in the mind's eye. His theme in the painting maybe emotion, which is not visible to the human eye but it may be visible to the artist through his mind's eye. The two *genres* - realistic and abstractionist—are therefore *formats* of painting.

Option (E) Teammate: Game; A teammate is an ally. You can have several allies. A game is played with the objective of winning and further it is a matter of strategy. On all counts therefore, Teammate: Game qualifies for the pair being analogous to Ally: War and hence Option E.

4. EAVESDROP: CONVERSATION

- (A) Shoplift : Customer
 (C) Gossip : Discussion
 (E) Subpoena : Witness

- (B) Trespass : Property
 (D) Arrest : Suspect

ANSWER 4

To *eavesdrop* means to overhear a conversation that you are not supposed to. If the schoolteachers are in their staff room and discussing the performance of some students in the subjects that they have taught, this conversation is essentially private till the mark sheets are in the hands of the students. No one other than those who are *authorised* to hear this conversation should be present when they talk. Imagine that some student is waiting by the window of the staff room and overhears this conversation. He has been *eavesdropping* on this conversation.

Incidentally, the projecting edges of the roof of a house from which raindrops fall to the ground are

known as its area. An eavesdropper would need to stand near them to be able to overhear conversations that he is not supposed to. This is how the word *eavesdropping* has evolved.

The relation between Eavesdrop: Conversation is that of something that you are not authorised to do and the area where you are entering (figuratively, of course since the private conversation is an area that an eavesdropper would tread on without authority). Incidentally when the police tap the telephone lines to *eavesdrop* what criminals are plotting to do so as create law and order disturbances, this is not a case of *eavesdropping* since such overhearing is with *due authority* given to them by law.

Option (A) Shoplift: Customer; If a person were to steal goods from a shop, he would be doing something that is a patently unauthorised thing to do. This is because stealing involves taking away goods without permission of the owner. But it will remain unauthorised all through. No law can provide authority for stealing. However, a shoplift can (unauthorizedly, of course) carry away goods from a shop. He does not carry away customers. Thus the relationship between Shoplift: Customer will not qualify for being analogous to Eavesdrop: Conversation.

Option (B) Trespass: Property; A trespass is what a person would commit if he was not authorised to enter some premises (or property) and yet has. He has done something that he is not authorised to do. But a trespass is against private property. So if you find someone who has entered your house without your permission, and you find that he has a wonderful remedy for the ailment that your grandfather has been suffering from, it may so happen that you may actually buy the remedy, give him money and then give him a cup of tea. You may also request him to keep coming over whenever he would pass by next. So what has started out as a clearly unauthorised action, you can yourself not only ratify it but also convert it to an invitation for future visits. But it is dependent upon your will whether to ratify the trespass or not. A trespass when it started out was clearly unauthorised. The trespasser too is an unauthorised entrant upon the conversation that he was not authorised to hear. As such therefore the relationship between Trespass: Property would be analogous to Eavesdrop: Conversation.

Option (C) Gossip: Discussion; A gossip is idle talk or someone who indulges in idle chatting. A discussion is something that has the element of seriousness in it. But neither require authorisation whereas the crux of eavesdropping is that it is unauthorised. The relationship between Gossip: Discussion is that between something light-hearted and something serious and would not be analogous to Eavesdrop: Conversation.

Option (D) Arrest: Suspect; The police would arrest a suspect (suspected for a crime, of course which eavesdropping is not). The relationship between Arrest: Suspect is a legal action taken against someone who is believed to have done something illegal (which is different from something unauthorised like eavesdropping). As such therefore the relationship between Arrest: Suspect would not be analogous to Eavesdrop: Conversation. The arrest is authorised per se.

Option (E) Subpoena: Witness; A subpoena is a Court order, which makes it necessary for a certain person to remain present in the Court at a fixed time and if the person against whom the subpoena is issued does not comply, then there is provision of punishment. A subpoena is generally issued to a witness but not necessarily so. A subpoena may even be issued, for example, to someone who may be able to give documentary evidence although he may not be a witness to the crime. However, the relationship between subpoena and witness is that of a Court order and one to whom it is issued. But a subpoena is something patently authorised by law. As such therefore the relationship between Subpoena: Witness would not be analogous to Eavesdrop: Conversation because eavesdropping is clearly unauthorised from its very outset.

Therefore, only Option (B) trespass: property would fit the bill.

5. PALPABLE: TOUCH

- | | |
|-------------------------|-----------------------|
| (A) Malleable: Gild | (B) Palatable: Ingest |
| (C) Pliable: Mould | (D) Edible: Cook |
| (E) Appreciable: Please | |

ANSWER 5

Something *palpable* is that which can be touched. The sense of touch determines whether a thing is palpable just as the sense of vision determines whether a thing is visible. A banana is palpable because you can touch it with your hand. The mercy of God, however, strongly one may believe it exists, cannot be felt by the hand. This is because it is abstract. So the relationship between palpable and touch is that between the characteristic and what determines whether something has the characteristic. What is to be borne in mind is that something palpable has necessarily got to be physical unless one uses the word palpable in the figurative sense such as "The tension in the house was palpable". But palpable cannot be abstract.

Option (A) *Malleable*: *Gild*; Something malleable is that which can be hammered or pressed to a shape such that it does not fracture or break and also that it does not return to its original shape. Aluminium is one metal that is malleable. That is why you see aluminium sheets. The word *malleable* is generally used in the case of metals. Incidentally, metals that can be drawn into wires are known as *ductile* metals; aluminium is both ductile and malleable. Copper is another ductile metal; the copper wires through which electric supply reaches our houses are testimony to the ductility of copper.

If you see a sword that seems to be made of gold, it is likely to be a *gild* sword, meaning an iron sword on which there is a coating of gold. To *gild* is to cover with gold. There is no relationship between malleable and gild. Gold has to be electroplated on to another metal surface so as to gild the latter. Besides it is not the gold that makes the other metal malleable unlike in the case of touch that decides whether something is palpable.

Option (B) *Palatable*: *Ingest*; Something palatable is that which brings pleasure when eaten. Therefore bitter medicines may be edible but not palatable. To ingest means to take in but does not mean doing it with pleasure. A child may refuse to ingest a plate of cereals for hours and may all the while hold it in her hands. If someone merely ingests something, it does not mean that the thing ingested is palatable as well. The relationship between palatable and ingest is not the same as in the case of palpable and touch.

Option (C) *Pliable*: *Mould*; A mould is a die. It is a hollow form into which a fluid is poured (and even iron and steel can flow when heated to the required temperature) or plastic material is pressed to harden into a required shape. Something pliable is that which can be made to take a different shape. So a mould would determine whether a thing is pliable. Something that takes the shape of the mould is patently pliable. So the mould decides whether a thing is pliable. Therefore the relationship between Pliable: Mould is the same as between Palpable: Touch.

Option (D) *Edible*: *Cook*; In my bachelor days, I had engaged the services of a cook to relieve myself of the daily grind of cooking, although it is a different matter that I could not stomach him for long. The last thing that can be said about the things that he cooked is that they were edible. One can cook inedible things as well. People who have stayed in hostels should know.

Option (E) *Appreciable*: *Please*; This is a close one. If something that can please, it can be said to be appreciable. But the sole reason why this relationship will not do is the fact that what can be touched is strictly physical whereas what is appreciable may not necessarily be physical. It can be abstract as well. On a hot summer afternoon, a tall glass of cool lemonade may please one no end. One may even dip one's finger in the lemonade and smack one's lips after tasting the traces of lemonade that have clung on to one's fingers after one has touched it. One can be tickled pink with the jokes that the comedian has been cracking but the jokes cannot be touched.

Thus Option (C) Pliable: Mould; So far we have been seeing word analogies where we are to determine which among the given pairs of words in the options very nearly corresponds to the relationship between the word pair given at the outset. Now let us look at the other variety—the word in the options that is very nearly the opposite in relationship to the word given at the outset. We have so far been seeing harmonious relationships. We shall now see disharmonious relationships. We shall determine mismatches.

Practice Test with Explanatory Answer

DIRECTIONS for questions 1 to 12: In each of the following questions, a related pair of words or phrases is followed by five pairs of words or phrases. Select the word pair that best expresses a relationship similar to that expressed in the original pair.

1. ADULT: CHILD

- (A) Horse: Mare (B) Cat: Kitten (C) Swine: Sow
 (D) Human: Animal (E) Cow: Herd

2. MANSION: RESIDENCE

- (A) Limousine: Automobile (B) Chandelier: Candle (C) Tuxedo: Wardrobe
 (D) Diamond: Rhinestone (E) Yacht: Harbour

3. ENVELOP: LETTER

- (A) Scarf: Hat (B) Box: Bag (C) Crate: Produce
 (D) Neck: Head (E) Blood: Heart

4. CHOREOGRAPHY: DANCE

- (A) Ceremony: Sermon (B) Agenda: Advertisement (C) Poetry: Recitation
 (D) Instrumentation: Conductor (E) Plot: Story

5. OVERDOSE: PRESCRIPTION

- (A) Deprivation: Materialism (B) Indiscretion: Convention (C) Affliction: Sympathy
 (D) Adventure: Expedition (E) Drug: Medicine

6. EVAPORATE: VAPOR

- (A) Petrify: Stone (B) Centrifuge: Liquid (C) Saturate: Fluid
 (D) Corrode: Acid (E) Incinerate: Fire

7. SHARD: POTTERY

- (A) Flint: Stone (B) Flange: Wheel (C) Cinder: Coal
 (D) Fragment: Bone (E) Tare: Grain

8. MERCENARY: MONEY

- (A) Vindictive: Revenge (B) Scholarly: Library (C) Immaculate: Cleanliness
 (D) Thirsty: Water (E) Belligerent: Invasion

9. HAMMER: ANVIL

- (A) Knocker: Door (B) Stick: Gong (C) Hand: Drum
 (D) Pestle: Mortar (E) Gavel: Lectern

10. NUMB: INSENSITIVE

- (A) Reflect: Luminous (B) Burnish: Lustrous (C) Heckle: Raucous
 (D) Repulse: Odious (E) Braid: Sinuous

ANSWER I.

ADULT: CHILD; An *adult* is what the child becomes when he/she reaches full growth. Thus the relationship between *Adult* and a *Child* is that between a grown-up and growing. Let us see where we see such a relationship among the five options. An *adult* is not an *adult* merely because he/she can see movies that are not for universal exhibition or not merely because they can vote at the elections. An *adult* is one capable of sexual reproduction.

Option (A): Horse: Mare; A *horse* is the male of the species where the *mare* is the female. Both are necessarily fully-grown. This option will thus not do.

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Option (B): Cat: Kitten; The *infant of the cat* is a *kitten* and a *cat* is a fully-grown adult male or female cat, although male adult cats are often called tomcats. Here the relationship matches with that in the capitalised pair and hence Option B.

Option (C): Swine: Sow; The swine is an adult pig and the sow is a female adult pig. Both are necessarily fully-grown. This option will, thus, not do either.

Option (D): Human: Animal; A *human* being is a member of the animal kingdom. The only difference is that *human* beings have the faculty of thinking. Yet Human is the sub-species of the Animal species. Thus option too will, thus, not do either.

Option (E): Cow: Herd; A *cow* in the singular is one *cow* grazing away, detached from her kith and kin. A *herd* of *cows* would have a number of *cows*. The *cow* is one among the *herd* that is the collective noun for cows. This option too will, thus, not do.

ANSWER 2.

MANSION: RESIDENCE; A *mansion* is a large and stately *residence*. The Divisional Commissioner in our city lives in a *mansion*. The *mansion* is his *residence*. My little cottage in the same lane as his is a simple *residence*. The relationship between Mansion and Residence is that of Large and Stately: Simple. Let us see where this relationship is seen among the options.

Option (A): Limousine: Automobile; When someone says that the President's *limousine* has bulletproof windows, he means that the large and stately car (or *automobile*) is designed to protect him from snipers. When I say that the *automobile* that I bought a year ago is running along smoothly, it means that my ordinary car is in good condition. The relationship between *Limousine* and *Automobile* matches that in the capitalised pair and hence option is correct.

Option (B): Chandelier: Candle; When we sold our ancestral home, the *chandeliers* fetched a considerable sum of money. *Chandeliers* are branched supports for lights that you see hanging from the ceiling. Chandeliers in the modern day hold electric lights but in the early days, they held *candles* since there were no electric lights. Thus a *chandelier* is what holds a number of *candles*. However, a chandelier is not a stately form of a candle. It is at best something that holds *candles*. Thus this option is not workable.

Option (C): Tuxedo: Wardrobe; A *tuxedo* is a short dinner jacket. A *wardrobe* is what holds a person's clothes. The other meaning of *wardrobe* is the collection of the clothes one has. A tuxedo is in the singular. It therefore cannot be the stately form of a wardrobe. A *mansion* if sold would fetch a huge price to the owner as compared to an ordinary residence. A second-hand *tuxedo* may be had for a small sum. If used for long, one may even give it away to the servants. Thus this option is not workable either.

Option (D): Diamond: Rhinestone; A *diamond* is a precious stone. A *rhinestone* is normally an artificial gem cut to resemble a *diamond*. A diamond is not necessarily large. It may be as small as a grain of rice. A rhinestone may have a size resembles a large diamond. There is no relationship between Diamond and Rhinestone that would match Mansion: Residence.

Option (E): Yacht: Harbour; An industrialist may own a *yacht*, which then may be a small luxury boat that the industrialist may use for cruising. A boat-race freak may own a *yacht* that may be a small race boat. Either way, a *yacht* is small and hence fails to relate to a mansion, which is necessarily a large and stately house. This option is not workable either.

ANSWER 3.

ENVELOP: LETTER; An *envelope* (or *envelop* as it is spelt in American English) is the outer cover in which a letter is put for sending it. The relationship between an *envelop* and a *letter* is that of an Outer Cover to its Content. Let us see the options and find out where such a relationship emerges.

Option (A): Scarf: Hat; A scarf is usually a long narrow piece of silk worn as a muffler around the neck or as a neckerchief or cravat also worn around the neck but under a shirt collar, or as a bandanna on the head. It has nothing to do whatsoever, with a *hat*. A scarf is not necessarily an outer cover whereas the envelop is necessarily one and therefore this option will not do.

Option (B): Box: Bag; A *box* is an outer cover in which you put things and so is a *bag*. They are both outer covers and hence this option will not do either.

Option (C): Crate: Produce; A *crate* is something in which one normally packs agricultural *produce* such as apples, oranges, mangoes and so on. The relationship between *Crate* and *Produce* matches with that in the capitalised pair. Option C is right.

Option (D): Neck: Head; A neck is not at all a cover. It is what the *head* rests on. This option will also not do.

Option (E): Blood: Heart; The *blood* has to flow within. If it flows out, it means curtains for the one bleeding. It is, in fact, the heart that contains blood in it and hence if at all there relationship between the two, it is in a way inverse to that in the capitalised pair.

ANSWER 4.

CHOREOGRAPHY: DANCE; People can dance in the street without a formal structure to their dance. There is no harmony in a street dance. One dancer raises his hand and the other dancer inadvertently brings his nose in the way of the raised hand and the result is a bleeding nose and then chaos. People can dance on a stage as well.

The difference between street dances and staged performances of dance is that the latter is designed to present the effect of harmonious movements of the dancers. It is for this reason that a staged dance has an arrangement that is decided beforehand by a *choreographer* (meaning someone proficient in the art *choreography* or the art of dancing). Thus the relationship between *Choreography* and *Dance* is arrangement (of an event): The event itself. Now let us see the options:

Option (A): Ceremony: Sermon; Let us see when *ceremonies* usually take place and then decide whether *ceremonies* themselves need be by arrangement. There may be a marriage ceremony, a child's birthday-ceremony a burial ceremony or a ceremony commemorating the valiant soldiers of a nation who have laid down their lives while defending the country. Clearly, ceremonies are necessarily arranged. But as we have seen, while a ceremony may be an arrangement that is decided beforehand, it may not have anything to do with *sermons*. A *sermon*, incidentally, is normally understood as being a religious lecture. But there can be other forms of sermons as well. If a teenager has been regularly going to parties and returning drunk in the dead of the night (meaning the middle of the night) and his father gives a *sermon* to him about his behaviour, then the *sermon* is as such a dressing down or a reprimand. There need not be any ceremony in such a sermon. The father may use profane language and also his hand to drive home the point that he is striving to make, while the priest does not slap the congregation when he delivers a sermon. This option will not do.

Option (B): Agenda: Advertisement; If the Board of Directors of a company were to meet on a particular day to discuss how much dividend should be paid to the shareholders, then the *agenda* of the meeting is to decide how much dividend should be recommended for payment. Here the event is: how much dividend? *Agenda* is thus the arrangement of *things to be discussed*.

If I were to tell my children on a Sunday that we are going out for a stroll and then three hours later, one of them asks me in an irritated tone about what the agenda is, it means that the child now wants to know where we are going and how far. The child wants to know whether anything is decided beforehand, or the whole thing is unscheduled. Here too, the word *agenda* stands for an arrangement. Here the question is: Where are we going and how far is it now?

An advertisement is issued for the information of the public at large, usually with a view to promoting a product (such as a shampoo of a particular brand, of course, since no company will advertise that people should use shampoo without telling them the brand name that the company have given to their shampoo) or a cause (as in the case of a government advertisement telling citizens to get their children inoculated against polio). An advertisement is not an event. It is a means to inform or bring about the event: in one case the event may be huge sales of a company's branded shampoo and in the other it may be to ensure that every child below, say, five years of age is inoculated against polio. It is for this reason that this option will not do.

Option (C): Poetry: Recitation; *Poetry* is the art of writing poems. Poetry is also the collective name for poems. Poetry is thus the art or work of a poet. Poetry is itself an arrangement of words that rhyme and lie down on bed and read without a single word being spoken and therefore the chance of a poetry being heard by the others, if any, in the room is nil. When someone recites, one reads aloud. Someone doing recitation need not recite poetry alone. He may recite a passage from a novel as well. Poetry therefore does not arrange the event of recitation. Thus this option will not do either.

Option (D): Instrumentation: Conductor; *Instrumentation* can mean so many things. If an engineer were looking after the instrumentation of his fertilizer plant, he would be designing the various instruments to control the reactions and measure the amount of, say, sulphur being poured into the reaction chambers. If the national anthem is to be set to *instrumentation*, then musicians—some with violins, others with oboes, some with drums and so on—will practice how to play it to perfection. *Instrumentation* is thus an arrangement of events such as control of temperature or playing of the national anthem on musical instruments. But the *conductor* cannot be an event. He, in fact, would ensure that those playing the national anthem adhere to the arrangement. This option will then not be of much use. Since it could at best be the reverse of the relationship in the original pair.

Option (E): Plot: Story; Have you heard a story without a *plot*? When we were children, a cousin, who used to tell us *stories* about the exploits of someone called Jack, would go on and on, inventing the plot as he went along. We would plead with him to shut up. To this day we never miss a chance of ribbing (or teasing) him for this although he is now a renowned surgeon. A plot is the arrangement of a story and the story is the event that is arranged. This relationship matches the one in the capitalised pair and hence Option E is correct.

ANSWER 5.

OVERDOSE: PRESCRIPTION; An overdose is more than what one should take. The word *prescription* comes from the word *SCRIBE* that means *write* and the prefix *PRE-* that means (i) before if you were to *prepone* your journey or go before the scheduled departure or (ii) the plot *earlier in importance* if some belief were to be *prevail*, or (iii) *exceedingly* as in the case of someone being *predominant* in his sphere of specialisation.

When a doctor *prescribes* a particular medicine, he writes the important medicine that one should take. The doctor also writes how much medicine one should take in a single dose and the periodicity of the dosage. You cannot down the whole strip of antibiotics in one gulp. The doctor's prescription is a part of the convention of medicine and its dosage. The word convention means *CON-* the prefix that means *thoroughly or together* and the French verb *VENIRE* that means *to go*. Convention means *thoroughly going together* and therefore some *accepted usage* in which there must be harmony. A *convent* is a place in which people *thoroughly go* and therefore they stay there and are given thorough religious instruction. This is why a *convent* is where nuns stay.

The relationship between *Overdose* and *Prescription* is between *excess* and *reasonable Quantity*. Now let us see the various options:

Option (A): Deprivation: Materialism; When you pass by a hutment and see the people living there with poor water supply, lack of adequate sanitation and so on, you say that they are living in a state of *deprivation* that means *hardship or poverty* or a situation of disadvantage. The word *deprivation* cannot gel with overdose because overdose means excess and deprivation means a shortage. This option will thus not do for this reason alone.

Incidentally, materialism means a tendency to prefer material comforts of life such as cars and air-conditioners and so on instead of spiritual values such as mental peace and knowledge.

Option (B): Indiscretion: Convention; The word *discretion* comes from discern that means to understand. When you understand that beyond three cups of tea per day is not good for your health, then you take tea with *discretion* or moderation. You do not allow yourself an overdose of tea. Indiscretion is the precise opposite. If the doctor tells you that you should take only two tablets of calcium in a day and you down

the whole jar, it means that you are acting with indiscretion. You are not reasonable. As we have seen earlier, the doctor prescribes medicines and their dosage in accordance with a *convention* and therefore the relationship between *Indiscretion* and *Convention* matches with that in the capitalised pair. Hence Option B.

Option (C): Affliction: Sympathy; Let us see what *affliction* means from its contextual usage. Diarrhoea in which there is watery bowel movement is a temporary *affliction* (or *disorder*) caused by poisonous or indigestible substance lodged in the intestines. An affliction may be the *effect* of an overdose. *Sympathy* is feeling sorry for others or being affected by the grief of another. It is for this reason that this option will not do.

Option (D): Adventure: Expedition; Overdose means something more than what is reasonable. What is an overdose is not a matter of debate once there is a prescription. Such is not the case with *adventure*. What is adventure and what is more than adventure are both difficult to define simply because there cannot be a limit up to which something can be considered adventure. For a sissy, adventure can stop at walking a mile away from home without one's parents accompanying him. For another person, climbing the world's highest peak is *adventure*. There cannot be an upper limit to adventure whereas for an overdose there has to be an upper limit and hence this option will not do either.

Option (E): Drug: Medicine; The normal meaning of a *drug* is something that can cure an affliction or malady. Medicine is that which a doctor prescribes from accepted usage and hence *medicine* denotes a convention. A drug, however, does not necessarily mean *medicine*. Even hashish is a *drug* and so is marijuana. No doctor will prescribe marijuana. Mere *drug* does not mean overdose at all just as liquor does not mean drinking beyond reasonable quantity. If *drug* itself is not indicative of overdose, this option cannot work.

ANSWER 6.

EVAPORATE: VAPOR; When water *evaporates*, it forms water vapour (spelt VAPOR in American English). When petrol *evaporates*, it forms petrol vapour. The relationship between Evaporate and Vapor is thus between Cause and Effect. Let us now see the options:

Option (A): Petrify: Stone; Have you heard of the word *petroleum*? The word petroleum comes from the Latin PETRA that means rock and OLEUM that means oil. Literally *petroleum* means oil from the rock. When someone becomes so terrified that he cannot move, then he is *petrified* (or in other words *still as a rock*). A stone as we know is a rock; what is a stone and what is a rock is only a matter of dimension. The small rock is a stone. When the molten lava petrifies, it becomes stone. Here is the Cause and Effect relationship that we are looking for. Thus Option A is correct.

Option (B): Centrifuge: Liquid. The word *centrifuge* comes from CENTRI that means centre and FUGUS that means flying or fleeing (have we not heard that a fugitive is the one who commits a crime and then runs or flees from the law?). A centrifuge is a mechanical device that spins furiously generating forces that may go up to thousands of times the force of gravity and is used to separate heavier liquids from the lighter ones such as cream from milk. A centrifuge may separate one heavy liquid from another such as milk from cream. But the centrifuge is not the cause of which the liquid is an effect. The *centrifuge* is not a cow, is it? Hence this option will not do.

Option (C): Saturate: Fluid; To *saturate* means to satisfy or overfill. You *saturate* the bed of roses in the garden with water. The relationship between *Saturate* and *Fluid* is that between *something that is done and what it is done with*. This relationship is thus that of effect and cause and hence inverse of what is in the capitalised pair. This option will not do either.

Option (D): Corrode: Acid; When doubts and cynicism *eat away* the self-confidence of a person, they *corrode* that person's self-esteem. When rust *corrodes* the water pipes in buildings, the pipes are *eaten away* or *eroded*. Acid can *corrode* several metals since acids have the ability to chemically react with a lot of substances and form new substances that may not have the same physical strength or properties of the substances before the reaction with acid. Thus the relationship between *Corrode* and *Acid* is thus that of effect and cause and hence inverse of what is in the capitalised pair. Hence this option will not do either.

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Option (E): Incinerate: Fire; The *cinerary urn* is the container that holds the ashes of someone who has been consigned to flames (after death, of course). The key word here is CINIS that means *ashes*. It is normal to see the father of the house separating papers that he needs to preserve and papers that he no longer needs. He then puts a match to papers that he no longer needs and incinerates them. When you want to *incinerate* something, you must have *fire*. The relationship between Incinerate and Fire is that of effect and cause and hence inverse of what is in the capitalised pair. Hence this option will not do either.

Answer 7.

SHARD: POTTERY; The word *shard* means so many things as follows. All essentially mean a part: fragment, piece, particle, scrap, bit, chip, sliver, splinter, paring, shaving, remnant.

A *shard* is thus a broken piece of pottery. The relationship between Shard and Pottery is that of broken part: whole. It may be noted that Shard and Pottery are not necessarily complementary. If the handle on a teacup has broken off, the broken handle becomes a *shard*. And yet there is nothing to stop you from drinking tea out of such a cup. Only you do not have a handle. The cup can hold tea and you can hold the cup all the same.

Option (A): Flint: Stone; The word flint has several shades of meaning that we shall see in their following situational usages:

- *Flint* to other emotions, the man broke down when his daughter was leaving his home after the marriage ceremony was over. (Here the word *flint* means *hard* or *unyielding*).
- The early man used two pieces of *flint* stone that he rubbed violently against each other and the resultant sparks lit fires.

Clearly, *flint* is a variety of hard stone. Both flint and stone are wholes. There is no Part: Whole, relationship between Flint and Stone and thus this option will not do.

Option (B): Flange: Wheel; The word *flange* means a projecting flat rim, collar, or rib, serving especially for strengthening, attachment, or (on a wheel) maintaining position on a rail. Thus the wheels of trains have *flanges* on them that keep them moving on the rail track; the *flange* is an integral part of the *wheel* and without it the *wheel* will stray from the rail track and the train would then be derailed. The wheel will be of little use without the flange. Thus a *flange* and a *wheel* are complementary where one is useless in the absence of the other.

The relationship between Flange and Wheel is not akin to that between Shard and Pottery because a shard is a broken piece of pottery whereas a *flange* is not a broken part of the wheel.

Option (C): Cinder: Coal; The word *cinder* can mean two things. A *cinder* track is made of *burnt* brick. Motorcycle races are normally held on *cinder* tracks on which the motorcyclist does not slip. If people pick up the *cinder* from wood or coal fires, they do so to get residual pieces of partly burnt wood or coal that still have some capacity to burn. The relationship between *Cinder* and *Coal* is that between partly burnt substance and the substance itself. This relationship is also not in keeping with broken part: whole as seen in Shard: Pottery.

Option (D): Fragment: Bone; The word *fragment* comes from the Latin roots FRANG-, FRING-, FRACT-, FRAG- that mean *break*. That is why a *fracture* is a broken bone. That is why something *fragile* is that which can be easily broken. It may be noticed that if one were to know the basic structure of the English language that comes substantially from Latin—the mother of all European languages—it could be immensely helpful. If a man fell from the first storey and a fragment of the bone in his right thumb was picked up before he was rushed to the hospital, it means that a *piece* of his bone was found lying near where he fell. The relationship between Fragment and Bone is akin to broken part and whole and hence option D is correct.

Option (E): Tare: Grain; A *tare* is the seed of a plant grown as fodder. If in the process of cleaning wheat after it is harvested, the *tares* are separated from the wheat, it means that the small fodder seeds that grow alongside wheat are separated from the main grain. The reason for separating tare is that it is about as useful as are stones and stalk that are separated too when wheat is chaffed after harvesting and drying. The relationship between Tare and Grain is akin to unwanted things: wanted things. Thus this option will not do.

ANSWER 8.

MERCENARY: MONEY; A mercenary is a soldier who fights for a country other than that of his birth; the motive for fighting is therefore not patriotism or military service (no country can ask a person other than its national to join its army) but only money. Thus mercenary forces may be hired when one's own forces are felt to be inadequate. The word *mercenary* does not apply merely to warriors. A lady who married an old wealthy man for his money was tired of his peevish temperament and decided to divorce him when she felt that she should find some way other than a *mercenary* marriage to come into money. Thus the relationship between *Mercenary* and *Money* is that between means and end. Now let us see the options:

Option (A): Vindictive: Revenge; The word *vindictive* comes from the Latin word **VINDICTA** that means *revenge*. A *vindictive* person does something for the sake of revenge just as a mercenary fights for the sake of money. Let us see what the word *vindictive* means from the following contextual usage:

Imagine that someone is working in an organisation and has a boss who cannot hear *no* for an answer. Imagine that our friend has asked the boss for a day's leave because his wife has to be taken to the doctor's. The boss declines leave, saying that there is this draft budget to be made and leave can be granted only after the work of drafting the budget is over. Imagine that our friend then tells the boss that because there is a medical emergency, he has come only to inform that he will not be in the next day and not to ask for leave. The boss keeps this refusal, to attend office, in mind. Now imagine that our friend has done an excellent job and is considered for a foreign posting. When asked for his recommendation, the boss reports adversely on our friend. He gets nothing out of this action except mere revenge. The boss is terribly *vindictive*. Thus option A is correct.

Option (B): Scholarly: Library; Someone academically brilliant could be described as *scholarly*. While the books in the library may be the means by which the person reading them may become scholarly, this relationship may at best be seen as end and means. Of course, it is not as if scholars read only in libraries. They may read at home. They may read books that they have purchased. Yet the fact remains that this option will not do.

Option (C): Immaculate: Cleanliness; If a chap's dressing is *immaculate*, he is so well dressed that you cannot find any fault with it. If a man is convinced of his wife's *immaculate* purity, it means that he is sure that there is not a spot, stain or blemish on her loyalty to him. Cleanliness may keep things clean. It is not necessary that a clean person is also of *immaculate* morality. He may bathe thoroughly before setting out to seduce women. But even if something *immaculate* is the result of moral cleanliness, then at the very best the relationship between *Immaculate* and *Cleanliness* is that between end and means and hence inverse to that in the capitalised pair. This option too will not do.

Option (D): Thirsty: Water; When a person is *thirsty*, he may want to drink water. Thus thirst is the effect of having been *without* water. However a person may be *thirsty* for success in which case water will be of not much help. In any case, the relationship between *Thirsty: Water* is not as between means: end and hence the option is not workable.

Option (E): Belligerent: Invasion; A *belligerent* person may mean someone *inclined to war* or *quarrelsome* or *argumentative* person. Someone who goes to a bar and starts drinking may be full of humour when the first peg is resting in his stomach. When the third goes in, he may become *belligerent* (and start quarrelling with the bartender who may have advised him that any more liquor may not be good for him). The question of his going to bar does not arise when he is barely able to stand on his feet.

The word *invasion* comes from the French verb **VADERE** that means to go and this with the prefix IN- that means *in* (as in *income*) or *upon* or *against* (as in the word *intrude*) makes **INVADE** that means to go upon or enter forcefully. An *invasion* may thus have several diverse connotations that we shall see in the following contextual - situational (more than contextual as a matter of fact) - usage:

- When the enemy country launched an *invasion* against our country, we were drafted into the army and had to go to war. (Here the word *invasion* means *war*)
- I was reading my girlfriend's letter when I saw that my younger brother was peeking into the letter. He was thus making an *invasion* (or *intrusion, infringement*) into my privacy.

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In my country, home is protected from invasion by a police officer who will need to have a search warrant issued by a judicial magistrate before he can come in and search the home. But, surprisingly, the Income Tax Department officers seem to have greater powers than the police because they can invade the privacy of a man's home without a search warrant. (Here the word *invasion* means raid.) The relationship between *belligerent* and *invasion* is like between *someone who tends to do something* and *what he does*. This does not match the relationship between mercenary and money because a mercenary fights for money and thus gets money because of his being a mercenary whereas a belligerent person does not fight for invasion. He may get a broken nose if he is belligerent but not strong enough. Thus this option is not workable either.

ANSWER 9.

HAMMER: ANVIL; Those of you who have seen a shoemaker at work will recall that he puts a *shoe* on an *anvil* and *hammers* the nail in while the shoe is on the *anvil*. An ironsmith too has an *anvil* on which he puts red-hot iron and uses the hammer to give it the desired shape. The *hammer* and the *anvil* are thus complementary devices just as a tennis racket and a ball. If the ironsmith has only an *anvil* and no *hammer*, with what will he give the desired shape to the iron lump? Let us see where we find this relationship among the options:

Option (A): Knocker: Door; When someone comes to your house, he rings an electric bell. Imagine that there is a power cut. What use is the electric bell? If he wants to convey that he is at the door, he has to knock. In order that he can do so with ease, a *knocker* is provided on the *door*. However, the *knocker* and the *door* are not complementary because you can make use of the door even without the *knocker*.

Option (B) Stick: Gong; If you have seen the gong that was used to strike the bell announcing that school was over for the day and when you ran for the school bus, the sum and substance of the gong was a stick at the end of which there was some hard thing with which you could ring the bell. But the *gong* and *stick* are not complementary. The *stick* is a part of the *gong* just as the strings are a part of the tennis racket. One can sound the *gong* even without the *stick*.

Option (C): Hand: Drum; You could play the *drum* with your *hand*. Yet the *hand* and the *drum* are not complementary. The *drum* will not shy away from you when you try playing it with drumsticks. This option will not do.

Option (D): Pestle: Mortar; The *pestle* is a hammer with which one crushes things placed in a vessel of marble, brass, or other hard material, with a cup-shaped cavity in which ingredients for pharmacy, cookery, etc., are pounded with a *pestle*. This *vessel* is known as a *mortar*. The *pestle* and *mortar* are complementary because if you have put some medicinal herbs into the *mortar* and wish to crush them, with what can you crush them other than with a *pestle*? One cannot use one's rifle to crush the herbs in a *mortar*. Thus option D is correct.

Option (E): Gavel: Lectern; One may see the *gavel* in a courtroom when there is too much noise and the judge bangs the *gavel* (or a *small hammer*) on his desk to bring the courtroom back to order. One may see the gavel at an auction when the bidding stops and the highest bidder waits for the chap conducting the auction to bang the gavel on his desk to indicate that the thing that he is auctioning has been sold.

A *lectern* is the stand on which a lecturer puts his notes during the course of his lecture so that he can refer to them. Clearly, a gavel has nothing to do whatsoever, with a lectern.

ANSWER 10

NUMB: INSENSITIVE; When a surgeon operates on a patient's kidney stone, he engages an anaesthetist who in turn injects some drug into the patient's spine so that patient's body *becomes numb* from the waist down, or in other words, the body becomes *insensitive* to pain from waist down. Thus Numb: Insensitive are synonymous. When you see both of them as adjectives? However, the word *numb* can be used as a verb as well. If the cold will *numb* your fingers, it will freeze them or make them insensitive. Thus Numb: Insensitive can bear the relationship of Cause: Effect. Let us now see the options:

Option (A): Reflect: Luminous; While travelling at night on the highway, we see a continuous string of shining objects that tell us where the middle of the road is. This is because when it is dark we cannot see the road - which is black too—and thus are not able to see which is the right side and which is the left side of the road. It is important to know, however, which side is right and which left since in a country where you are required to drive to the left, driving to the right may mean a head-on collision with an approaching vehicle and then curtains. Such devices, called cat's eyes, reflect the light from the headlights of your car and become *luminous* (or shine). However, when you are sitting all by yourself and reflect upon your recent performance at the examinations (meaning, you *think deeply* about where you went wrong and how you would do better hereafter and so on), you do not develop a *luminous* glow. Thus there is no necessary relationship between Reflect and Luminous.

Option (B): Burnish: Lustrous; When you *burnish* the silver tea set with an oxidant, you *polish* the silver. The silver that was dull now becomes *lustrous*. When someone compliments you for the fine burnish on the tea set, he is complementing you for the excellent *polish* on the silver. The word *burnish* can thus be used as a noun and also as a verb just as the word *run* can be a noun when you have scored a hundred *runs* and as a verb when you *run* to catch the bus home. You burnish something to make it lustrous, just as the cold that will numb the fingers, will make them insensitive. Thus option B is correct.

Option (C): Heckle: Raucous; Imagine that a drama with a misleading title is being enacted at a theatre and some members of the audience, who have come with the hope of hearing jokes, are not thrilled with the deeply philosophical soliloquy that the star of the show has launched. These simple folks then start *heckling* the actor (*sit down and give yourself rest*, they shout). One would heckle with the intention of making the actors nervous or jeer at them in a *raucous* or jarring, ear-piercing voice. Thus a chap would *heckle* in a raucous voice if he has any hope of being heard by the actors. There are two parties to the transaction of Numb and Insensitive. The first party is the one who makes numb and the second party is the other who becomes insensitive. In the case of *Heckle* and *Raucous* there is only one party—the heckler. He *heckles* and his voice becomes raucous. The actor may have acted in hundreds of plays and may have seen both the dark and the bright side of acting. It is not necessary that the actor may become raucous because of the heckler. He may be entirely unaffected by the *heckling*. He may even smile in the direction of the heckler.

Option (D): Repulse: Odious; If you have heard or felt someone's *pulse*, it indicates the heartbeats. The word *repulse* has the prefix RE- that means back and therefore means *beat back*. So when the young lieutenant *repulsed* the enemy attack, he *beat* the enemy *back*. They had to retreat. On the other hand, when you were out on your usual morning walk and the sight of the rotting dead animal *repulsed* you, it beat you back or *disgusted* you.

A child that throws tantrums all the while may be an *odious* or *hateful* child. If a country makes it compulsory for all adults below the age of, say, forty-five to join the army in the current battle against another nation, it would seem *odious* (or hateful) to most of its citizens. Something hateful, like the rotting corpse on a morning walk, may *repulse*. The relationship between *Repulse* and *Odious* is that between effect and cause. Thus this option will not work.

Option (E): Braid: Sinuous; If a fellow were to be slapped while trying to put a carnation in the *braid* of the new girl in his class, he is trying to put a flower in her *plait* (interwoven locks of hair). If the road to the hill station is *sinuous*, it goes up *winding*. If the girl in whose braid the fellow was trying to put a flower now seems to like him because of his *sinuous* body, it means that he has a *lithe, supple* body (in which there is the likelihood of many curves). If *sinuous* oil merchants dominated the Chamber of Commerce in your town, then it means that the few oil merchants dominating the Chamber of Commerce are *crooked*. The words *braid* and *sinuous* have no relation as such and therefore this option will not do.

Analogy Exercises with Brief Answers

DIRECTIONS: The following questions consist of pairs of words which are related to each other one way or other. Each pair is followed by four pairs of words marked A, B, C and D, which comprise the answer pairs. Find out an answer pair that has the same relationship as the question pair.

MODEL TEST NO. 1

1. COOL: COLD
 (A) Length: Width (B) Gold: Bourne (C) Plant: Tree (D) Pretty: Beautiful
2. CHAIR: CARPENTER
 (A) Grass: Gardener (B) Medicine: Doctor (C) Bridge: Engineer (D) Radio: Radiologist
3. WEIGHT: KILOGRAM
 (A) Seconds: Hours (B) Distance: Kilometres (C) Bushel: Corn (D) Mile: Length
4. PLATFORM: TRAIN
 (A) Aeroplane: Aerodrome (B) Hotel: Tourist
 (C) Quay: Ship (D) Footpath: Traveller
5. SPRAIN: FRACTURE
 (A) Devotion: Blessing (B) Excitement: Frenzy (C) Sleep: Dream (D) Fever: Malaria
6. TRAFFIC: ROAD
 (A) Aeroplane: Aerodrome (B) Roots: Tree
 (C) Blood: Veins (D) Car: Garage
7. FISH: SHOAL
 (A) Shark: School (B) Whale: Herd (C) Elephant: Flock (D) Audience: Theatre
8. CAT: MOUSE
 (A) Horse: Stable (B) Trap: Cheese (C) Bird: Worm (D) Lion: Cage
9. BADMINTON: COURT
 (A) Hockey: Stick (B) Cricket: Bat (C) Skating: King (D) Football: Goal
10. ELEVATED: EXALTED
 (A) Dirty: Filthy (B) Disorderly: Unfaithful
 (C) Raise: Commensurate (D) Promote: Excellence
11. SURGEON: SCALPAL
 (A) Musician: Instrument (B) Carpenter: Cabinet
 (C) Sculptor: Chisel (D) Baker: Oven
12. AGENDA: MEETING
 (A) Programme: Function (B) Performance: Ticket
 (C) Map: Scale (D) Footnote: Article
13. ROOM: HOUSE
 (A) Bedroom: Kitchen (B) Cabin: Ship
 (C) Chair: Room (D) Sitting room: Drawing room
14. LITMUS: ACID
 (A) Polygraph: Truth (B) Alkali: Acid (C) Test tube: Acid (D) Suspect: Anticipate

15. JUPITER: PLANET
 (A) Stream: River (B) Mansarovar: Lake (C) Everest: Mountain Peak (D) Parrot: Bird
16. ROW: BOAT
 (A) Drive: Bicycle (B) Mount: Horse (C) Hire: Taxi (D) Push: Handcart
17. ECG: HEART
 (A) Aspirin: Headache (B) Thermometer: Fever
 (C) Seismograph: Earthquake (D) Kilometre: Distance
18. LIEUTENANT: ARMY
 (A) Housewife: Home (B) Book: Library
 (C) Captain: Ship (D) Manager: Employees
19. FABRIC: TEXTILE
 (A) Boat: Wood (B) Bangle: Glass (C) Watch: Time (D) Building: Room
20. CURD: MILK
 (A) Medicine: Drugs (B) Shoe: Leather (C) Butter: Curd (D) Cotton: Silk

ANSWERS

1. (D) Degree involved—second of higher degree than first.
2. (C) Work and worker – First made by second.
3. (B) Second a unit of measure of first.
4. (C) Place of stoppage.
5. (B) Degree or intensity involved.
6. (C) Traffic on road, blood in veins.
7. (A) Second, collective group of first.
8. (C) First feeds on second.
9. (C) Badminton in court, skating in ring.
10. (A) Second of higher degree than first.
11. (C) Second the tool used by first.
12. (A) First has details of second.
13. (B) House has rooms, ships have cabins.
14. (A) Litmus tests acid, polygraph tests truth.
15. (B) Jupiter largest planet, Everest highest peak.
16. (D) One drives, one is driven.
17. (C) First records the waves of other.
18. (D) One belongs to other.
19. (B) One finished product of other.
20. (C) Both different forms of same thing.

MODEL TEST NO. 2

1. REVENGE: VENGEANCE
 (A) Sleep: Dream (B) Sun: Moon (C) Envy: Jealousy (D) Heaven: God
2. CONDONE: OFFENCE
 (A) Punish: Criminal (B) Mitigate: Penitence (C) Overlook: Aberration (D) Mistake: Judgement
3. PROTOPLASM: CELL
 (A) Chain: Link (B) Fibre: Plastic (C) Coin: Money (D) Chemistry: Elements
4. CORRUGATED: STRIPED
 (A) Box: Zebra (B) Paint: Crayon

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5. DESTRUCTION: DEATH
 (A) Was: Dirt (B) Germs: Infection (C) Roughness: Smoothness (D) Pit: Dot
6. NOUN: GRAMMAR
 (A) Adverb: Adjective (B) Clove: Spices (C) Sneeze: Cold (D) Cough: Sneeze
7. SHOE: FOOT
 (A) Wrapper: Chocolate (B) Sheet: Bed (C) Boat: Sea (D) Name: Person
8. GOLD: SHINE
 (A) Water: Drink (B) Health: Body (C) Cap: Hat (D) Bottle: Cork
9. NOSE: FACE
 (A) Hand: Palm (B) Mountain: Surface (C) Silver: Ornament (D) Earth: Gravity
10. BOOK: READ
 (A) Ointment: Apply (B) Bat: Ball (C) Chair: Platform (D) Flag: Pole
11. SUSPICION: FAITH
 (A) Prisoner: Punishment (B) Court: Justice (C) Rule: Serve (D) Marriage: Home
12. ENGINE: COMPARTMENT
 (A) Gear: Car (B) Heart: Lungs (C) Watch: Time (D) Dawn: Morning
13. EDUCATION: SCHOOL
 (A) Medicine: Hospital (B) Production: Factory (C) Wood: Furniture (D) Milk: Cow
14. RENOVATION: RENEWAL
 (A) Fail: Examination (B) Tumble: Topple (C) Needle: Thread (D) Pen: Write
15. BUSH: FLORA
 (A) Plant: Fauna (B) Horse: Carriage (C) Fish: Water (D) Blue: Colour
16. HEAVY: LIGHT
 (A) Loophole: Fool Proof (B) Weight: Bulb (C) Dark: Night (D) Water: Fire
17. BOOK: PAGE
 (A) Parliament Minister (B) Rope: Fibre (C) Ship: Wood (D) Star: Space
18. EXAMINATION: DEGREE
 (A) Doctor: Ph.D (B) Music: Instrument (C) Interview: Selection (D) Sports: Medal
19. SPIRIT: LIQUID
 (A) Water: Drink (B) Planets: Sun (C) Furniture: Wood (D) Chair: Furniture
20. MARS: MERCURY
 (A) Language: Dictionary (B) Comets: Shooting Stars
 (C) Lux: Pears (D) Sand: Stone

ANSWERS

- (C) Both are synonyms.
- (C) First possible reaction of second.
- (A) Second is made of first.
- (D) First is deep, second is superficial.
- (B) Second is the cause of first.
- (B) One is part of the second (Whole).
- (A) One is cover for other.
- (D) Second is quality of first.
- (B) First is elevated part of second.
- (A) First is item, second explanation.
- (C) Antonyms of each other.

12. (C) One pulls the other.
 13. (B) One is a place built for other.
 14. (B) Synonyms of each other.
 15. (D) First belongs to the second.
 16. (A) Antonyms of each other.
 17. (B) Pages make book, fibre makes rope.
 18. (C) Second is the result of first.
 19. (C) First belongs to second.
 20. (C) Both are from same category.

MODEL TEST NO. 3

1. CANADA: USA
 (A) Pakistan: Bangladesh (B) Bangladesh: West Bengal
 (C) Sindh: Azad Kashmir (D) Sindh: Punjab
2. PUNJAB: STATE
 (A) Gujranwala: Gujrat (B) Pel: Refrigerator
 (C) Arabian Sea: Bay of Bengal (D) Clothes: Almirah
3. PEARL: SHELL
 (A) Rubber: Tree (B) Light: Sun (C) Ornament: Gold (D) Water: Tap
4. PAISA: POUND
 (A) Money: Bank (B) Cheque: Draft (C) Finger: Hand (D) Gram: Ton
5. BUILD: DESTROY
 (A) Climb: Stop (B) Love: Marriage
 (C) Play: Relax (D) Appointment: Dismissal
6. ROW: LINE
 (A) Triangle: Square (B) Plus: Minus
 (C) Wrap: Weft (D) Weigh: Measure
7. PINK: RED
 (A) Smile: Laughter (B) Lake: Sea
 (C) Sky: Blue (D) Flower: Fragrance
8. YOUTH: CHILDHOOD
 (A) Fields: Crop (B) Rain: Summer (C) Snow: Mountain (D) Death: Life
9. DATE: CALENDAR
 (A) Month: Year (B) Word: Dictionary (C) City: Pin code (D) Time: Hour
10. EDITOR: MAGAZINE
 (A) Novel: Writer (B) Poem: Poet (C) Chair: Carpenter (D) Director: Film
11. DETERIORATION: RUST
 (A) Iron: Water (B) Emaciation: Debilitation
 (C) Depression: Unemployment (D) Promulgation: Legislation
12. INTELLIGENTSIA: ELITIST
 (A) I.Q. Intelligent (B) Outershell: Sea Shell
 (C) Double: Plebeian (D) Gentry: Public
13. TEDIOUS: BORING
 (A) Boor: Oafish (B) Pressing: Crushing
 (C) Poor: Poverty (D) Indefatigable: Untiring

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14. TICKET: ADMISSION
 (A) School: Book (B) Strong: Moral (C) Neck: Collar (D) Money: Luxuries
15. SANSKRIT: HINDI
 (A) English: Russian (B) Latin: Greek (C) Ape: Man (D) Mountain: Sea
16. TIGER: FOREST
 (A) Rat: Kitchen (B) Bird: Sky (C) Paper: Book (D) Snail: Shell
17. RUPEE: ROUBLE
 (A) Stamp: Postage (B) French: German (C) Poet: Poetry (D) Music: Dance
18. CYLINDER : CIRCLE
 (A) Triangle: Rectangle (B) Line: Point (C) Cube: Square (D) Prism: Light
19. BRASS: METAL
 (A) Gold: Ornament (B) Dress: Garment (C) Fountain Pen: Paper (D) Diamond: Stone
20. CHINA: MANDARIN
 (A) Burma: Pagoda (B) Sri Lanka: Buddhism (C) Pakistan: Urdu (D) Pakistan: Democracy

ANSWERS

1. (B) Both have a common boundary line.
 2. (B) First is a particular one of second.
 3. (A) One is obtained from other.
 4. (D) Both are units of same item.
 5. (D) Antonyms of each other.
 6. (C) Directions across.
 7. (A) One is lighter shade of other.
 8. (B) One follows the other.
 9. (B) Both have symmetrical arrangements of contents.
 10. (D) One works on other.
 11. (C) One is effect of other.
 12. (C) Both represent classes of status.
 13. (D) Both are synonyms.
 14. (D) Ticket makes you to enter, money makes you to have luxuries.
 15. (C) One originates from other.
 16. (D) Living place.
 17. (B) Both belong to same category.
 18. (C) Both are geometrical shapes.
 19. (D) One belongs to other category.
 20. (C) Country and its language.

MODEL TEST NO. 4

1. BALANCE: WEIGH
 (A) Bath: Water (B) Needle: Stitch
 (C) Umbrella: Rain (D) Gas: Fuel
2. PARTRIDGE: COVEY
 (A) Directors: Band (B) Mountain : Range

3. PLATFORM: TRAIN
 (A) Aeroplane: Aerodrome
 (C) Quay: Ship
 (D) Sheep: Swarm
4. EXPLOSION: DESTRUCTION
 (A) Taik: Exaggeration
 (C) Success: Failure
 (B) Hotel: Tourist
5. NECROMANCY: GHOST
 (A) Romance: Stories
 (B) Magic: Amulets
 (D) Footpath: Traveller
6. ECSTASY: PLEASURE
 (A) Hatred: Affection
 (B) Joy: Grief
 (C) Engagement: Marriage
7. IMPLICATE: INCRIMINATE
 (A) Involvement: Malpractice
 (C) Embezzlement: Charge
 (B) Girl: Woman
8. MODESTY: ARROGANCE
 (A) Passion: Emotion
 (B) Practice: Perfection
 (C) Alchemy: Gold
9. TRAITOR: DISLOYALTY
 (A) Executioner: Reliability
 (C) Manager: Administration
 (D) Sorcery: Spells
10. DUBIOUS: INDISPUTABLE
 (A) Slander: Libel
 (C) Avaricious: Generous
 (B) Rage: Anger
11. HUMANITARIAN: ALTRUISTIC
 (A) Host: Hospitable
 (C) Idealist: Cynical
 (D) Mumble: Speak
12. CONCILIATORY: FRIENDLINESS
 (A) Cache: Hide
 (C) Timid: Bold
 (B) Rebel: Defiance
13. SNEER: CONTEMPT
 (A) Grimace: Pain
 (B) Snarl: Restlessness
 (C) Cause: Purpose
14. PLAINTIFF: DEFENDANT
 (A) Judge: Jury
 (B) Court: Law
 (D) Perjury: Acquit
15. ARMY: LOGISTICS
 (A) Team: Individual
 (B) War: Logic
 (C) Rage: Anger
16. SHARD: POTTERY
 (A) Island: Sea
 (B) Canto: Poem
 (D) Perjury: Acquit
17. MAD: INSANE
 (A) Red: Green
 (B) Healthy: Fat
 (C) Artist: Imitative
18. VANDALISM: PROPERTY
 (A) Perjury: Testimony
 (C) Implication: Crime
 (D) Guest: Rude
19. TAXONOMIST: CLASSIFY
 (A) Haggler: Bargain
 (B) Doctor: Medicine
 (C) Mourn: Frustration
20. PROCTOR: SUPERVISE
 (A) Prophet: Rule
 (B) Prodigy: Wonder
 (D) Joke: Happiness
- (D) Injured: Accused
- (C) Soldiers: Students
 (D) Business: Strategy
- (C) Frog: Amphibian
 (D) Grass: Field
- (C) Brave: Timid
 (D) Slim: Thin
- (B) Embezzlement: Fraud
 (D) Testify: Reputation
- (C) Kind: Alms
 (D) Engineer: Building
- (C) Profiteer: Consume
 (D) Prodigal: Squander

ANSWERS

1. (B) One performs the other action.
 2. (D) Second is collection of first.
 3. (C) Second is the place for stoppage of first.
 4. (D) First allowed by second.
 5. (D) First is the knowledge of second.
 6. (C) Difference in intensity.
 7. (B) Words are synonyms.
 8. (D) Words are antonyms.
 9. (B) Second is a characteristic of first.
 10. (C) Words are antonyms.
 11. (A) Second is the quality of first.
 12. (A) Synonym words.
 13. (A) Sneer is contempt, grimace is pain.
 14. (D) Injured sues accused, so plaintiff sues defendant.
 15. (D) Second is must for the success of first.
 16. (B) Shard is a part of pottery, canto a part of poem.
 17. (D) Difference is intensity.
 18. (A) First is fraud committed in the matter of second.
 19. (A) One showing the activities of other.
 20. (D) Proctor saves, prodigal squanders.

MODEL TEST NO. 5

1. ROGUE: RASCAL
 (A) Spendthrift: Extravagant (B) Notorious: Famous
 (C) Polite: Harsh (D) Murderer: Cruelty
2. PURITY: ADULTERATION
 (A) Profuse: Availability (B) Treachery: Sincerity
 (C) Rare: Scanty (D) Sink: Drown
3. AGREEMENT: DISSENT
 (A) Touchdown: Penalty (B) Latitude: Resistance
 (C) Schism: Diverge (D) Impasses: Concede
4. RECTANGLE: PENTAGON
 (A) Side: Angle (B) Diagonal: Perimeter (C) Triangle: Rectangle (D) Octagon: Hexagon
5. HYPOCRISY: HONESTY
 (A) Literature: Philosophy (B) Arrogant: Notorious
 (C) Seldom: Often (D) Murder: Sympathy
6. FOOD: HUNGRY
 (A) Thought: Politics (B) Water: River (C) Rest: Weary (D) Wine: Intoxication
7. KNOWLEDGE: IGNORANCE
 (A) Cure: Health (B) Conceal: Hide (C) Breath: Suffocation (D) Construction: Waste
8. APPOINTMENT: ABILITY
 (A) Transfer: Punishment (B) Business: Money
 (C) Promotion: Merit (D) Examination: Success
9. LOATH: COERCION
 (A) Irate: Antagonism (B) Irritate: Caressing

10. BLISTER: SKIN
 (A) Sore: Toe (B) Sty: Eye (C) Reluctant: Persuasion (D) Contemplative: Meditative
11. PORTFOLIO: SECURITIES
 (A) Lecture: Consignment (B) Star: Class
 (C) Trustee: Company (D) Ball: Pitcher (E) Wound: Arm
12. BIOGRAPHY: AUTO-BIOGRAPHY
 (A) Memoirs: History (B) Author: Performer
 (C) Mobile: Automobile (D) Panel: Jurors (E) Testimony: Confession
13. EXECUTIONER: CRIMINAL
 (A) Flourish: Flowers (B) Convict: Murderer (C) Butcher: Animals (D) Worker: Manager
14. SIP: GULP
 (A) Touch: Push (B) Cup: Glass (C) Tent: Hut (D) Soup: Water
15. BASEMENT: ATTIC
 (A) Nadir: Zenith (B) Zenith: Apex (C) Zenith: Root (D) Apex: Pinnacle
16. WAN: COLOUR
 (A) Enigmatic: Puzzle (B) Pallid: Complexion (C) Insipid: Flavour (D) Corpulent: Weight
17. POVERTY: PROSPERITY
 (A) Lone: Sorrow (B) Train: Craft
 (C) Rain: Flood (D) Intelligence: Tupidity
18. GRAPHITE: LUBRICANT
 (A) Movement: Friction (B) Iron: Steel (C) Wool: Cloth (D) Diamond: Abrasive
19. TREE: SAPLING
 (A) Rock: Mountain (B) Horse: Foal (C) Giant: Dwarf (D) Hut: Mansion
20. Illiterate: Uneducated
 (A) Country: State (B) City: Village (C) Palace: Hut (D) Vision: Sight

ANSWERS

1. (A) Words are synonyms.
2. (B) Words are antonyms.
3. (B) Words are antonyms.
4. (C) Second figure has one side more than first.
5. (C) Words are antonyms.
6. (C) Hungry needs food, weary needs rest.
7. (C) Words are antonyms to each other.
8. (C) First is dependant on second.
9. (C) Words in both pairs are synonyms.
10. (B) Blister skin infection, sty eye infection.
11. (D) Matters of whole group.
12. (D) One is by someone else other is by self.
13. (C) First is responsible for the death of other.
14. (A) Difference in intensity.
15. (A) Words are antonyms (Higher and Lower).
16. (B) Both refer to pale (Colour and Complexion).
17. (D) Words are antonyms of each other.
18. (D) Graphite as lubricant, diamond as abrasive.
19. (B) Second is young one of first.
20. (D) Words are almost synonyms.

Antonyms

An antonym is a word which has the opposite, or nearly the opposite meaning of the given word.

Examples with Explanatory Answers:

- A. Choose the word opposite in meaning to the given word.

1. Profane:

(A) beautiful (B) sacred

(C) glorious

(D) insane

The answer is (B), *sacred*.

The test can be given directly as shown above or at times through a sentence.

- B. Choose the word opposite in meaning to the word in italics in the given sentence.

1. He led an *ascetic* life but his wife had her _____ ways.

(A) self-indulgent

(B) Austere

(C) artificial

(D) pompous

The answer is (A), *self-indulgent*.

2. There is something *repulsive* about the way he handles people.

(A) attractive

(B) Smooth

(C) reflective

(D) distinctive

The answer is (A), *attractive*.

Clues or Tips:

- A. Note that the given word and the answer must belong to the same parts of speech.

Pragmatic:

(A) Angry

(B) quixotic

(C) colourful

(D) pungent

Here the choice (C), *colourful*, is a noun while the word *pragmatic* is an adjective and thus the alternative may be rejected. The correct answer is (B), *quixotic*.

- B. Note that the given word and the answer must belong to the same tense form.

Perceived:

(A) ignored

(B) created

(C) apprehend

(D) conceive

Here the alternatives *apprehend* and *conceive* are in the present tense and thus they can be rejected. *Ignored* gives an opposite meaning and it is also in the past tense as the word *perceived* is. Thus it is the correct answer.

- C. Make sure that the given word and the answer are in the same voice.

Contraction:

(A) reduction

(B) something which is being expanded

(C) increase

(D) expansive

The word *contraction* is a noun in the active voice. The alternative *reduction* is similar in meaning (B) is in the passive voice. *Expansive* is an adjective. Thus all these three alternatives are incorrect. The word *increase* is a noun and is in the active voice and matches with the given word *contraction*. This is, therefore, the correct answer.

- D. A favourite trick of the examiner is to mix a synonym in the alternatives to confuse the examinee.

Venerate:

(A) respect

(D) initiate

(B) condemn

(E) severe

(C) inculcate

The alternative (A) *respect*, is a synonym. One needs to be alert in such cases. The correct answer is (B) *condemn*.

Antonyms – Word Master

- | | |
|--|--|
| <p>1. Abandonment:</p> <p>(A) Cessation (B) Stoppage (C) Halt
 (D) Compare (E) Extension</p> | <p>(D) Theoretical (E) Superficial</p> |
| <p>2. Abbreviate:</p> <p>(A) Abridge (B) Expand (C) Achieve
 (D) Accept (E) Condense</p> | <p>15. Absurd:</p> <p>(A) Scarcity (B) Abort (C) Rational
 (D) Flourish (E) Ridiculous</p> |
| <p>3. Abhor:</p> <p>(A) Love (B) Like (C) Attract
 (D) Please (E) Loathe</p> | <p>16. Abundant:</p> <p>(A) Ample (B) Enough (C) Great
 (D) Scant (E) Copious</p> |
| <p>4. Abject:</p> <p>(A) Wretched (B) Miserable (C) Exact
 (D) Servile (E) Dignified</p> | <p>17. Abusive:</p> <p>(A) Wretched (B) Decent (C) Complimentary
 (D) Respectful (E) Offensive</p> |
| <p>5. Adjure:</p> <p>(A) Acknowledge (B) Disown (C) Deny
 (D) Hate (E) Give up</p> | <p>18. Accepted:</p> <p>(A) Followed (B) Noted (C) Provided
 (D) Considered (E) Rejected</p> |
| <p>6. Abolish:</p> <p>(A) Repeal (B) Eliminate (C) Nullify
 (D) Negate (E) Conserve</p> | <p>19. Accomplice:</p> <p>(A) Opponent (B) Desertion (C) Escort
 (D) Obey (E) Accessory</p> |
| <p>7. Abominate:</p> <p>(A) Praise (B) Attract (C) Adore
 (D) Adorn (E) Horrify</p> | <p>20. Accord:</p> <p>(A) Solution (B) Act (C) Dissent
 (D) Concord (E) Agreement</p> |
| <p>8. Aborigine:</p> <p>(A) Settler (B) Indigene (C) Native
 (D) Beloved (E) Immigrant</p> | <p>21. Acerbity:</p> <p>(A) Sweat (B) Gentleness (C) Tasty
 (D) Account (E) Sourness</p> |
| <p>9. Abridge:</p> <p>(A) Condense (B) Reduce (C) Lengthen
 (D) Continue (E) Shorten</p> | <p>22. Acme:</p> <p>(A) Acute (B) Eatable (C) Top
 (D) Nadir (E) Ace</p> |
| <p>10. Abrupt:</p> <p>(A) Gruff (B) Rude (C) Blunt
 (D) Hurt (E) Gradual</p> | <p>23. Acquitted:</p> <p>(A) Entrusted (B) Convicted (C) Burdened
 (D) Freed (E) Exempted</p> |
| <p>11. Absolute:</p> <p>(A) Scarce (B) Limited (C) Faulty
 (D) Deficient (E) Perfect</p> | <p>24. Acid:</p> <p>(A) Sour (B) Figure (C) Acquit
 (D) Smooth (E) Complex</p> |
| <p>12. Absolve:</p> <p>(A) Free (B) Total (C) Absorb
 (D) Solution (E) Blame</p> | <p>25. Active:</p> <p>(A) Animated (B) Adjust (C) Passive
 (D) Agile (E) Dynamic</p> |
| <p>13. Abstemious:</p> <p>(A) Absent (B) Present (C) Miserly
 (D) Irregular (E) Prodigal</p> | <p>26. Acumen:</p> <p>(A) Intelligence (B) Imbecility (C) Potentiality
 (D) Unfamiliarity (E) Energy</p> |
| <p>14. Abstruse:</p> <p>(A) Profound (B) Summary (C) Abstract</p> | <p>27. Acute:</p> <p>(A) Obtuse (B) Figure (C) Astute
 (D) Keen (E) Sharp</p> |

GAT-General

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|--|---|
| 28. <i>Adage:</i>
(A) Motto (B) Harangue (C) Proverb
(D) Zenith (E) Maxim | 43. <i>Affected:</i>
(A) Influenced (B) Charged (C) Weary
(D) Modified (E) Unsigned |
| 29. <i>Adamant:</i>
(A) Flexible (B) Abominate (C) Adhere
(D) Awkward (E) Unyielding | 44. <i>Affiliate:</i>
(A) Spurn (B) Incorporate (C) Associate
(D) Unite (E) Loving |
| 30. <i>Addition:</i>
(A) Multiplication (B) Subtraction (C) Enumeration
(D) Division (E) Increase | 45. <i>Affluence:</i>
(A) Prosperity (B) Privilege (C) Ailment
(D) Persuasion (E) Poverty |
| 31. <i>Adherent:</i>
(A) Loose (B) Irresponsible (C) Rival
(D) Detractor (E) Disciple | 46. <i>Aggravate:</i>
(A) Assuage (B) Total (C) Grievous
(D) Collect (E) Dissipate |
| 32. <i>Adipose:</i>
(A) Faithful (B) Recreated (C) Miscreant
(D) Craven (E) Emaciated | 47. <i>Agile:</i>
(A) Slow (B) Feeble (C) Swift
(D) Hard (E) Nimble |
| 33. <i>Adore:</i>
(A) Love (B) Hate (C) Despise
(D) Gentle (E) Cherish | 48. <i>Agility:</i>
(A) Quickness (B) Activeness (C) Affiliation
(D) Athletic (E) Awkwardness |
| 34. <i>Adroit:</i>
(A) Skilful (B) Clever (C) Love
(D) Unskilful (E) Expert | 49. <i>Agony:</i>
(A) Suffering (B) Comfort (C) Torment
(D) Emotion (E) Distress |
| 35. <i>Adroitly:</i>
(A) Indirectly (B) Ingenuously (C) Hardly
(D) Successfully (E) Admittedly | 50. <i>Alacrity:</i>
(A) Eagerness (B) Quickness (C) Custom
(D) Association (E) Slowness |
| 36. <i>Adrift:</i>
(A) Rudderless (B) Aimless (C) Astray
(D) Detached (E) Anchored | 51. <i>Alienate:</i>
(A) Gather (B) Identify (C) Assemble
(D) Unite (E) Estrange |
| 37. <i>Adulation:</i>
(A) Criticism (B) Approval (C) Flattery
(D) Maturity (E) Favour | 52. <i>Alive:</i>
(A) Passive (B) Dead (C) Asleep
(D) Drowsy (E) Animate |
| 38. <i>Advent:</i>
(A) Arrival (B) Festival (C) Occasion
(D) Forthcoming (E) Departure | 53. <i>Allay:</i>
(A) Alert (B) Vigilant (C) Arouse
(D) Awaken (E) Energetic |
| 39. <i>Adversity:</i>
(A) Suffering (B) Promotion (C) Calamity
(D) Hardship (E) Success | 54. <i>Alleviate:</i>
(A) Diminish (B) Relieve (C) Humiliate
(D) Reduce (E) Worsen |
| 40. <i>Advocate:</i>
(A) Support (B) Inquire (C) Endorse
(D) Oppose (E) Defend | 55. <i>Alleviation:</i>
(A) Lessening (B) Magnification (C) Intensify
(D) Aggravation (E) Exaggeration |
| 41. <i>Affable:</i>
(A) Courteous (B) Approachable (C) Rude
(D) Timid (E) Nasty | 56. <i>Allure:</i>
(A) Captivate (B) Fascinate (C) Chant
(D) Adorn (E) Repel |
| 42. <i>Affection:</i>
(A) Selection (B) Pretension (C) Personal
(D) Love (E) Natural | 57. <i>Aloof:</i>
(A) Detached (B) Gregarious (C) Ruddy
(D) Honorable (E) Distant |
| | 58. <i>Altruism:</i> |

- (A) Altogether (B) Falsehood (C) Impure
 (D) Self-centered (E) Trust
- 59. Amalgamate:**
- (A) Separate (B) Mix (C) Alternate
 (D) Disfigure (E) Confuse
- 60. Amateur:**
- (A) Novice (B) Apprentice (C) Inevitable
 (D) Confused (E) Professional
- 61. Ambiguous:**
- (A) Vague (B) Clear (C) Equivocal
 (D) Transparent (E) Repressed
- 62. Ambivalent:**
- (A) Wavering (B) Contradictory (C) Mixed
 (D) Decisive (E) Mistrust
- 63. Andic:**
- (A) Stroll (B) Ramble (C) Saunter
 (D) Impact (E) Hustle
- 64. Ambulatory:**
- (A) Bedridden (B) Rescue (C) Primary
 (D) Congenital (E) Essential
- 65. Ameliorate:**
- (A) Change (B) Worsen (C) Modify
 (D) Convert (E) Decrease
- 66. Amiable:**
- (A) Soft (B) Addicted (C) Hateful
 (D) Lovable (E) Cordially
- 67. Anticalcic:**
- (A) Unfriendly (B) Penetrable (C) Harmonious
 (D) Cooperative (E) Amazing
- 68. Amoral:**
- (A) Elevated (B) Unfaithful (C) Immoral
 (D) Formal (E) Ethical
- 69. Anomalous:**
- (A) Definite (B) Uncertain (C) Regular
 (D) Obscene (E) Confirmed
- 70. Amplify:**
- (A) Explained (B) Decrease (C) Identify
 (D) Intensify (E) Supply
- 71. Anuse:**
- (A) Entrap (B) Weary (C) Divert
 (D) Inform (E) Relax
- 72. Analogous:**
- (A) Diversed (B) Similar (C) Complex
 (D) Immoral (E) Domineering
- 73. Anarchy:**
- (A) Peace (B) Chaos (C) Rebellion
 (D) Mayhem (E) Unrest
- 74. Anathematize:**
- (A) Indicate (B) Irritate (C) Regulate
 (D) Feeble (E) Bless
- 75. Ancestor:**
- (A) Pioneer (B) Forefather (C) Ancient
 (D) Backward (E) Successor
- 76. Anemic:**
- (A) Energetic (B) Listless (C) Hazardous
 (D) Polite (E) Hostile
- 77. Anger:**
- (A) Party (B) Happiness (C) Approval
 (D) Love (E) Joy
- 78. Animated:**
- (A) Spirited (B) Vigorous (C) Boring
 (D) Dynamic (E) Exciting
- 79. Animosity:**
- (A) Enmity (B) Malice (C) Friendship
 (D) Antipathy (E) Likeness
- 80. Animus:**
- (A) Favour (B) Hatred (C) Grudge
 (D) Close (E) Cruel
- 81. Annularity:**
- (A) Smooth (B) Revival (C) Cancellation
 (D) Stubborn (E) Vertical
- 82. Anomaly:**
- (A) Irregularity (B) Regularity (C) Depression
 (D) Deviation (E) Association
- 83. Anonymous:**
- (A) Unknown (B) Punctual (C) Signed
 (D) Verbal (E) Defined
- 84. Antecedent:**
- (A) Consequent (B) Preceding (C) Attached
 (D) Ante- (E) Innermost chamber
- 85. Antediluvian:**
- (A) Isolated (B) Celebration (C) Ancient
 (D) Modern (E) Authorized
- 86. Antipathy:**
- (A) Fondness (B) Aversion (C) Loathing
 (D) Repugnance (E) Anticipatory
- 87. Antiquity:**
- (A) Common (B) Recent (C) Innovation
 (D) Youthfulness (E) Ancient

GAT-General

- 88. Antithesis:**
 (A) Similarity (B) Quite (C) Different
 (D) Regular (E) Contrary
- 89. Aphasia:**
 (A) Spell (B) Devotion (C) Necessary
 (D) Objection (E) Volubility
- 90. Apocalyptic:**
 (A) High-sounding (B) Tree (C) Appealing
 (D) Poetic (E) Concealed
- 91. Apocrypha:**
 (A) False (B) Genuine (C) Loud-cry
 (D) Portrait (E) Approval
- 92. Apogee:**
 (A) Elevation (B) Perigee (C) Posting
 (D) Turban (E) Pedigree
- 93. Appease:**
 (A) Displeasure (B) Agitate (C) Rivalry
 (D) Animosity (E) Delight
- 94. Apposite:**
 (A) Inappropriate (B) Intemperate (C) Inconsistent
 (D) Irregular (E) Champion
- 95. Appropriate:**
 (A) Unskilled (B) Unsuitable (C) Unqualified
 (D) Unable (E) Favourable
- 96. Arduous:**
 (A) Difficult (B) Easy (C) Gluttony
 (D) Exertion (E) Exhausting
- 97. Arid:**
 (A) Dry (B) Wet (C) Humid
 (D) Pleasant (E) Parched
- 98. Aromatic:**
 (A) Bitter (B) Odourless (C) Sweat
 (D) Pungent (E) Charming
- 99. Artery:**
 (A) Vein (B) Artefact (C) Infantry
 (D) Creative (E) Arrogance
- 100. Artificial:**
 (A) Solid (B) Truthful (C) Authentic
 (D) Natural (E) Beautiful
- 101. Asceticism:**
 (A) Wonder (B) Surprise (C) Pleasure
 (D) Joy (E) Depression
- 102. Asperity:**
 (A) Roughness (B) Severity (C) Politeness
 (D) Complexity (E) Smoothness
- 103. Assume:**
 (A) Consume (B) Presume (C) Suppose
 (D) Handover (E) Postulate
- 104. Astute:**
 (A) Ordinary (B) Simple (C) Rough
 (D) Coarse (E) Sharp
- 105. Atrophy:**
 (A) Shrink (B) Flourish (C) Extravagant
 (D) Recompose (E) Decline
- 106. Attract:**
 (A) Repulse (B) Reject (C) Repel
 (D) Distract (E) Absorb
- 107. Audacious:**
 (A) Accountable (B) Vulnerable (C) Daring
 (D) Cowardly (E) Vigilant
- 108. Auspicious:**
 (A) Condemn (B) Conspicuous (C) Unfavourable
 (D) Spicy (E) Blessed
- 109. Austerity:**
 (A) Extreme (B) Harsh (C) Lenience
 (D) Ascetic (E) Rigidity
- 110. Autonomous:**
 (A) Magnanimous (B) Ambiguous (C) Exiguous
 (D) Dependent (E) Operational
- 111. Autonomy:**
 (A) Slavery (B) Dependency (C) Colonial
 (D) Natural (E) Sovereignty
- 112. Avant-garde:**
 (A) Up-to-date (B) Old-fashioned (C) Grave-diggers
 (D) Boasting (E) Rise-up
- 113. Averse:**
 (A) Willing (B) Unwilling (C) Refusal
 (D) Rejection (E) Contrary
- 114. Avidity:**
 (A) Over-active (B) Carelessness (C) Greedy
 (D) Stupidity (E) Sharpness
- 115. Awkward:**
 (A) Skilful (B) Smooth (C) Penalty
 (D) Fame (E) Clumsy
- 116. Axiom:**
 (A) Maxim (B) Angle (C) Absurdity
 (D) Height (E) Grace
- 117. Badger:**
 (A) Harass (B) Torment (C) Combat
 (D) Imitate (E) Comfort

118. *Banish:*
 (A) Exile (B) Embrace (C) Expel
 (D) Finish (E) Deport
119. *Bashful:*
 (A) Timid (B) Demure (C) Shameful
 (D) Brazen (E) Reserved
120. *Bagatelle:*
 (A) Sack (B) Reticule (C) Narration
 (D) Marsupial (E) Important
121. *Balk:*
 (A) Huge (B) Yell (C) Support
 (D) Side-track (E) Devour
122. *Banal:*
 (A) Blatant (B) Bland (C) Original
 (D) Cursing (E) Colourless
123. *Bane:*
 (A) Prohibit (B) Curse (C) Bless
 (D) Inane (E) Mien
124. *Bang:*
 (A) Ring (B) Bell (C) Whimper
 (D) Twang (E) Freedom
125. *Barbarous:*
 (A) Bloated (B) Civilized (C) Dreadful
 (D) Conscious (E) Coarse
126. *Baroque:*
 (A) Cultured (B) Embellished (C) Difficult
 (D) Dull (E) Simple
127. *Barren:*
 (A) Radiant (B) Fertile (C) Besiege
 (D) Reduce (E) Depleted
128. *Base:*
 (A) Roof (B) Height (C) Top
 (D) Climax (E) Stand
129. *Battle:*
 (A) Elaborate (B) Conflict (C) Explain
 (D) Confrontation (E) Clarify
130. *Bauble:*
 (A) Plaything (B) Valuable (C) Modest
 (D) Besiege (E) Inferior
131. *Bawdy:*
 (A) Decent (B) Indecent (C) Dirty
 (D) Inflexible (E) Ugly
132. *Bay:*
 (A) Delta (B) Plateau (C) Silence
 (D) Shore (E) Burrow
133. *Beauteous:*
 (A) Dreadful (B) Practical (C) Tactful
 (D) Handsome (E) Gorgeous
134. *Belie:*
 (A) Argue (B) Justify (C) Admire
 (D) Approve (E) Deny
135. *Belittle:*
 (A) Extol (B) Disgrace (C) Profound
 (D) Enlarge (E) Disown
136. *Belligerent:*
 (A) Transformed (B) Dazzling (C) Novel
 (D) Torment (E) Peaceful
137. *Benediction:*
 (A) Approval (B) Thanks (C) Malediction
 (D) Grant (E) Blessing
138. *Benefactor:*
 (A) Sub-divisor (B) Beneficiary (C) Beneficent
 (D) Benediction (E) Benefit
139. *Benevolent:*
 (A) Malevolent (B) Hard (C) Feeble
 (D) Philanthropist (E) Generous
140. *Benign:*
 (A) Malevolent (B) Beginning (C) Novice
 (D) Sympathetic (E) Nightly
141. *Benison:*
 (A) Territory (B) Ceremony (C) Blessing
 (D) Comedy (E) Curse
142. *Bequeath:*
 (A) Beneath (B) Misuse (C) Usurp
 (D) Dishonesty (E) Defeat
143. *Berate:*
 (A) Expel (B) Point out (C) Confirm
 (D) Confess (E) Praise
144. *Berserk:*
 (A) Calm (B) Crazed (C) Insane
 (D) Maniacal (E) Unrivalled
145. *Bestial:*
 (A) Crazy (B) Theoretical (C) Unmarried
 (D) Rascal (E) Noble
146. *Bewitch:*
 (A) Disenchant (B) Rapture (C) Profit
 (D) Avail (E) Enchant
147. *Bigoted:*
 (A) Broad-minded (B) Empty (C) Fanatic
 (D) Grotesque (E) Narrow-minded

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148. <i>Bigotry:</i> (A) Chauvinism (B) Prejudice (C) Tolerance (D) Remorse (E) Racism	163. <i>Bonk:</i> (A) Dupe (B) Nickname (C) Curse (D) Virtue (E) Blast
149. <i>Bitter:</i> (A) Biting (B) Stinging (C) Unfavourable (D) Harsh (E) Mild	164. <i>Boorish:</i> (A) Civilized (B) Untroubled (C) Juvenile (D) Uncivilized (E) Well-mannered
150. <i>Bizarre:</i> (A) Normal (B) Weird (C) Queer (D) Concealed (E) Approved	165. <i>Boost:</i> (A) Hinder (B) Obstruct (C) Discourage (D) Rebuke (E) Elevate
151. <i>Blanch:</i> (A) Clumsy (B) Darken (C) Enumerate (D) Schedule (E) Modify	166. <i>Brawl:</i> (A) Agree (B) Polish (C) Glaze (D) Modest (E) Scuffle
152. <i>Bland:</i> (A) Tasteless (B) Dull (C) Timid (D) Stimulating (E) Boring	167. <i>Brazen:</i> (A) Regard (B) Elevate (C) Shameful (D) Exalted (E) Insolent
153. <i>Blandiloquence:</i> (A) Bluntness (B) Soothing (C) New (D) Power (E) Search	168. <i>Brevity:</i> (A) Prolifxity (B) Clown (C) Rustic (D) Spoil (E) Shortness
154. <i>Blase:</i> (A) Uncaring (B) Ardent (C) Apathetic (D) Formal (E) Superficial	169. <i>Bridge:</i> (A) Divide (B) Bind (C) Release (D) Open (E) Span
155. <i>Blatant:</i> (A) Clamorous (B) Eccentric (C) Gentle (D) Captivate (E) Enthusiastic	170. <i>Brief:</i> (A) Long (B) Expanded (C) Elaborate (D) Detailed (E) Blank
156. <i>Bleak:</i> (A) Cheerful (B) Erupt (C) Dismal (D) Desolate (E) Weak	171. <i>Brunette:</i> (A) Brown (B) Bland (C) Blonde (D) Kitchenette (E) Thorny
157. <i>Blight:</i> (A) Bless (B) Shrink (C) Avail (D) Weep (E) Decay	172. <i>Brusque:</i> (A) Sweep (B) Sudden (C) Obsequious (D) Immediate (E) Husk
158. <i>Bliss:</i> (A) Merge (B) Disseminate (C) Dull (D) Suffering (E) Ecstasy	173. <i>Brutal:</i> (A) Kindly (B) Humane (C) Savage (D) Respected (E) Vicious
159. <i>Blithe:</i> (A) Sad (B) Aloof (C) Cheerless (D) Gloomy (E) Deserted	174. <i>Bucolic:</i> (A) Rustic (B) Pastoral (C) Vindictive (D) Urban (E) Uneducated
160. <i>Blooming:</i> (A) Fading (B) Flowering (C) Quiet (D) Mild (E) Flourishing	175. <i>Bull:</i> (A) Bile (B) Ox (C) Bear (D) Goat (E) Push
161. <i>Blush:</i> (A) Bloom (B) Tolerate (C) Effrontery (D) Beat (E) Depression	176. <i>Burly:</i> (A) Examine (B) Exhume (C) Draw (D) Dig out (E) Enclose
162. <i>Boisterous:</i> (A) Calm (B) Roaring (C) Today (D) Airy (E) Noisy	177. <i>Buskin:</i> (A) Hard-skin (B) Long-coat (C) Socks (D) Naked (E) Dried

178. *Busy:*
 (A) Bully (B) Curb (C) Indolence
 (D) Occupied (E) Engaged
179. *Cacography:*
 (A) Cacoepic (B) Orthography (C) Cardiography
 (D) Lithography (E) None of these
180. *Caばerous:*
 (A) Sanguine (B) Burnished (C) Lucid
 (D) Jargon (E) Dependable
181. *Calamity:*
 (A) Catastrophe (B) Condition (C) Disaster
 (D) Misfortune (E) Blessing
182. *Calibre:*
 (A) Inability (B) Distinct (C) Yielding
 (D) Brave (E) Temperament
183. *Callous:*
 (A) Hardened (B) Soft (C) Sensitive
 (D) Compact (E) Indifferent
184. *Callow:*
 (A) Hollow (B) Sallow (C) Experienced
 (D) Climb (E) Fertile
185. *Calum:*
 (A) Slander (B) Praise (C) Libel
 (D) Facilitate (E) Insult
186. *Camaraderie:*
 (A) Rapport (B) Sociability (C) Friendship
 (D) Leadership (E) Hostility
187. *Candid:*
 (A) Anxious (B) Vague (C) Secretive
 (D) Shallow (E) Frank
188. *Candor:*
 (A) Dishonesty (B) Honesty (C) Perfume
 (D) Openness (E) Flavour
189. *Capacious:*
 (A) Confining (B) Ferocious (C) Militant
 (D) Extrovert (E) Spacious
190. *Capricious:*
 (A) Permanent (B) Consistent (C) Adamant
 (D) Continuous (E) Temporary
191. *Captious:*
 (A) Pioneer (B) Sober (C) Aggressive
 (D) Cunning (E) Tolerant
192. *Captive:*
 (A) Enchant (B) Arrest (C) Dazzle
 (D) Tantalize (E) Disgust
193. *Caricature:*
 (A) Painting (B) Prim (C) Glory
 (D) Fidelity (E) Devote
194. *Carnage:*
 (A) Massacre (B) Parody (C) Deliverance
 (D) Rebuke (E) Slaughter
195. *Carnal:*
 (A) Sensual (B) Physical (C) Opening
 (D) Final (E) Spiritual
196. *Carnivorous:*
 (A) Vegetarian (B) Merry-making (C) Flesh-eating
 (D) Dejected (E) Passive
197. *Carping:*
 (A) Complaining (B) Layer (C) Craving
 (D) Critical (E) Uncritical
198. *Cascade:*
 (A) Rapids (B) Trickle (C) Fall
 (D) Diamond (E) Bunch
199. *Cashiered:*
 (A) Dismissed (B) Cancelled (C) Spent
 (D) Promoted (E) Submitted
200. *Castigate:*
 (A) Praise (B) Opine (C) Exhort
 (D) Squeal (E) Compress
201. *Castigation:*
 (A) Criticism (B) Scold (C) Objection
 (D) Authority (E) Commendation
202. *Casual:*
 (A) Informal (B) Reserved (C) Offhand
 (D) Relation (E) Nonchalant
203. *Casuistry:*
 (A) Casual (B) Verity (C) Mendacity
 (D) Litigation (E) Polemic
204. *Cataclysm:*
 (A) Peace (B) Deluge (C) Quibble
 (D) Conjecture (E) Stimulation
205. *Catastrophe:*
 (A) Tragedy (B) Blessing (C) Disaster
 (D) Devastation (E) Confusion
206. *Categorical:*
 (A) Branded (B) Classified (C) Tragic
 (D) Satirical (E) Qualified
207. *Catholic:*
 (A) Narrow (B) Mundane (C) Religious

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(D) Western	(E) Ridiculous		223. <i>Cherish:</i>	(A) Adore	(B) Respect	(C) Defeat	
208. <i>Cautious:</i>			(D) Honour	(E) Grow			
(A) Loose	(B) Reckless	(C) Wavering	224. <i>Cherry:</i>	(A) Hard	(B) Soft	(C) Wrong	
(D) Dishonest	(E) Watchful		(D) Small	(E) Reddish			
209. <i>Celebrity:</i>			225. <i>Chest:</i>	(A) Bosom	(B) Back	(C) Locker	
(A) Celebration	(B) Solemnity	(C) Obscurity	(D) Container	(E) Front			
(D) Hazy	(E) Personage		226. <i>Chic:</i>	(A) Bitter	(B) Modern	(C) Stylish	
210. <i>Celibacy:</i>			(D) Old	(E) Latest			
(A) Mourning	(B) Cherishing	(C) Matrimony	227. <i>Chicken-hearted:</i>	(A) Brave	(B) Frightened	(C) Delicate	
(D) Celebrity	(E) Association		(D) Famous	(E) Un-known			
211. <i>Celibate:</i>			228. <i>Chicken food:</i>	(A) Soft drink	(B) Polite	(C) Small quantity	
(A) Bachelor	(B) Retired	(C) Notable	(D) Soft food	(E) Huge amount			
(D) Adorn	(E) Married		229. <i>Chide:</i>	(A) Flatter	(B) Praise	(C) High talk	
212. <i>Censor:</i>			(D) Boast	(E) Rebuke			
(A) Accept	(B) Ban	(C) Allow	230. <i>Chimerical:</i>	(A) Economical	(B) Unnatural	(C) Realistic	
(D) Suppress	(E) Purge		(D) Wonderful	(E) Imaginary			
213. <i>Censure:</i>			231. <i>Choice:</i>	(A) Refusal	(B) Dilemma	(C) Harm	
(A) Praise	(B) Rebuke	(C) Investigate	(D) Approval	(E) Force			
(D) Impartial	(E) Disapproval		232. <i>Churlish:</i>	(A) Accommodating	(B) Polite	(C) Helpful	
214. <i>Centrifugal:</i>			(D) Happy	(E) Religious			
(A) Centripetal	(B) Attracted	(C) Lasting	233. <i>Cipher:</i>	(A) Hundred	(B) Nothing	(C) Decipher	
(D) Important	(E) Mathematical		(D) Decry	(E) Rob			
215. <i>Cessation:</i>			234. <i>Circumlocution:</i>	(A) Amass	(B) Ambiguity	(C) Effusion	
(A) Starting	(B) Beginning	(C) Outright	(D) Simplicity	(E) Complexity			
(D) Hurry	(E) End		235. <i>Circumscribed:</i>	(A) Unrestricted	(B) Unconfined	(C) Open	
216. <i>Chaffing:</i>			(D) Free	(E) Confined			
(A) Capitalistic	(B) Happily	(C) Sneering	236. <i>Clandestine:</i>	(A) Open	(B) Surreptitious	(C) Concurrence	
(D) Serious	(E) Light		(D) Perpetrate	(E) Concealed			
217. <i>Challenge:</i>			237. <i>Clarity:</i>	(A) Exaggeration	(B) Candour	(C) Confusion	
(A) Admire	(B) Accept	(C) Favour					
(D) Praise	(E) Reject						
218. <i>Cheerful:</i>							
(A) Sanguine	(B) Lustre	(C) Grin					
(D) Saturnine	(E) Fiery						
219. <i>Cheerless:</i>							
(A) Joyous	(B) Pride	(C) Carefully					
(D) Delighted	(E) Foolish						
220. <i>Cheerly:</i>							
(A) Seriously	(B) Heartlessly	(C) Quietly					
(D) Lively	(E) Gloomy						
221. <i>Cheesed Off:</i>							
(A) Disappointed	(B) Discontinue	(C) Hopeful					
(D) Separate	(E) Demolish						
222. <i>Chenille:</i>							
(A) Velvet-like	(B) Convincing	(C) Prominent					
(D) Obedient	(E) Rough						

- (D) Reserve (E) Obvious
- 238. Clemency:**
 (A) Corporal (B) Compromise (C) Transformation
 (D) Sensibility (E) Intolerance
- 239. Coagulate:**
 (A) Culmination (B) Amity (C) Dissipate
 (D) Sloppy (E) Coarse
- 240. Cognizant:**
 (A) Ruminant (B) Unaware (C) Abridge
 (D) Incautious (E) Conscious
- 241. Cohesion:**
 (A) Disintegration (B) Anomaly (C) Disunity
 (D) Internal (E) Resemblance
- 242. Come:**
 (A) Play (B) Fast (C) Go
 (D) Got (E) Approach
- 243. Comic:**
 (A) Painful (B) Fearful (C) Tragic
 (D) Emotional (E) Witty
- 244. Commend:**
 (A) Suspend (B) Admonish (C) Hate
 (D) Dislike (E) Praise
- 245. Compendious:**
 (A) Inflated (B) Epitome (C) Abstract
 (D) Colleague (E) Arrear
- 246. Competent:**
 (A) Dull (B) Deligent (C) Inefficient
 (D) Noble (E) Skilful
- 247. Compliance:**
 (A) Condone (B) Clamour (C) Resistance
 (D) Condense (E) Appreciation
- 248. Compliant:**
 (A) Defective (B) Adamant (C) Elementary
 (D) Appreciative (E) Reject
- 249. Conceal:**
 (A) Unfold (B) Reveal (C) Open
 (D) Discover (E) Camouflage
- 250. Concluding:**
 (A) Inference (B) Incipient (C) Premise
 (D) Nadir (E) Ending
- 251. Concord:**
 (A) Consolidate (B) Bestow (C) Outline
 (D) Discord (E) Connect
- 252. Confess:**
 (A) Deny (B) Refuse (C) Contest
 (D) Contend (E) Admit
- 253. Confiscate:**
 (A) Release (B) Allow (C) Use
 (D) Confer (E) Impound
- 254. Conquer:**
 (A) Concur (B) Triumph (C) Attack
 (D) Capital (E) Capitulate
- 255. Conservative:**
 (A) Reactionary (B) Orthodox (C) Saving
 (D) Iconoclast (E) Duumvir
- 256. Considerable:**
 (A) Inadequate (B) Inattentive (C) Usual
 (D) Common (E) Significant
- 257. Consolidate:**
 (A) Weaken (B) Augment (C) Isolate
 (D) Separate (E) Concentrate
- 258. Conspicuous:**
 (A) Indifferent (B) Harmless (C) Insignificant
 (D) Unknown (E) Evident
- 259. Constrict:**
 (A) Squeeze (B) Expand (C) Blow up
 (D) Detailed (E) None of these
- 260. Controvert:**
 (A) Agree (B) Deny (C) Presume
 (D) Devour (E) Confine
- 261. Contusion:**
 (A) Perplexity (B) Injury (C) Healing
 (D) Pressure (E) Pull-together
- 262. Copious:**
 (A) Plentiful (B) Little (C) Accommodative
 (D) Abundant (E) Huge
- 263. Coronated:**
 (A) Debarred (B) Disgraced (C) Dethroned
 (D) Dejected (E) Elevated
- 264. Corpulence:**
 (A) Slender (B) Cheerful (C) Guilt
 (D) Poverty (E) Interference
- 265. Cosset:**
 (A) Forget (B) Remember (C) Neglect
 (D) Reject (E) Agree
- 266. Consummate:**
 (A) Copulate (B) Novice (C) Inseminate
 (D) Mate (E) Mix
- 267. Contented:**
 (A) Rash (B) Narrow- (C) Gloomy

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267.	minded								
	(D) Disappointed (E) Calm								
268.	<i>Cordial:</i>								
	(A) Antipathetic (B) Non-serious (C) Indifferent								
	(D) Awkward (E) Gracious								
269.	<i>Cerrifiable:</i>								
	(A) Docile (B) Covetous (C) Observe								
	(D) Incorrigible (E) Validate								
270.	<i>Court:</i>								
	(A) Tribunal (B) Claim (C) Supply								
	(D) Accept (E) Reject								
271.	<i>Covert:</i>								
	(A) Open (B) Bold (C) Overt								
	(D) Overwhelm (E) Envy								
272.	<i>Coy:</i>								
	(A) Modest (B) Demure (C) Brazen								
	(D) Timid (E) Boisterous								
273.	<i>Cozen:</i>								
	(A) Treat (B) Deceit (C) Treachery								
	honestly								
	(D) Falsehood (E) Comfortable								
274.	<i>Craven:</i>								
	(A) Greedy (B) Generous (C) Coward								
	(D) Tacky (E) Brave								
275.	<i>Cream:</i>								
	(A) Appear (B) Create (C) Dregs								
	(D) Black (E) Hard								
276.	<i>Credulous:</i>								
	(A) Innocent (B) Unbelieving (C) Credulent								
	(D) Worth (E) Creditable								
277.	<i>Crux:</i>								
	(A) Wail (B) Opinion (C) Summary								
	(D) Important (E) Trivial								
	issue point								
278.	<i>Cryptic:</i>								
	(A) Artificial (B) Candid (C) Superficial								
	(D) Attractive (E) Mysterious								
279.	<i>Culminate:</i>								
	(A) Finalize (B) Abort (C) Fix								
	(D) Beginning (E) Conclude								
280.	<i>Culpable:</i>								
	(A) Arrogant (B) Innocent (C) Culprit								
	(D) Informal (E) Vagabond								
281.	<i>Culprit:</i>								
	(A) Victim (B) Tyrant (C) Innocent								
	(D) Ignorant (E) Offender								
282.	<i>Cupidity:</i>								
	(A) Curiosity (B) Wine-worshipping (C) Atrocity								
	(D) Clarity (E) Generosity								
283.	<i>Cursory:</i>								
	(A) Profound (B) Cupidity (C) Cudgel								
	(D) Escape (E) Weak								
284.	<i>Curtail:</i>								
	(A) Trim (B) Reduce (C) Mutter								
	(D) Attach (E) Extend								
285.	<i>Cynical:</i>								
	(A) Safe (B) Mindful (C) Trusting								
	(D) Valuable (E) Skeptical								
286.	<i>Dainty:</i>								
	(A) Hardworking (B) Vigorous (C) Threadbare								
	(D) Harsh (E) Exquisite								
287.	<i>Damage:</i>								
	(A) Wound (B) Ransom (C) Cripple								
	(D) Fine (E) Repair								
288.	<i>Damp:</i>								
	(A) Soggy (B) Moist (C) Deep								
	(D) Buried (E) Arid								
289.	<i>Dank:</i>								
	(A) Clammy (B) Droop (C) Muggy								
	(D) Dry (E) Beloved								
290.	<i>Dapper:</i>								
	(A) Untidy (B) Moist (C) Useful								
	(D) Inevitable (E) Hinder								
291.	<i>Daring:</i>								
	(A) Bold (B) Confronting (C) Timid								
	(D) Clear (E) Gallant								
292.	<i>Dauntless:</i>								
	(A) Courageous (B) Strong (C) Stirred								
	(D) Famous (E) Cowardly								
293.	<i>Dawdle:</i>								
	(A) Fiddle (B) Poke (C) Hurry								
	(D) Idle (E) Pitch								
294.	<i>Dead:</i>								
	(A) Slow (B) Fast (C) Quick								
	(D) Dye (E) Rise								
295.	<i>Dear:</i>								
	(A) Cheap (B) Worthless (C) Free								
	(D) Priceless (E) Costly								
296.	<i>Dearth:</i>								
	(A) Extravagance (B) Scarcity (C) Abundance								
	(D) Sufficiency (E) Shortage								

297. *Debacle:*

- (A) Catastrophe (B) Disaster (C) Timidity
 (D) Weak (E) Progress

298. *Debar:*

- (A) Energy (B) Entitle (C) Recite
 (D) Deviate (E) Deny

299. *Debilitate:*

- (A) Strengthen (B) Rehabilitate (C) Torture
 (D) Soothe (E) Corner

300. *Debilitating:*

- (A) Protecting (B) Securing (C) Strengthening
 (D) Occupying (E) Weakness

301. *Debonair:*

- (A) Ugly (B) Bad-shaped (C) Awkward
 (D) Rough (E) Sophisticated

302. *Deciduous:*

- (A) Hilly (B) Evergreen (C) Decisive
 (D) Divisible (E) Hungry

303. *Deep:*

- (A) Elementary (B) Superficial (C) Shallow
 (D) Perfunctory (E) Extensive

304. *Defection:*

- (A) Unite (B) Strengthen (C) Join
 (D) Separate (E) Desertion

305. *Deflated:*

- (A) Empty (B) Upright (C) Turgid
 (D) Turbid (E) Lie

306. *Deficit:*

- (A) Superfluous (B) Surplus (C) Explicit
 (D) Implicit (E) Shortfall

307. *Defile:*

- (A) Shine (B) Cleanse (C) Pure
 (D) Clear (E) Damage

308. *Degenerate:*

- (A) Disintegrate (B) Enrich (C) Improve
 (D) Consecrate (E) Spoil

309. *Delete:*

- (A) Impound (B) Insert (C) Inspire
 (D) Injure (E) Ignore

310. *Deleterious:*

- (A) Fatal (B) Nourishing (C) Vital
 (D) injurious (E) Pernicious

311. *Delicacy:*

- (A) Coarseness (B) Disparage (C) Affirm
 (D) Dereliction (E) Fragility

312. *Deluge:*

- (A) Ecstatic (B) Ravage (C) Arrogant
 (D) Dearth (E) Inundation

313. *Demented:*

- (A) Enraged (B) Calm (C) Angry
 (D) Original (E) Unstable

314. *Demon:*

- (A) Giant (B) Gentle (C) Angel
 (D) Satan (E) Hobgoblin

315. *Demur:*

- (A) Deprave (B) Approve (C) Embellish
 (D) Forsake (E) Demolish

316. *Demure:*

- (A) Sedate (B) Close (C) Indecorous
 (D) Open (E) Shy

317. *Density:*

- (A) Brightness (B) Clarity (C) Intelligence
 (D) Rarity (E) Thickness

318. *Deprecate:*

- (A) Uphold (B) Recommend (C) Approve
 (D) Agree (E) Reduce

319. *Deranged:*

- (A) Crazy (B) Insane (C) Criminal
 (D) Rational (E) Armed

320. *Derision:*

- (A) Contempt (B) Ridicule (C) Division
 (D) Segregation (E) Respect

321. *Derogatory:*

- (A) Disparaging (B) Belittling (C) Praising
 (D) Authorized (E) Familiar

322. *Descendant:*

- (A) Ancestor (B) Ancient (C) Issue
 (D) Sophisticated (E) Brood

323. *Desecrate:*

- (A) Profane (B) Consecrate (C) Debase
 (D) Disrespect (E) Confuse

324. *Deserter:*

- (A) Sympathizer (B) Favourite (C) Flatterer
 (D) Loyalist (E) Culprit

325. *Designed:*

- (A) Resigned (B) Planned (C) Disapproved
 (D) Fatuous (E) Fortuitous

326. *Despicable:*

- (A) Worthy (B) Contemptible (C) Earn
 (D) Purity (E) Vane

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327. <i>Destitute:</i> (A) Impoverished (B) Broke (D) Shining (E) Affluent	(C) Sympathy	342. <i>Dilate:</i> (A) Inflate (B) Expand (D) Performance (E) Contract	(C) Delay	(A) (D)
328. <i>Desultory:</i> (A) Disconnected (B) Lacking order (D) Random (E) Frequent	(C) Pertinent	343. <i>Dilatory:</i> (A) Prompt (B) Delayed (D) Participant (E) Bitter	(C) Tactful	358. (A) (D)
329. <i>Deviate:</i> (A) Obliviate (B) Break (D) Follow, (E) Concentrate	(C) Locate	344. <i>Dilettante:</i> (A) Stupid (B) Rapid (D) Professional (E) Sharp	(C) Tidy	359. (A) (D)
330. <i>Devious:</i> (A) Indirect (B) Direct (D) Abnormal (E) Zigzag	(C) Random	345. <i>Diligent:</i> (A) Lazy (B) Ignominious (D) Umbrage (E) Vigilant	(C) Deceitful	360. (A) (D)
331. <i>Devoid:</i> (A) Empty (B) Inspiring (D) Powerful (E) Full of	(C) Handicap	346. <i>Diminish:</i> (A) Decrease (B) Increase (D) Rise (E) Finish	(C) Lower	361. (A) (D)
332. <i>Devotion:</i> (A) Loyalty (B) Disregard (D) Dedication (E) Deny	(C) Regard	347. <i>Diminution:</i> (A) Appreciation (B) Reduction (D) Acceptance (E) Request	(C) Rejection	362. (A) (D)
333. <i>Devout:</i> (A) Earnest (B) Reverent (D) Calm (E) Impious	(C) Consume	348. <i>Din:</i> (A) Clamor (B) Racket (D) Feeble (E) Silence	(C) Uproar	363. (A) (D)
334. <i>Dexterity:</i> (A) Facility (B) Purity (D) Adroitness (E) Familiarity	(C) Clumsiness	349. <i>Diplomatic:</i> (A) Rude (B) Stupid (D) Tactful (E) Prudent	(C) Sharp	364. (A) (D)
335. <i>Diabolical:</i> (A) Seraphic (B) Devilish (D) Wicked (E) Distinguished	(C) Cruel	350. <i>Disabuse:</i> (A) Impose (B) Deceive (D) Crush (E) Enforce	(C) Untie	365. (A) (D)
336. <i>Diacritical:</i> (A) Scathing (B) Mordant (D) Ordinary (E) Mordent	(C) Critique	351. <i>Discard:</i> (A) Abandon (B) Dispose (D) Refrain (E) Agreement	(C) Retain	366. (A) (D)
337. <i>Diatribes:</i> (A) Bitter (B) Violent (D) Group (E) Eulogy	(C) Against	352. <i>Disconsolate:</i> (A) Deserted (B) Joyous (D) Alone (E) Frustrated	(C) Free	367. (A) (D)
338. <i>Didactic:</i> (A) Misleading (B) Warbling (D) Unfair (E) Ignorable	(C) Allegiance	353. <i>Discord:</i> (A) Agreement (B) Concord (D) Yielding (E) Conflict	(C) Acceptance	368. (A) (D)
339. <i>Differential:</i> (A) Disorganized (B) Disrespectful (D) Respectful (E) Prominent	(C) Distinguishable	354. <i>Discount:</i> (A) Profit (B) Account (D) Premium (E) Deduction	(C) Interest	369. (A) (D)
340. <i>Diffidence:</i> (A) Acuteness (B) Shyness (D) Sharpness (E) Boldness	(C) Hindrance	355. <i>Discreet:</i> (A) Debate (B) Reckless (D) Perplex (E) Cautious	(C) Hoard	370. (A) (D)
341. <i>Dilapidated:</i> (A) Decaying (B) Crumbling (D) Sound (E) Departing	(C) Confused	356. <i>Disdain:</i> (A) Haughtiness (B) Erroneous (D) Contempt (E) Despise	(C) Respect	371. (A) (D)
		357. <i>Disparage:</i>		

- (A) Pare (B) Paragraph (C) Jump
 (D) Eject (E) Appreciate
- 358. Dissipate:**
 (A) Accumulate (B) Distil (C) Percolate
 (D) Emanate (E) Lavish
- 359. Dissect:**
 (A) Division (B) Disagree (C) Vivisect
 (D) Visualize (E) Vile
- 360. Distaff-Side:**
 (A) Obverse (B) Converse (C) Spear-side
 (D) Friendly-side (E) Blunt-side
- 361. Divine:**
 (A) Ungodly (B) Faithful (C) Atheist
 (D) Irreligious (E) Sacred
- 362. Docile:**
 (A) Smooth (B) Humble (C) Authoritative
 (D) Littoral (E) Venial
- 363. Dogged:**
 (A) Dogma (B) Imperious (C) Docile
 (D) Dismal (E) Tenacious
- 364. Dogmatic:**
 (A) Peremptory (B) Spellbound (C) Simple
 (D) Unscrupulous (E) Uncertain
- 365. Dormant:**
 (A) Jubilant (B) Active (C) Live
 (D) Modern (E) Inactive
- 366. Droll:**
 (A) Toy (B) Roller (C) Whimsical
 (D) Customary (E) Shout
- 367. Ductile:**
 (A) Indistinct (B) Vague (C) Inelastic
 (D) Quiescent (E) Weak
- 368. Dull:**
 (A) Pale (B) Wise (C) Shining
 (D) Colourful (E) Foolish
- 369. Dumb:**
 (A) Slow (B) Ignorant (C) Stupid
 (D) Smart (E) Weak
- 370. Dunce:**
 (A) Fool (B) Idiot (C) Lover
 (D) Genius (E) Lunatic
- 371. Duplicity:**
 (A) Loyalty (B) Deception (C) Artifice
 (D) Dealing (E) Repeat

- 372. Durable:**
 (A) Sound (B) Stout (C) Weak
 (D) Strong (E) Permanent
- 373. Dusky:**
 (A) Light (B) Bright (C) Shining
 (D) Fair (E) Dark
- 374. Dwarf:**
 (A) High (B) Big (C) Tall
 (D) Giant (E) Medium
- 375. Dwell apart:**
 (A) Live alone (B) Follow (C) Separate
 (D) Promote (E) Combined
- 376. Dwindle:**
 (A) Wither (B) Shrink (C) Furnish
 (D) Diminish (E) Thrive
- 377. Dynamic:**
 (A) Vigorous (B) Lively (C) Inactive
 (D) Explosive (E) Uneducated
- 378. Dysfunctional:**
 (A) Abnormal (B) Disturbing (C) Normal
 (D) Sick (E) Troubled
- 379. Eager:**
 (A) Reluctant (B) Enthusiastic (C) Intent
 (D) Early (E) Familiar
- 380. Earnest:**
 (A) Honest (B) Intent (C) Legal
 (D) Well-known (E) Insincere
- 381. Ebb:**
 (A) Rise (B) Effervescent (C) Enervate
 (D) Eternal (E) Recede
- 382. Ebullient:**
 (A) Restrained (B) Obscure (C) Exuberant
 (D) Timid (E) Lenient
- 383. Ecstasy:**
 (A) Rapture (B) Beautiful (C) Exaltation
 (D) Oily (E) Misery
- 384. Effeminate:**
 (A) Womanish (B) Effigy (C) Manly
 (D) Blank (E) Warm
- 385. Effete:**
 (A) Courageous (B) Bold (C) Strong
 (D) Large (E) Weak
- 386. Egregious:**
 (A) Consummate (B) Enchain (C) Ordinary
 (D) Acquit (E) Disorderly

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387. <i>Embellish:</i> (A) Garnish (B) Disfigure (C) Adorn (D) Discern (E) Perish	388. <i>Embitter:</i> (A) Revere (B) Embalm (C) Alleviate (D) Void (E) Harm	389. <i>Embrace:</i> (A) Refuse (B) Reject (C) Harm (D) Hug (E) Clasp	390. <i>Embroil:</i> (A) Entangle (B) Perturbation (C) Harmonize (D) Lower (E) Confuse	391. <i>Endemic:</i> (A) Epidemic (B) Ending (C) Hateful (D) Assaulting (E) Lethargic	392. <i>Endogenous:</i> (A) Endogamous (B) Exogenous (C) Exogamous (D) Exopathic (E) Exosmosis	393. <i>Endow:</i> (A) Snatch (B) Borrow (C) Ask (D) Steal (E) Contribute	394. <i>Enervate:</i> (A) Relax (B) Strengthen (C) Mitigate (D) Grappling (E) Weaken	395. <i>Enervated:</i> (A) Weakened (B) Nervous (C) Energetic (D) Entered (E) Externed	396. <i>Engross:</i> (A) Involve (B) Entangle (C) Increase (D) Immerse (E) Weary	397. <i>Enhance:</i> (A) Enrich (B) Intensify (C) Insult (D) Beautify (E) Degrade	398. <i>Ennable:</i> (A) Dignity (B) Exalt (C) Degrade (D) Quibble (E) Improve	399. <i>Ennui:</i> (A) Introduce (B) Newness (C) Excitement (D) Dull (E) Powerless	400. <i>Entice:</i> (A) Repel (B) Lure (C) Charm (D) Dispossess (E) Coax	401. <i>Enunciate:</i> (A) Articulate (B) Pronounce (C) Provide (D) Accumulate (E) Mumble	402. <i>Ephemeral:</i> (A) Temporary (B) Temptation (C) Everlasting (D) Polite (E) Circular	403. <i>Epilogue:</i> (A) Dramatic (B) Dialogue (C) Monologue (D) Prologue (E) Prelude	404. <i>Equable:</i> (A) Non-uniform (B) Unequal (C) Unequaled (D) Extreme (E) Identical	405. <i>Equanimity:</i> (A) Identification (B) Likeness (C) Luster (D) Quantity (E) Agitation	406. <i>Equilibrium:</i> (A) Stability (B) Symmetry (C) Supply (D) Demand (E) Imbalance	407. <i>Equitable:</i> (A) Unfair (B) Impartial (C) Ejective (D) Unbiased (E) Equality	408. <i>Equivocal:</i> (A) Evade (B) Clear (C) Universal (D) Amazing (E) Conventional	409. <i>Erratic:</i> (A) Irregular (B) Steady (C) Romantic (D) Eccentric (E) Famous	410. <i>Erroneous:</i> (A) Correct (B) Accurate (C) Mundane (D) Astray (E) Faulty	411. <i>Erudite:</i> (A) Ignorant (B) Unknown (C) Illiterate (D) Unfamiliar (E) Eradicate	412. <i>Erudition:</i> (A) Ignorance (B) Evict (C) Scholarship (D) Dubious (E) Demolish	413. <i>Escalate:</i> (A) Decrease (B) Subside (C) Lessen (D) Reduce (E) Enhance	414. <i>Esoteric:</i> (A) External (B) Familiar (C) Native (D) Pleasant (E) Concentric	415. <i>Ethereal:</i> (A) Earthy (B) Clumsy (C) Critical (D) Imitation (E) Permanent	416. <i>Etiolate:</i> (A) Tail-end (B) Mobilize (C) Lubricate (D) Whiten (E) Stain
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Part One

- 427. Antagonistic:**
 (A) Hostile (B) Critical (C) Brief
 (D) Stern (E) Free
- 428. Appositous:**
 (A) Repulsive (B) Tree-like (C) Transcendental
 (D) Real (E) Bawdy
- 429. Aspernious:**
 (A) Stolid (B) Significant (C) Lethargic
 (D) Disasterful (E) Temporary
- 430. Apathetic:**
 (A) Sordid (B) Lethargic (C) Literary
 (D) Significant (E) Musical
- 431. Asperate:**
 (A) Admit (B) Emerge (C) Abandon
 (D) Invade (E) Occupy
- 432. Aspercent:**
 (A) Evolving (B) Permanent (C) Spreading over
 (D) Nascent (E) Odorous
- 433. Asperse:**
 (A) Cost (B) Straightforward (C) Quick
 (D) Protracted (E) Dodging
- 434. Aspalt:**
 (A) Ensemble (B) Glorify (C) Extol
 (D) Degenerate (E) Simplify
- 435. Aspernate:**
 (A) Irritable (B) Instance (C) Expand
 (D) Detox (E) Tranquillize
- 436. Asperated:**
 (A) Cool (B) Impassive (C) Composed
 (D) Calm (E) Incited
- 437. Asperate:**
 (A) Prohibit (B) Exhibit (C) Preclude
 (D) Demolish (E) Permit
- 438. Asperiate:**
 (A) Praise (B) Enhance (C) Vanish
 (D) Spoiled (E) Encourage
- 439. Asperciating:**
 (A) Painful (B) Torturous (C) Troubling
 (D) Essential (E) Soothing
- 440. Asperculate:**
 (A) Accumulate (B) Relax (C) Increase
 (D) Release (E) Blame
- 441. Asperable:**
 (A) Spiritual (B) Excellent (C) Meditative
 (D) Crushed (E) Deserving
- 432. Execrate:**
 (A) Curse (B) Express (C) Disobey
 (D) Hate (E) Acclaim
- 433. Exemplary:**
 (A) Hateful (B) Reprehensible (C) Torment
 (D) Undue (E) Superb
- 434. Exhibit:**
 (A) Conceal (B) Prevent (C) Withdraw
 (D) Concede (E) Reveal
- 435. Exhilarate:**
 (A) Gladden (B) Invigorate (C) Shabbily
 (D) Inspiring (E) Depress
- 436. Exhume:**
 (A) Decipher (B) Dig (C) Integrate
 (D) Admit (E) Enter
- 437. Exigent:**
 (A) Crisis (B) Outside (C) Urgent
 (D) Ordinary (E) Exercise
- 438. Exodus:**
 (A) Restoration (B) Return (C) Homecoming
 (D) Influx (E) Withdrawal
- 439. Exonerate:**
 (A) Reject (B) Contract (C) Accuse
 (D) Admit (E) Proclaim
- 440. Exorbitant:**
 (A) Moderate (B) Enormous (C) Excessive
 (D) Barbaric (E) Important
- 441. Exoteric:**
 (A) Ecstatic (B) Esoteric (C) Developed
 (D) Monastic (E) Foreign
- 442. Exotic:**
 (A) Ugly (B) Regional (C) Local
 (D) Conventional (E) Strange
- 443. Expunge:**
 (A) Erase (B) Dilate (C) Entity
 (D) Imprint (E) Extricate
- 444. Expurgate:**
 (A) Stain (B) Admit (C) Entertain
 (D) Renew (E) Counterfeit
- 445. Extant:**
 (A) Destroyed (B) Extinguished (C) Forgotten
 (D) Unheeded (E) Exist
- 446. Extemporaneous:**
 (A) Offhand (B) Insulting (C) Delightful
 (D) Famous (E) Rehearsal

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447. <i>Extemuate:</i> (A) Palliate (B) Quality (C) Enhance	462. <i>Fallacious:</i> (A) Erroneous (B) Jealous (C) Faulty
(D) Offhand (E) Reduce	(D) False (E) True
448. <i>Exterior:</i> (A) Internal (B) Inner (C) Interior	463. <i>Fallacy:</i> (A) Blunder (B) Error (C) Abandon
(D) Inward (E) Outer	(D) Truth (E) Elusion
449. <i>Extinct:</i> (A) Gone (B) Arriving (C) Existing	464. <i>Falsehood:</i> (A) Familiarity (B) Fame (C) Injustice
(D) Used (E) Vanished	(D) Fancy (E) Truth
450. <i>Extraneous:</i> (A) Essential (B) Superfluous (C) Inactive	465. <i>False:</i> (A) True (B) Genuine (C) Correct
(D) Amazing (E) Extraordinary	(D) Proper (E) Erroneous
451. <i>Extravagant:</i> (A) Developing (B) Wonderful (C) Disappearing	466. <i>Fantastic:</i> (A) Practical (B) Useful (C) Theoretical
(D) Economical (E) Real	(D) Worthy (E) Exceptional
452. <i>Extricate:</i> (A) Entangle (B) Release (C) Manifest	467. <i>Fatigue:</i> (A) Vitality (B) Weariness (C) Solemn
(D) Palpable (E) Separate	(D) Enchant (E) Burden
453. <i>Extrinsic:</i> (A) Repulsive (B) Outside (C) Effective	468. <i>Fatuous:</i> (A) Pre-destined (B) Impatient (C) Purposeful
(D) Expressive (E) Inherent	(D) Gratuitous (E) Fitful
454. <i>Extrovert:</i> (A) Boaster (B) Mixer (C) Introvert	469. <i>Feasible:</i> (A) Impossible (B) Irrational (C) Impracticable
(D) Social (E) Gregarious	(D) Obvious (E) Attainable
455. <i>Exultation:</i> (A) Ecstasy (B) Frugality (C) Mourning	470. <i>Feeless:</i> (A) Spotless (B) Genuine (C) Smooth
(D) Severe (E) Interference	(D) Efficient (E) Pure
456. <i>Fable:</i> (A) Allegory (B) Fact (C) Peevish	471. <i>Fecund:</i> (A) Hard (B) Unploughed (C) Solid
(D) Forge (E) Parable	(D) Barren (E) Weak
457. <i>Fabricate:</i> (A) Damage (B) Destroy (C) Disintegrate	472. <i>Feeble:</i> (A) Obscene (B) Strong (C) Mighty
(D) Implicate (E) Assemble	(D) Daring (E) Minute
458. <i>Fabulous:</i> (A) Literary (B) Commonplace (C) Real	473. <i>Felicitous:</i> (A) Sad (B) Happy (C) Frigid
(D) Poor (E) Amazing	(D) Cold (E) Ambitious
459. <i>Facsimile:</i> (A) Reproduction (B) Sincere (C) Original	474. <i>Felonious:</i> (A) Criminal (B) Fictitious (C) Wicked
(D) Fact-finding (E) Engineered	(D) Popular (E) Moral
460. <i>Fact:</i> (A) Fable (B) Story (C) Illusion	475. <i>Fend:</i> (A) Hostility (B) Laxity (C) Friendship
(D) Fiction (E) Event	(D) Native (E) Compensation
461. <i>Factitious:</i> (A) Original (B) Genuine (C) Artificial	476. <i>Ferocious:</i> (A) Savage (B) Fierce (C) Cruel
(D) Manual (E) Real	(D) Sympathetic (E) Docile

- 477. Fervent:**
 (A) Fiery (B) Ardour (C) Poisonous
 (D) Apathetic (E) Original
- 478. Festive:**
 (A) Merry (B) Jubilant (C) Joyous
 (D) Holiday (E) Somber
- 479. Fetid:**
 (A) Stinky (B) Foul (C) Putrid
 (D) Forward (E) Fresh
- 480. Fetish:**
 (A) Object of love (B) Object of hate (C) Object of benefit
 (D) Object of harm (E) Object of dispute
- 481. Fiasco:**
 (A) Cameo (B) Mansion (C) Pollution
 (D) Success (E) Gamble
- 482. Fickle:**
 (A) Continue (B) Constant (C) Perpetual
 (D) Connect (E) Capricious
- 483. Fierce:**
 (A) Wild (B) Docile (C) Calm
 (D) Timid (E) Violent
- 484. Filthy:**
 (A) Foul (B) Rhetorical (C) Clean
 (D) Reflect (E) Grimy
- 485. Flaccid:**
 (A) Flabby (B) Lax (C) Firm
 (D) Obsolete (E) Sloppy
- 486. Flagitious:**
 (A) Pennon (B) Defeated (C) Beneficial
 (D) Heated (E) Sincere
- 487. Flamboyant:**
 (A) Excited (B) Quiet (C) Angry
 (D) Multi-coloured (E) Aggressive
- 488. Flexible:**
 (A) Brittle (B) Rigid (C) Hard
 (D) Solid (E) Meek
- 489. Flicker:**
 (A) Quiver (B) Glow (C) Deformity
 (D) Presage (E) Quiet
- 490. Flippant:**
 (A) Considerate (B) Saucy (C) Pert
 (D) Cross (E) Rude

- 491. Flow:**
 (A) Tied (B) Access (C) Ebb
 (D) High (E) Fly
- 492. Flurry:**
 (A) Pelt (B) Solace (C) Sedate
 (D) Soothe (E) Pungent
- 493. Fluster:**
 (A) Upset (B) Disconcert (C) Arrange
 (D) Disobey (E) Acclaim
- 494. Flux:**
 (A) Stillness (B) Motion (C) Swerve
 (D) Wince (E) Glide
- 495. Foreigner:**
 (A) National (B) Stranger (C) Native
 (D) Alien (E) Hostile
- 496. Forge:**
 (A) Continue (B) Dissolve (C) Quiet
 (D) Invite (E) Prevent
- 497. Forlorn:**
 (A) Happy (B) Gloomy (C) Joyous
 (D) Credible (E) Dejected
- 498. Foster:**
 (A) Curb (B) Control (C) Check
 (D) Repress (E) None of these
- 499. Fragile:**
 (A) Brittle (B) Strong (C) Abrasion
 (D) Horrid (E) Weak
- 500. Frangible:**
 (A) Fragile (B) Tangible (C) Tractable
 (D) Unsuitable (E) Unbreakable
- 501. Frantic:**
 (A) Sane (B) Open (C) Mad
 (D) Candid (E) Confused
- 502. Fribble:**
 (A) Dribble (B) Significant (C) Crib
 (D) Light-talk (E) Dawdle
- 503. Frigid:**
 (A) Sexy (B) Fried (C) Border
 (D) Cooling-machine (E) Lovable
- 504. Frivolous:**
 (A) Paltry (B) Superficial (C) Frolic
 (D) Serious (E) Alert
- 505. Fructify:**
 (A) Enrich (B) Fruitful (C) Hack

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506. *Frugal:* (D) Upgrade (E) Sterilize (C) Generous (B) Extravagant (A) Charitable (E) Thrifty
507. *Frugality:* (B) Exhibition (C) Extravagance (A) Showy (E) Economy (D) Visage
508. *Fugitive:* (A) Evanscent (B) Captive (C) Unkempt (D) Smart (E) Exalted
509. *Fulminate:* (A) Murmur (B) Clamour (C) Efficacious (D) Vain (E) Cooperate
510. *Fume:* (A) Frown (B) Chafe (C) Comply (D) Dupe (E) Smell
511. *Fungible:* (A) Corrosive (B) Iridescent (C) Unique (D) Retrograde (E) Discursive
512. *Furtive:* (A) Hidden (B) Release (C) Open (D) Closed (E) Conceded
513. *Gainsay:* (A) Loose (B) Hard (C) Fix (D) Affirm (E) Reliable
514. *Gall:* (A) Audacity (B) Humility (C) Prudence (D) Irritate (E) Boldness
515. *Gallant:* (A) Bold (B) Fine (C) Frolic (D) Coward (E) Valiant
516. *Garbled:* (A) Distorted (B) Confused (C) Twisted (D) Impure (E) Clear
517. *Garrulity:* (A) Reticence (B) Gaudy (C) Superb (D) Abettor (E) Ornate
518. *Gasconade:* (A) Modesty (B) Seizure (C) Cleanliness (D) Illusive (E) Rude
519. *Gauche:* (A) Mistake (B) Abusive (C) Attractive (D) Guile (E) Gaunt
520. *Gaucherie:* (A) Tact (B) Culminate (C) Dwindle (D) Quiet (E) Bootish,
521. *Generous:* (A) Magnanimous (B) Visual (C) Vivid (D) Stingy (E) Kindly
522. *Genocide:* (A) Roaten (B) Bogus (C) Unsound (D) Ingure (E) Factual
523. *Genomane:* (A) Total (B) Related (C) Unrelated (B) Decay (E) Cowardly
524. *Germinate:* (A) Shoot (B) Sprout (C) Alien (D) Decay (E) Develop
525. *Giddy:* (A) Dizzy (B) Silly (C) Confused (D) Strong (E) Serious
526. *Gingerly:* (A) Lightly (B) Carefully (C) Definitely (D) Delicately (E) Roughly
527. *Gist:* (A) Circumlocution (B) Pith (C) Force (D) Expedite (E) Essence
528. *Glamour:* (A) Silence (B) Inebiate (C) Murmur (D) Whisper (E) Charm
529. *Glib:* (A) Deaf (B) Handicapped (C) Dumb (D) Resistant (E) Facile
530. *Glossy:* (A) Shining (B) Dull (C) Flat (D) Apparent (E) Glassy
531. *Glut:* (A) Limit (B) Supply (C) Dearth (D) Demand (E) Surplus
532. *Gluttony:* (A) Voracity (B) Fragility (C) Garb (D) Devoid (E) Abundance
533. *Gnome:* (A) Gloom (B) Casual (C) Small (D) Giant (E) Fairy
534. *Gossip:* (A) Taciturnity (B) Rumour (C) Odious (D) Shrink (E) Babble
535. *Grandiloquence:* (A) Civil (B) Pomposity (C) Jarring (D) Simplicity (E) Complexity

536. *Grandiose:*

- (A) Grand (B) Imitation (C) Pompous
 (D) Pressive (E) Simple

537. *Gratify:*

- (A) Defeat (B) Distress (C) Frustrate
 (D) Discourage (E) Delight

538. *Gratitude:*

- (A) Wretched (B) Ingratitude (C) Unfaithfulness
 (D) Wickedness (E) Appreciation

539. *Gratuitous:*

- (A) Needless (B) Gratefulness (C) Filthy
 (D) Impurity (E) Warranted

540. *Gratis:*

- (A) Annuity (B) Suspend (C) Discount
 (D) Wages (E) Retirement

541. *Greedy:*

- (A) Ravenous (B) Voracious (C) Dull
 (D) Lavish (E) Grasping

542. *Gregarious:*

- (A) Social (B) Affable (C) Friendly
 (D) Cheap (E) Antisocial

543. *Grim:*

- (A) Serious (B) Satisfying (C) Delightful
 (D) Painful (E) Harsh

544. *Grisly:*

- (A) Pleasant (B) Boorish (C) Grim
 (D) Horrid (E) Ugly

545. *Grotesque:*

- (A) Archaic (B) Whimsical (C) Graceful
 (D) Mild (E) Bizarre

546. *Grudge:*

- (A) Ill-will (B) Goodwill (C) Essence
 (D) Guile (E) Resentment

547. *Gruesome:*

- (A) Disgusting (B) Attractive (C) Grisly
 (D) Stern (E) Hideous

548. *Grumpy:*

- (A) Grudge (B) Affable (C) Lump
 (D) Fast (E) Gory

549. *Guile:*

- (A) Ingratitude (B) Ingenuousness (C) Incorrect
 (D) Artless (E) Cunning

550. *Guilty:*

- (A) Innocent (B) Pure (C) Virtuous
 (D) Angelic (E) Culpable

551. *Gullible:*

- (A) Fish (B) Credulous (C) Shrewd
 (D) Traveller (E) Bird

552. *Gumption:*

- (A) Rigidity (B) Sticking (C) Guess
 (D) Stupidity (E) Lump

553. *Gusto:*

- (A) Sadness (B) Distaste (C) Discolour
 (D) Gloom (E) Delicious

554. *Gusty:*

- (A) Populated (B) Dirty (C) Flurry
 (D) Courage (E) Calm

555. *Habitual:*

- (A) Irregular (B) Customary (C) Debar
 (D) Schism (E) Normal

556. *Hackneyed:*

- (A) Cliched (B) Banal (C) Transferred
 (D) Delayed (E) Original

557. *Haggard:*

- (A) Plump (B) Vast (C) Maidenly
 (D) Shrewd (E) Gaunt

558. *Hail:*

- (A) Summon (B) Signal (C) Ignore
 (D) Throw (E) Come

559. *Halcyon:*

- (A) Martial (B) Serene (C) Tranquil
 (D) Brave (E) Relaxed

560. *Hamper:*

- (A) Hinder (B) Obstruct (C) Supply
 (D) Prior (E) Promote

561. *Haphazard:*

- (A) Deliberate (B) Careless (C) Random
 (D) Casual (E) Immediate

562. *Hapless:*

- (A) Lucky (B) Amiable (C) Fortunate
 (D) Frigid (E) Woeful

563. *Harangue:*

- (A) Rant (B) Erosion (C) Silence
 (D) Callous (E) Uproar

564. *Harass:*

- (A) Soothe (B) Pester (C) Closely
 (D) Laudable (E) Annoy

565. *Hard:*

- (A) Soft (B) Smooth (C) Delicate
 (D) Easy (E) Less

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566. <i>Hardworking:</i> (A) Diligent (B) Sloth (C) Persevering (D) Industrial (E) None of these	581. <i>Heretic:</i> (A) Heresy (B) Hermit (C) Pious (D) Devoted (E) Indulgent
567. <i>Harmony:</i> (A) Success (B) Conflict (C) Joy (D) Solace (E) Accord	582. <i>Heterogeneous:</i> (A) Homogenous (B) Similar (C) Different (D) Colourful (E) Natural
568. <i>Haughty:</i> (A) Pitiable (B) Scared (C) Humble (D) Cowardly (E) Disobedient	583. <i>Hibernal:</i> (A) Summer-like (B) Natural (C) Permanent (D) Pure (E) Casual
569. <i>Hawk:</i> (A) Peaceful (B) Pigeon (C) Fighter (D) Dove (E) brave	584. <i>Hibernate:</i> (A) Aestivate (B) Connote (C) Imitate (D) Implicate (E) Involve
570. <i>Hazy:</i> (A) Foggy (B) Vague (C) Clear (D) Clarify (E) Bleary	585. <i>Hide:</i> (A) Search (B) Show (C) Seek (D) Find (E) Cloak
571. <i>Head:</i> (A) Foot (B) Bottom (C) Toil (D) Toes (E) Aptitude	586. <i>Hilarious:</i> (A) Funny (B) Delirious (C) Hysterical (D) Confused (E) Solemn
572. <i>Headstrong:</i> (A) Obstinate (B) Stubborn (C) Wilful (D) Peak (E) Submissive	587. <i>Hilarity:</i> (A) Laughter (B) Humour (C) Ramble (D) Gloom (E) Shortcoming
573. <i>Hearsay:</i> (A) Gossip (B) Robust (C) Sobering (D) Fact (E) Information	588. <i>Hindrance:</i> (A) Agreement (B) Cooperation (C) Persuasion (D) Aid (E) Obstacle
574. <i>Hectic:</i> (A) Infidel (B) Disbeliever (C) Frantic (D) Feverish (E) Calm	589. <i>Hirsute:</i> (A) Wide (B) Calm (C) Simple (D) Strong (E) Bald
575. <i>Hedonism:</i> (A) Socialism (B) Intoxication (C) Asceticism (D) Revivalism (E) Surrealism	590. <i>Histrionic:</i> (A) Straightforward (B) Hoard (C) Hang (D) Fatten (E) Confused
576. <i>Heed:</i> (A) Regard (B) Observe (C) Follow (D) Notice (E) Ignore	591. <i>Hoard:</i> (A) Deposit (B) Supply (C) Satisfy (D) Accumulate (E) Save
577. <i>Hefty:</i> (A) Massive (B) Light (C) Tight (D) Ample (E) Stubborn	592. <i>Holy:</i> (A) Divine (B) Hoary (C) Dupe (D) Profane (E) Saintly
578. <i>Hegira:</i> (A) Oasis (B) Return (C) Calm (D) Noise (E) Arrival	593. <i>Homage:</i> (A) Contract (B) Contempt (C) Waste (D) Worship (E) Tribute
579. <i>Heinous:</i> (A) Odious (B) Atrocious (C) Executable (D) Coax (E) Wicked	594. <i>Hoot:</i> (A) Honour (B) Uproar (C) Jostle (D) Tint (E) Insult
580. <i>Heresay:</i> (A) Innate (B) Inbred (C) Acquired (D) Effected (E) Polished	595. <i>Hortatory:</i> (A) Frantic (B) Dissuading (C) Residence (D) Compulsory (E) Unfriendly

596. *Hest:*

- (A) Accomplice (B) Enlarged (C) Spread
 (D) Diffused (E) None of these

597. *Hostile:*

- (A) Friendly (B) Opposed (C) Humid
 (D) Cruel (E) Aggressive

598. *Hover:*

- (A) Flutter (B) Occupy (C) Drift
 (D) Shed (E) Leave

599. *Hubbub:*

- (A) Commotion (B) Uproar (C) Great
 (D) Clamor (E) Calm

600. *Huddle:*

- (A) Bunch (B) Gather (C) Jumble
 (D) Scatter (E) Clump

601. *Hummock:*

- (A) Vale (B) Fury (C) Wickedness
 (D) Scorn (E) Stock

602. *Hump:*

- (A) Protuberance (B) Tumult (C) Depression
 (D) Feeble (E) Mound

603. *Hunch:*

- (A) Hindrance (B) Slavery (C) Kingly
 (D) Empirical (E) Food

604. *Hurt:*

- (A) Cure (B) Treat (C) Heal
 (D) Injure (E) Cripple

605. *Husbandry:*

- (A) Timidness (B) Courage (C) Thrifty
 (D) Matrimonial (E) Wastefulness

606. *Hybrid:*

- (A) Mongrel (B) Mixture (C) Pure
 (D) Sincere (E) Composition

607. *Hyperbole:*

- (A) Downtrodden (B) Underestimate (C) Contempt
 (D) Cupidity (E) Exaggeration

608. *Hypercritical:*

- (A) Deceptive (B) Dishonest (C) Imitation
 (D) Disliked (E) Tolerant

609. *Hypocrisy:*

- (A) Busy (B) Naïve (C) Candour
 (D) Aware (E) Fraud

610. *Hypocritical:*

- (A) False (B) Insincere (C) Amiable
 (D) Insulting (E) Sincere

611. *Hypothetical:*

- (A) Theoretical (B) Axiomatic (C) Conjectural
 (D) Accurate (E) Imaginary

612. *Hypothesis:*

- (A) Fact (B) Theory (C) Conclusive
 (D) Suppressed (E) Assumption

613. *Hysterical:*

- (A) Controlled (B) Emotional (C) Raving
 (D) Wild (E) Insincere

614. *Ignite:*

- (A) Kindle (B) Excite (C) Agitate
 (D) Extinguish (E) Rouse

615. *Ignoble:*

- (A) Mean (B) Dishonourable (C) Familiar
 (D) Tranquil (E) Worthy

616. *Ignominious:*

- (A) Honourable (B) Insulting (C) Dejected
 (D) Favourable (E) Civilized

617. *Ignominy:*

- (A) Distinction (B) Shame (C) Indispose
 (D) Logic (E) Dishonour

618. *Illegible:*

- (A) Clear (B) Imitable (C) Clean
 (D) Readable (E) Obscure

619. *Illicit:*

- (A) Legal (B) Lawful (C) Delusive
 (D) Legitimate (E) Shameful

620. *Illusive:*

- (A) Deceptive (B) Transparent (C) Excluding
 (D) Not certain (E) Not deceptive

621. *Imbecile:*

- (A) Idiotic (B) Clever (C) Heretic
 (D) Bewitched (E) Fool

622. *Immaculate:*

- (A) Up-to-date (B) Significant (C) Untidy
 (D) Expressive (E) Flawless

623. *Imp:*

- (A) Demon (B) Rogue (C) Angel
 (D) Pedestrian (E) Idiot

624. *Impair:*

- (A) Enfeeble (B) Improve (C) Heedless
 (D) Pamper (E) Demolish

625. *Impartial:*

- (A) Unbiased (B) Sluggish (C) Absurd
 (D) Biased (E) Fair

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626. <i>Impenetrable:</i> (A) Good (B) Sound (C) Faulty (D) Candid (E) Correct	627. <i>Impecunious:</i> (A) Harsh (B) Polite (C) Wealthy (D) Poor (E) Faulty	628. <i>Impede:</i> (A) Denote (B) Promote (C) Exalt (D) Sour (E) Disapprove	629. <i>Imperceptible:</i> (A) Subtle (B) Noticeable (C) Explicit (D) Soltic (E) Ignorable	630. <i>Impervious:</i> (A) Ingressive (B) Porous (C) Passage (D) Ooze (E) Impulsive	631. <i>Implicate:</i> (A) Involve (B) Hinted (C) Extricate (D) Lazy (E) Entangle	632. <i>Imprint:</i> (A) Remove (B) Erase (C) Extinguish (D) Refute (E) Emboss	633. <i>Impudent:</i> (A) Discourteous (B) Courteous (C) Kind (D) Helpful (E) Offensive	634. <i>Incandescence:</i> (A) Iciness (B) Glow (C) Ardour (D) Impel (E) Brightness	635. <i>Incarcerate:</i> (A) Mobilize (B) Impersonate (C) Treat (D) Liberate (E) Impress	636. <i>Incite:</i> (A) Induce (B) Provoke (C) Instigate (D) Inculcate (E) Calm	637. <i>Inclement:</i> (A) Pleasant (B) Serene (C) Beautiful (D) Attractive (E) Gloomy.	638. <i>Indestructible:</i> (A) Immortal (B) Rebirth (C) Fragile (D) Fragmentary (E) Entity	639. <i>Induction:</i> (A) Reduction (B) Deduction (C) Production (D) Seduction (E) Construction	640. <i>Inert:</i> (A) Sluggish (B) Vain (C) Active (D) Prudence (E) Fixed	641. <i>Inevitable:</i> (A) Unavoidable (B) Etablis (C) Half-baked (D) Uncertain (E) Mutilated	642. <i>Infallible:</i> (A) Dabious (B) Mistaking (C) Forcing (D) Unreliable (E) Perfect	643. <i>Inflexible:</i> (A) Soft (B) Tender (C) Yielding (D) Obedient (E) Rigid	644. <i>Ingenuity:</i> (A) Skilfulness (B) Cunning (C) Sentimental (D) Certain (E) Dullness	645. <i>Ingenuous:</i> (A) Frank (B) Insincere (C) Wandering (D) Annoy (E) Artless	646. <i>Inhibit:</i> (A) Refrain (B) Discard (C) Activate (D) Surrender (E) Guard	647. <i>Inimical:</i> (A) Related (B) Friendly (C) Neural (D) Cheerful (E) Hostile	648. <i>Iniquitous:</i> (A) Inquiry (B) Enquiry (C) Free (D) Unjust (E) Inquisitive	649. <i>Iniquity:</i> (A) Cruelty (B) Injustice (C) Equitable (D) Intensity (E) Quail	650. <i>Innate:</i> (A) Inborn (B) Acquired (C) Sobriety (D) Plot (E) Inherent	651. <i>Innocent:</i> (A) Sinful (B) Guilty (C) Deadly (D) Corruption (E) Sinless	652. <i>Inquisitive:</i> (A) Uninterested (B) Dull (C) Indolent (D) Careful (E) Curious	653. <i>Insanity:</i> (A) Sanity (B) Normality (C) Lucidity (D) Sobriety (E) Craziness	654. <i>Insatiable:</i> (A) Diminishable (B) Greedy (C) Glowing (D) Succulent (E) Limitless	655. <i>Insipid:</i> (A) Stupid (B) Tasty (C) Discreet (D) Feast (E) Inhale
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656. <i>Insolent:</i> (A) Proud (B) Humble (C) Ashamed (D) Ignorant (E) Insulting	670. <i>Irk:</i> (A) Annoy (B) Iota (C) Amuse (D) Exodus (E) Irritate
657. <i>Insolvent:</i> (A) Bankrupt (B) Wealthy (C) Intuition (D) Translate (E) Poor	671. <i>Irksome:</i> (A) Boring (B) Irritating (C) Tragic (D) Humorous (E) Interesting
658. <i>Insober:</i> (A) Nonchalant (B) Unconcerned (C) Deer (D) Cheap (E) Fretful	672. <i>Irrational:</i> (A) Logical (B) Unreasonable (C) Absurd (D) Crazy (E) Useless
659. <i>Inspired:</i> (A) Overwhelmed (B) Dispirited (C) Disillusioned (D) Skeptical (E) Motivated	673. <i>Irrelevant:</i> (A) Immaterial (B) Pertinent (C) Unconnected (D) Fragile (E) Boring
660. <i>Instill:</i> (A) Extract (B) Eradicate (C) Express (D) Expand (E) Imbue	674. <i>Irreparable:</i> (A) Replaceable (B) Demolished (C) Illegible (D) Applicable (E) Correctable
661. <i>Intangible:</i> (A) Water- (B) Cameo (C) Appendix colour (D) Joining (E) Silly	675. <i>Irrepressible:</i> (A) Subduable (B) Hostile (C) Bore (D) Alluring (E) Unreliable
662. <i>Interpolate:</i> (A) Introduce (B) Studied (C) Delete (D) Solve (E) Insertions	676. <i>Irreverent:</i> (A) Pious (B) Profane (C) Uncivil (D) Impious (E) Famous
663. <i>Intransigent:</i> (A) Surrendering (B) Corrigible (C) Urgent (D) Non- (E) Porous transferable	677. <i>Isolation:</i> (A) Seclusion (B) Segregation (C) Association (D) Hardihood (E) Hardness
664. <i>Intrepid:</i> (A) Doughty (B) Fearful (C) Mutiny (D) Veracious (E) Fearless	678. <i>Itinerant:</i> (A) Wandering (B) Stationary (C) Incursion (D) Even (E) Movable
665. <i>Inundate:</i> (A) Drain (B) Flood (C) Cabal (D) Flow (E) Swamp	679. <i>Jaded:</i> (A) Barded (B) Decorated (C) Dulled (D) Stimulated (E) Indifferent
666. <i>Inured:</i> (A) Accustomed (B) Sensitive (C) Insight (D) Worthless (E) Habitual	680. <i>Jagged:</i> (A) Serrated (B) Smooth (C) Uneven (D) Rough (E) Hindered
667. <i>Inveterate:</i> (A) Stupid (B) Uneducated (C) Ignorant (D) Inexperienced (E) Spineless	681. <i>Jargon:</i> (A) Language (B) Terminology (C) Slang (D) Silly (E) Vernacular
668. <i>Invincible:</i> (A) Invulnerable (B) Visible (C) Wanton (D) Ancient (E) Conquerable	682. <i>Jaundiced:</i> (A) Stopped (B) Young (C) Unbiased (D) Pessimistic (E) Pleasure
669. <i>Irascible:</i> (A) Enraged (B) Uncivilized (C) Moderate (D) Ill- (E) Even- tempered	683. <i>Jaunty:</i> (A) Sedate (B) Airy (C) Sprightly (D) Aged (E) Self- satisfied
	684. <i>Jealousy:</i> (A) Suspicion (B) Generosity (C) Alliance (D) Bit (E) Envy

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685. *Jejune:* (A) Plentiful (B) Scanty (C) Mourn
 (D) Venom (E) Sticky
686. *Jeopardy:* (A) Peril (B) Vulnerability (C) Bravery
 (D) Threat (E) Safety
687. *Jettison:* (A) Overboard (B) Washed (C) Disclose
 (D) Salvage (E) Inevitable
688. *Jittery:* (A) Confused (B) Bold (C) Strong
 (D) Hardy (E) Timid
689. *Jocular:* (A) Humorous (B) Professional (C) Serious
 (D) Combined (E) Cheerful
690. *Jovial:* (A) General (B) Sagacity (C) Gloomy
 (D) Fixed (E) Cheerful
691. *Jubilant:* (A) Sad (B) Unhappy (C) Gloomy
 (D) Aloof (E) Ecstatic
692. *Judicious:* (A) Prudent (B) Sensible (C) Timely
 (D) Accused (E) Unwise
693. *Jurisdiction:* (A) Independence (B) Young (C) Nucleus
 (D) Hard (E) Authority
694. *Just:* (A) Fair (B) Unjust (C) Outflow
 (D) Soothe (E) Uniform
695. *Juvenile:* (A) Youthful (B) Control (C) Mature
 (D) Blind (E) Jovial
696. *Juxtapositions:* (A) Unity (B) Opposition (C) Separation
 (D) Difference (E) Confirmation
697. *Kernel:* (A) Nucleus (B) Core (C) Surroundings
 (D) Annoy (E) Bell-sound
698. *Key:* (A) Solution (B) Strangers (C) Class
 (D) Mystery (E) Resolution
699. *Kindle:* (A) Extinguish (B) Ignite (C) Soft
 (D) Rouse (E) Excite
700. *Kith:* (A) Relative (B) Son (C) Stranger
 (D) Outfit (E) Natives
701. *Knotty:* (A) Tough (B) Easy (C) Care
 (D) Question (E) Difficult
702. *Knowledge:* (A) Ignorance (B) Illiteracy (C) Foolishness
 (D) Backwardness (E) Awareness
703. *Kudos:* (A) Praise (B) Esteem (C) Applause
 (D) Unkind (E) Criticism
704. *Laborious:* (A) Diligent (B) Lazy (C) Frivolity
 (D) Menial (E) Arduous
705. *Labyrinthine:* (A) Straightforward (B) Tortuous (C) Complex
 (D) Light (E) Entangle
706. *Lacerate:* (A) Heat (B) Heal (C) Tear
 (D) Afflict (E) Destroy
707. *Laceration:* (A) Insensitivity (B) Armour (C) Preoccupation
 (D) Palpitation (E) Healing
708. *Lachrymose:* (A) Joyful (B) Tearful (C) Weeping
 (D) Gloomy (E) Amazing
709. *Lackadaisical:* (A) Intelligent (B) Dull (C) Ambitious
 (D) Monthly (E) None of these
710. *Laconic:* (A) Curt (B) Terse (C) Wordy
 (D) Robust (E) Teasing
711. *Ladida:* (A) High (B) Precursor (C) Follower
 (D) Natural (E) Pretentious
712. *Lambast:* (A) Insult (B) Acknowledge (C) Disagree
 (D) Explosion (E) Praise
713. *Lampoon:* (A) Ridicule (B) Satirize (C) Pierce
 (D) Praise (E) Enforce
714. *Languid:* (A) Cheerful (B) Progressive (C) Vigorous
 (D) Fashionable (E) Gloomy

715. <i>Languish:</i> (A) Sink (B) Thrive (C) Visage (D) Congealed (E) Weaken	730. <i>Lethargic:</i> (A) Listless (B) Invigorating (C) Sluggish (D) Laborious (E) Slothful
716. <i>Languor:</i> (A) Intoxicant (B) Shrewd (C) Lodging (D) Celery (E) Animal	731. <i>Lethargy:</i> (A) Drowsiness (B) Torpor (C) Tedium (D) Vigilance (E) Listlessness
717. <i>Languorous:</i> (A) Weakness (B) Stillness (C) Laborious (D) Exhaustion (E) Frenetic	732. <i>Levity:</i> (A) Seriousness (B) Flippancy (C) Hold (D) Restriction (E) Frivolity
718. <i>Lascivious:</i> (A) Lewd (B) Lustful (C) Chaste (D) Calumnious (E) Immoral	733. <i>Liability:</i> (A) Exemption (B) Credibility (C) Accountability (D) Assumption (E) Responsibility
719. <i>Latent:</i> (A) Hidden (B) Forbidding (C) Obvious (D) Artificial (E) Concealed	734. <i>Licentious:</i> (A) Voluptuous (B) Libertine (C) Chaste (D) Debauchee (E) Immoral
720. <i>Laudable:</i> (A) Commendable (B) Negligible (C) Admirable (D) Praiseworthy (E) Blameful	735. <i>Lilliputian:</i> (A) Improper (B) Dwarf (C) Healthy (D) Socialized (E) Gigantic
721. <i>Laudation:</i> (A) Reduction (B) Passive (C) Criticism (D) Simplification (E) Praise	736. <i>Limber:</i> (A) Agile (B) Nimble (C) Inflexible (D) Relax (E) Slacken
722. <i>Laudatory:</i> (A) Praising (B) Acceptable (C) Sedative (D) Essential (E) Defamatory	737. <i>Limpid:</i> (A) Clear (B) Straight (C) Transparent (D) Coward (E) Turbid
723. <i>Lavish:</i> (A) Stingy (B) Extravagant (C) Gloom (D) Crude (E) Waste	738. <i>Linger:</i> (A) Depart (B) Persist (C) Dawdle (D) Delay (E) Attach
724. <i>Lax:</i> (A) Slack (B) Casual (C) Bright (D) Comfortable (E) Strict	739. <i>Listless:</i> (A) Languid (B) Apathetic (C) Active (D) Gobble (E) Tired
725. <i>Laxity:</i> (A) Harsh (B) Strictness (C) Polite (D) Hardness (E) Shyness	740. <i>Lithe:</i> (A) Limber (B) Lazy (C) Bending (D) Small (E) Stiff
726. <i>Lechery:</i> (A) Purity (B) Excessiveness (C) Sexuality (D) Comfort (E) Abduction	741. <i>Litotes:</i> (A) Simile (B) Metaphor (C) Understatement (D) Hyperbole (E) Flower
727. <i>Leeward:</i> (A) Windward (B) Towards (C) Guardian (D) Patron (E) Downward	742. <i>Livelong:</i> (A) Long life (B) Short life (C) Alive (D) Dead (E) Part of
728. <i>Legendary:</i> (A) Practical (B) Historical (C) Mythological (D) Levy (E) Old	743. <i>Livid:</i> (A) Faded (B) Shining (C) Undiscoloured (D) Polished (E) Bluish
729. <i>Lend:</i> (A) Hire (B) Pawn (C) Cheat (D) Borrow (E) Donate	744. <i>Loath:</i> (A) Detest (B) Eager (C) Burden (D) Flexible (E) Promise

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745. <i>Loiter:</i> (A) Hurry (D) Linger	(B) Busy (E) Wanderer	(C) Delay	760. <i>Madness:</i> (A) Cleverness (D) Cunningness	(B) Sanity (E) Lunacy	(C) Sane
746. <i>Longing:</i> (A) Craving (D) Analyse	(B) Aversion (E) Lengthy	(C) Sadness	761. <i>Magnanimous:</i> (A) Mean (D) Swallow	(B) Noble (E) Vast	(C) Scrooge
747. <i>Loom:</i> (A) Clear (D) Malaise	(B) Boom (E) Reb	(C) Loose	762. <i>Magnate:</i> (A) Metal (D) Attract	(B) Poor (E) Repel	(C) Dark
748. <i>Lopsided:</i> (A) Uneven (D) Slanted	(B) Alone (E) Distorted	(C) Balanced	763. <i>Magnify:</i> (A) Induce (D) Shrink	(B) Diminish (E) Intensity	(C) Decay
749. <i>Loquacious:</i> (A) Gabby (D) Liquid	(B) Garrulous (E) Taciturn	(C) Bitter	764. <i>Main:</i> (A) Lame (D) Restore	(B) Substance (E) Foremost	(C) Glass
750. <i>Lorgnette:</i> (A) Genetic (D) Monocle	(B) Sex-appeal (E) Ravine	(C) Atheist	765. <i>Malady:</i> (A) Well-being (D) Fallacious	(B) Disease (E) Inadequacy	(C) Rotten
751. <i>Loved:</i> (A) Refused (D) Averted	(B) Defamed (E) Hated	(C) Distracted	766. <i>Malefactor:</i> (A) Assistant (D) Benefactor	(B) Supervisor (E) Maligner	(C) Performer
752. <i>Loyal:</i> (A) Unfaithful (D) Unfriendly	(B) Rebellious (E) Steadfast	(C) Courageous	767. <i>Malevolent:</i> (A) Kindly (D) Primitive	(B) Vacuous (E) Vindictive	(C) Antisocial
753. <i>Lucid:</i> (A) Distinct (D) Obscure	(B) Glory (E) Accurate	(C) Noisy	768. <i>Malicious:</i> (A) Boastful (D) Generous	(B) Indifferent (E) Vicious	(C) Kind
754. <i>Lugubrious:</i> (A) Despondent (D) Lewd	(B) Disconsolate (E) Blithe	(C) Blue	769. <i>Malign:</i> (A) Deny (D) Response	(B) Lethal (E) Praise	(C) Answer
755. <i>Luscious:</i> (A) Sweet (D) Sour	(B) Tasteless (E) Delicious	(C) Bitter	770. <i>Malignant:</i> (A) Virulent (D) Swallow	(B) Benign (E) Deadly	(C) Prune
756. <i>Lustre:</i> (A) Splendour (D) Hide	(B) Gloom (E) Gloss	(C) Lie	771. <i>Manduction:</i> (A) Guidance (D) Conduction	(B) Misguidance (E) Convection	(C) Handwritten
757. <i>Luxury:</i> (A) Poverty (D) Sadness	(B) Duplicity (E) Extravagance	(C) Austerity	772. <i>Mangy:</i> (A) Bravery (D) Dog	(B) Diseased (E) Clean	(C) Small
758. <i>Macabre:</i> (A) Gruesome (D) Trash	(B) Attractive (E) Morbid	(C) Splendour	773. <i>Manumission:</i> (A) Liberty (D) Termination	(B) Release (E) Enslavement	(C) Secret
759. <i>Machiavellian:</i> (A) Learned (D) Ruler	(B) Doubtful (E) Naïve	(C) Asian	774. <i>Marauder:</i> (A) Guard (D) Talkative	(B) Looter (E) Failure	(C) Refugee

Definitions

775. **Menacing:**
 (A) Refreshing (B) Defeating (C) Overwhelming
 (D) Wining (E) Winning
776. **Mendacious:**
 (A) Strict (B) Loose (C) Sweet
 (D) Disciplined (E) Dishonest
777. **Misical:**
 (A) Musical instrument (B) Anger
778. **Misericord:**
 (A) Knob (B) Port-wall (C) Market
 (D) Stew (E) Sweet
779. **Misick:**
 (A) Defice (B) Conceal (C) Expose
 (D) Hidden (E) Disguise
780. **Misicative:**
 (A) Conceal (B) Gobble (C) Review
 (D) Refuse (E) Remember
781. **Mischievous:**
 (A) Nicron (B) Velvet (C) Sunny
 (D) Shady (E) Vesper
782. **Mischievous:**
 (A) Clever (B) Shrewd (C) Intelligent
 (D) Whiz (E) Satiated
783. **Misagre:**
 (A) Scanty (B) Dissolve (C) Ample
 (D) Benign (E) Sparse
784. **Misdecre:**
 (A) Average (B) Contemplate (C) Outstanding
 (D) Congenial (E) Inferior
785. **Misick:**
 (A) Arrogant (B) Diffuse (C) Boorish
 (D) Docile (E) Mild
786. **Melancholy:**
 (A) Cheerfulness (B) Sadness (C) Mild
 (D) Nature (E) Dejection
787. **Mellifluous:**
 (A) Mutual (B) Common (C) Hoarse
 (D) Contented (E) Witty
788. **Mendacity:**
 (A) Deception (B) Gist (C) Restore
 (D) Truthfulness (E) Repair
789. **Menial:**
 (A) Humble (B) Servile (C) Notion
 (D) Noble (E) Degrading
790. **Meticulous:**
 (A) Slovenly (B) Meretricious (C) Shaggy
791. **Mutual:**
 (D) Mutual (E) Complex
792. **Miasmic:**
 (A) Sultry (B) Salubrious (C) Oppressive
 (D) Hearsay (E) Zealous
793. **Mildew:**
 (A) Destructive (B) Healthy-growth (C) Morning-dew
 (D) Mill-noise (E) Ground-corn
794. **Militant:**
 (A) Religious (B) Spiritual (C) Combative
 (D) Pacifist (E) Aggressive
795. **Minor:**
 (A) Heavy (B) Tall (C) Major
 (D) Big (E) Negligible
796. **Minuscule:**
 (A) Majuscule (B) Reticule (C) Minimal
 (D) Maximal (E) Manikin
797. **Misdemeanour:**
 (A) Misdeed (B) Merit (C) Corrupt
 (D) Reciprocal (E) Demerit
798. **Miserly:**
 (A) Generous (B) Liberal (C) Spendthrift
 (D) Charitable (E) Scroogeous
799. **Mitigate:**
 (A) Appear (B) Aggravate (C) Exclusion
 (D) Occasion (E) Diminish
800. **Malady:**
 (A) Robust (B) Healthy (C) Weak
 (D) Strong (E) Wrong
801. **Moderate:**
 (A) Relegation (B) Coyness (C) Decoy
 (D) Ostentation (E) Peering
802. **Modicum:**
 (A) Big (B) A large amount (C) Colossal
 (D) Huge (E) A small amount
803. **Moist:**
 (A) Dry (B) Crisp (C) Wet
 (D) Brittle (E) Muggy
804. **Mollify:**
 (A) Twist (B) Continue (C) Terminate
 (D) Hardship (E) Harden
805. **Momentous:**
 (A) Short-lived (B) Heavy (C) Momentum

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(D) Frivolous (E) Timely	(D) Credulity (E) Thought
804. Monandry: (A) Monastery (B) Weekly (C) Polyandry (D) Polygamy (E) Dripping	819. Nascent: (A) Nasty (B) Favourable (C) Migratory (D) Mature (E) Odourless
805. Monism: (A) Barbarous (B) Possession (C) Unevenness (D) Tranquillity (E) Duality	820. Nasty: (A) Terrible (B) Awful (C) Naughty (D) Unpleasant (E) Enjoyable
806. Monologue: (A) Prologue (B) Catalogue (C) Dialogue (D) Epilogue (E) Recluse	821. Native: (A) Alien (B) Foreigner (C) Newcomer (D) Stranger (E) Dweller
807. Moot: (A) Strict (B) Difficult (C) Not disputable (D) Disputable (E) Arguable	822. Nebulous: (A) Stars (B) Curved (C) Homesickness (D) Crystal-clear (E) Under-age
808. Moribund: (A) Vital (B) Creative (C) Dying (D) Superfluous (E) Disable	823. Nefarious: (A) Lacking (B) Imperious (C) Benign (D) Neglected (E) Cruel
809. Morose: (A) Harmless (B) Decent (C) Cheerful (D) Unusual (E) Sullen	824. Negation: (A) Affirmation (B) Contradict (C) Negative (D) Proposal (E) Violation
810. Mortal: (A) Eternal (B) Spiritual (C) Immortal (D) Divine (E) Transitory	825. Neophyte: (A) Veteran (B) Novice (C) Unknown (D) Newly born (E) Amateur
811. Mortise: (A) Complex (B) Unknown (C) Afraid (D) Mortal (E) Immobile	826. Neurotic: (A) Anxious (B) Disturbed (C) Quite (D) Flooded (E) Rational
812. Mundane: (A) Excellent (B) Superior (C) Heavenly (D) Extraordinary (E) Worldly	827. Niggardly: (A) Parsimonious (B) Generous (C) Nourish (D) Notion (E) None of these
813. Mutinous: (A) Rebellious (B) Hostile (C) Regretful (D) Harmful (E) Obedient	828. Nimble: (A) Agile (B) Slow (C) Active (D) Swift (E) Confused
814. Munificent: (A) Liberal (B) Manipulate (C) Stingy (D) Obsess (E) Obvious	829. Noble: (A) Exalted (B) Hard (C) Common (D) Grand (E) Aristocratic
815. Myth: (A) Parable (B) Story (C) Fact (D) Innate (E) Fable	830. Nocturnal: (A) Nightly (B) Daily (C) Fallow (D) Annual (E) Unnecessary
816. Nadir: (A) Progress (B) Liberty (C) Zenith (D) Modemity (E) Depression	831. Noisome: (A) Sonorous (B) Disturbing (C) Sweet-smelling (D) Vociferous (E) Untrue
817. Nag: (A) Harass (B) Annoy (C) Grouch (D) Rest (E) Soothe	832. Nominal: (A) Huge (B) Clear (C) Real
818. Naivete: (A) Wisdom (B) Novel (C) Ignorance	

(D) Solid	(E) Ignorable	(D) Intimate	(E) Impartial
841. Nominate:			
(A) Define	(B) Exclusion	(C) Withdraw	(A) Rebuke
(D) Neglect	(E) Propose		(B) Elegy
842. Nondescript:			
(A) Excited	(B) Cool	(C) Exclaim	(C) Rate
(D) Loud	(E) Typical		(D) Praise
843. Nostalgic:			
(A) Wilful	(B) Airy	(C) Forgetful	(E) Dejection
(D) Ambitious	(E) Longing		
844. Notion:			
(A) Belief	(B) Stingy	(C) Misapprehension	(A) Gift
(D) Fate	(E) Concept		(B) Option
845. Notorious:			
(A) Ugly	(B) Detestful	(C) Famous	(C) Rejection
(D) Inactive	(E) Renowned		(D) Feed
846. Novel:			
(A) Traditional	(B) Customary	(C) Old	(E) Acceptance
(D) Ancient	(E) Original		
847. Novice:			
(A) Pioneer	(B) Expert	(C) Old	(A) Compulsory
(D) Original	(E) Rookie		(B) Promise
848. Nostalgia:			
(A) Nasal	(B) Nexus	(C) Notary	(C) Devotedly
(D) Sanitary	(E) Sneezing		(D) Casual
849. Nuptials:			
(A) Different	(B) Divorce	(C) Marriage	(E) Optional
(D) Divert	(E) Wedding		
850. Nurture:			
(A) Nourish	(B) Foster	(C) Neglect	(A) Oblige:
(D) Ruin	(E) Sustain		(B) Force
851. Obdurate:			
(A) Recalcitrant	(B) Obtuse	(C) Yielding	(C) Coerce
(D) Neglect	(E) Optimist		(D) Acquit
852. Obese:			
(A) Fat	(B) Thin	(C) Oblique	(E) Constraint
(D) Explode	(E) Obedient		
853. Obesity:			
(A) Fatness	(B) Leanness	(C) Tallness	(A) Straightforward
(D) Aristocracy	(E) Corpulence		(B) Indirect
854. Obey:			
(A) Attract	(B) Disobey	(C) Repel	(C) Height
(D) Diffuse	(E) None of these		(D) Clear
855. Obnoxious:			
(A) Offensive	(B) Pleasant	(C) Retain	(E) Converted
(D) Contain	(E) Obvious		
856. Obscene:			
(A) Decent	(B) Indecent	(C) Lewd	(A) Obligatory:
(D) Affair	(E) Vulgar		(B) Compulsory
857. Obsequious:			
(A) Obedient	(B) Funerals	(C) Bold	(A) Hate
(D) Sequence	(E) Profile		(B) Praise
858. Obsess:			
(A) Haunt	(B) Harass	(C) Divert	(C) Circle
(D) Notice	(E) Reach		(D) Cure
859. Obsession:			
(A) Passion	(B) Compulsion	(C) Occupation	(E) Compulsory
(D) Liberty	(E) Whim		
860. Obsolete:			
(A) Conductive	(B) Rare	(C) Useless	(A) Decency:
(D) Recent	(E) Extinct		(B) Indecency
861. Obstreperous:			
(A) Unruly	(B) Noise	(C) Quiet	(C) Arrogance
(D) Plain	(E) Thunderous		(D) Cleverness
862. Obstinate:			
(A) Agreeing	(B) Accepting	(C) Yielding	(A) Arrogance:
(D) Accommodating	(E) Stubborn		(B) Indecency
863. Objective:			
(A) Personal	(B) Familiar	(C) Deleted	(C) Arrogance
864. Objectify:			
(A) Personal	(B) Familiar	(C) Deleted	(D) Cleverness

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863. <i>Obtuse:</i> (A) Fair (B) Shrewd (C) Difficult (D) Complex (E) Random	864. <i>Obvious:</i> (A) Obscure (B) Explicit (C) Plain (D) Clear (E) Evident	865. <i>Oclude:</i> (A) Conclude (B) Introduce (C) Shut (D) Open (E) Outward	866. <i>Ochlocracy:</i> (A) Mediocracy (B) Technocracy (C) Rule-by-one (D) Rule-by-many (E) Rule-by-none	867. <i>Odd:</i> (A) Strange (B) Simple (C) Wise (D) Even (E) Weird	868. <i>Odious:</i> (A) Familiar (B) Pleasant (C) Insignificant (D) Cacophony (E) Detestful	869. <i>Odium:</i> (A) Hatred (B) Swift (C) Contaminated (D) Cruel (E) Liking	870. <i>Officious:</i> (A) Intrusive (B) Meddlesome (C) Aloof (D) Alight (E) Responsible	871. <i>Ominous:</i> (A) Threatening (B) Promising (C) Guest (D) Sense (E) Sinister	872. <i>Omission:</i> (A) Insertion (B) Unwrap (C) Soleful (D) Lush (E) Removal	873. <i>Omnipotent:</i> (A) Powerful (B) Authentic (C) Genuine (D) Strong (E) Weak	874. <i>Omniscient:</i> (A) Ignorant (B) Infallible (C) Exalted (D) Ancient (E) Informed	875. <i>Onerous:</i> (A) Straightforward (B) Easy (C) Complex (D) Plain (E) Arduous	876. <i>Onrush:</i> (A) Flow (B) Obstruction (C) Force (D) Blocked (E) Violent	877. <i>Opaque:</i> (A) Misty (B) Covered (C) Clear	878. <i>Opiate:</i> (A) Sleepy (B) Dullness (C) Energetic (D) Disparate (E) Stimulant	879. <i>Opponent:</i> (A) Colleague (B) Foe (C) Rival (D) Contestant (E) Enemy	880. <i>Opportune:</i> (A) Favourable (B) Casual (C) Choice (D) Lucky (E) Awkward	881. <i>Opportunist:</i> (A) Man of vision (B) Determined (C) Looser (D) Man of principle (E) Timeserver	882. <i>Opprobrium:</i> (A) Praise (B) Hatred (C) Liking (D) Shame (E) Insult	883. <i>Opposite:</i> (A) Agreeing (B) Contrary (C) Plain (D) Rarely (E) Hostile	884. <i>Oppress:</i> (A) Subdue (B) Subjugate (C) Depress (D) Clutch (E) Liberate	885. <i>Optimistic:</i> (A) Unfavourable (B) Favourable (C) Promising (D) Assured (E) Expectant	886. <i>Optimum:</i> (A) Optimal (B) Worst (C) Utmost (D) Ideal (E) Optional	887. <i>Optional:</i> (A) Compulsory (B) Desire (C) Will (D) Liking (E) Voluntary	888. <i>Opulence:</i> (A) Poverty (B) Interference (C) Affluency (D) Goodluck (E) Hindrance	889. <i>Ordeal:</i> (A) Trial (B) Test (C) Delight (D) Provoke (E) Misery	890. <i>Orthoepy:</i> (A) Rhapsody (B) Symphony (C) Cacoepy (D) Harpy (E) Heresy	891. <i>Oscitation:</i> (A) Vacillate (B) Desiccate (C) Negligence (D) Attention (E) emergence
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- 892. *Ostentatious:***
 (A) Modest (B) Boastful (C) Centre
 (D) Height (E) Disobedient
- 893. *Outstrip:***
 (A) Cooperate (B) Compete (C) Follow
 (D) Cover (E) Diversion
- 894. *Outwit:***
 (A) Laugh (B) Victory (C) Defeat
 (D) Win (E) None of these
- 895. *Overbearing:***
 (A) Obsequious (B) Imprudent (C) Prudent
 (D) Fecund (E) High
- 896. *Overt:***
 (A) Deep (B) Shallow (C) Secret
 (D) Unwritten (E) Open
- 897. *Overweening:***
 (A) Excessive (B) Conceited (C) Abundance
 (D) Shortage (E) Humble
- 898. *Overwhelm:***
 (A) Swamp (B) Travel (C) Gather
 (D) Reinstate (E) Shatter
- 899. *Pacify:***
 (A) Insult (B) Injure (C) Offend
 (D) Aggravate (E) Soothe
- 900. *Pageant:***
 (A) Display (B) Flexible (C) Drabness
 (D) Heavy (E) Spectacle
- 901. *Palatable:***
 (A) Delicious (B) Distasteful (C) Plan
 (D) Device (E) Savory
- 902. *Palid:***
 (A) Rigid (B) Pale (C) Pal
 (D) Ruddy (E) Pall
- 903. *Palladium:***
 (A) To and fro (B) Cover (C) Area
 (D) Threat (E) Parsimony
- 904. *Palliate:***
 (A) Extenuate (B) Delicious (C) Aggravate
 (D) Buy (E) Appear
- 905. *Palpitate:***
 (A) Censure (B) Cease (C) Enlighten
 (D) Crooked (E) Continue
- 906. *Paltry:***
 (A) Worthy (B) Mean (C) Permeate
 (D) Boon (E) Needy
- 907. *Parallel:***
 (A) Dilated (B) Diagonal (C) Divergent
 (D) Straight (E) Opposite
- 908. *Parallelism:***
 (A) Obliquity (B) Contrast (C) Disparity
 (D) Divergence (E) Acceptance
- 909. *Pariah:***
 (A) Outcast (B) Father (C) Idol
 (D) Orotund (E) Prologue
- 910. *Parsimonious:***
 (A) Generous (B) Hereditary (C) Religious-minded
 (D) Selfish (E) Patrimony
- 911. *Parsimony:***
 (A) Frugality (B) Expenditure (C) Spending
 (D) Association (E) Generosity
- 912. *Patchy:***
 (A) Clear (B) Simple (C) Uniform
 (D) Attractive (E) Repaired
- 913. *Paternity:***
 (A) Motherly (B) Offspring (C) Youngster
 (D) Infant (E) Elderly
- 914. *Paucity:***
 (A) Surplus (B) Scarcity (C) Presence
 (D) Richness (E) Dearth
- 915. *Peccadillo:***
 (A) Blunder (B) Saloon (C) Tail-less
 (D) Critical (E) Sudden-flight
- 916. *Pedigree:***
 (A) Illegitimacy (B) Lineage (C) Refine
 (D) Conspire (E) Bloodline
- 917. *Peer:***
 (A) Equivalent (B) Equal (C) Certain
 (D) Unequal (E) Examine
- 918. *Pejorative:***
 (A) Critical (B) Downgraded (C) Decorated
 (D) Meliorate (E) Militant
- 919. *Pellucid:***
 (A) Transparent (B) Extempore (C) Limpid
 (D) Foggy (E) Confused
- 920. *Penchant:***
 (A) Liking (B) Affinity (C) Attachment
 (D) Immediate (E) Dislike
- 921. *Penurious:***
 (A) Miserly (B) Poor (C) Timit

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921. *Opportunistic:* (A) Opportunist (B) Generous (C) Pauper (D) Degenerate (E) Poverty
922. *Penury:* (A) Affluence (B) Delicacy (C) Pauper (D) Degenerate (E) Poverty
923. *Percuss:* (A) Crass (B) Counterfoil (C) Similar (D) Resembling (E) Bang
924. *Perihelion:* (A) Pre-Greek (B) Post-Greek (C) Lunar (D) Aphelion (E) Anti-Hellenist
925. *Peremptory:* (A) Final (B) Debatable (C) Carriage (D) Ending (E) Introductory
926. *Perennial:* (A) Piercing (B) Permanent (C) Prejudiced (D) Severe (E) Seasonal
927. *Perfunctory:* (A) Perfection (B) Neglectful (C) Perfumed (D) Thorough (E) Official
928. *Pernicious:* (A) Innocuous (B) Healthy (C) Hygienic (D) Fine (E) Feeble
929. *Perigees:* (A) Apogee (B) Status (C) Native (D) Hostility (E) Objectionable
930. *Perilous:* (A) Hazardous (B) Dangerous (C) Sacred (D) Secure (E) Risky
931. *Peripatetic:* (A) Movable (B) Mobile (C) Global (D) Mundane (E) Stationary
932. *Permeable:* (A) Impenetrable (B) Pervade (C) Transferable (D) Delicate (E) Promising
933. *Permissible:* (A) Approved (B) Prohibited (C) Lawful (D) Official (E) Concealed
934. *Pernicious:* (A) Deadly (B) Deleterious (C) Lethal (D) Dangerous (E) Harmless
935. *Perpetual:* (A) Just (B) Discontinue (C) Momentary (D) Ordinary (E) Continuing
936. *Perspicacious:* (A) Dull-witted (B) Sharp (C) Lucid
- witted
 937. *Perspicuity:* (A) Complexity (B) Vagueness (C) Lucidity (D) Smoothness (E) Awareness
938. *Persuasive:* (A) Convincing (B) Logical (C) Disagreeable (D) Forceful (E) Dubious
939. *Pert:* (A) Impudent (B) Bold (C) Favourable (D) Stubborn (E) Polite
940. *Pertinacious:* (A) Superficial (B) Essential (C) Revengeful (D) Hostile (E) Expert
941. *Pertinent:* (A) Indifferent (B) Irrelevant (C) Unconcerned (D) Affiliate (E) Related
942. *Pessimist:* (A) Perjurous (B) Hopeful (C) Cynical (D) Depressed (E) Suppressed
943. *Petulant:* (A) Uncomplaining (B) Peevish (C) Decaying (D) Aesthetic (E) Prominent
944. *Philistine:* (A) West Asian (B) Brighten (C) Cultured (D) Lover (E) Sparing
945. *Phlegmatic:* (A) Diseased (B) Coughing (C) Honourable (D) Excitable (E) Learned
946. *Piquant:* (A) Sharp (B) Poignant (C) Insipid (D) Questioning (E) Witty
947. *Placate:* (A) Appear (B) Quiet (C) Applicable (D) Pleased (E) Enrage
948. *Platonic:* (A) Sensual (B) Lunatic (C) Courageous (D) Excited (E) Moral
949. *Pleonasm:* (A) Neo-Platonism (B) Succinctness (C) Adversity (D) Directness (E) Opposition
950. *Pliant:* (A) Rigid (B) Generous (C) Timid (D) Lonely (E) Sharp

951. *Polemic:*

- (A) Friendship (B) Agreement (C) Amity
 (D) Cooperation (E) Delicate

952. *Poltroon:*

- (A) Hero (B) Regiment (C) Canvas
 (D) Cloth (E) Box

953. *Polygamy:*

- (A) Monotheism (B) Polyandry (C) Polyglot
 (D) Polygyny (E) Monotony

954. *Ponderous:*

- (A) Simple (B) Thoughtless (C) Empty
 (D) Light (E) Difficult

955. *Portentous:*

- (A) Encouraging (B) Preserve (C) Flourish
 (D) Blunt (E) Discouraging

956. *Post-script:*

- (A) Introduction (B) Learner (C) Delayed
 (D) Salutation (E) Pre-dawn

957. *Precarious:*

- (A) Dangerous (B) Safe (C) Cautious
 (D) Easy (E) Favourite

958. *Precede:*

- (A) Advance (B) Follow (C) Leave
 (D) Return (E) Conceal

959. *Precipitate:*

- (A) Expedite (B) Cautious (C) Forewarn
 (D) Dissolve (E) Reverse

960. *Preclude:*

- (A) Admit (B) Hinder (C) Debar
 (D) Casual (E) Disagree

961. *Precocious:*

- (A) Sensible (B) Intelligent (C) Retarded
 (D) Busy (E) Overburdened

962. *Predicament:*

- (A) Firmness (B) Confidence (C) Comfort
 (D) Certainty (E) Dilemma

963. *Predilection:*

- (A) Proposal (B) Previous (C) Antagonism
 (D) Boisterous (E) Dialectical

964. *Preminent:*

- (A) Superior (B) Dominant (C) Peerless
 (D) Foremost (E) Inferior

965. *Prefatory:*

- (A) Conclusive (B) In progress (C) Convincing
 (D) Summary (E) Wise

966. *Prejudice:*

- (A) Bias (B) Bigotry (C) Predispose
 (D) Sway (E) Objectivity

967. *Prelude:*

- (A) Aftermath (B) Conclusion (C) Crux
 (D) Tragic (E) Essential

968. *Prepense:*

- (A) Propound (B) Introduction (C) Forethought
 (D) Unintentional (E) Deliberate

969. *Preposterous:*

- (A) Ludicrous (B) Monstrous (C) Timid
 (D) Reasonable (E) Unreasonable

970. *Presage:*

- (A) Indication (B) Benefit (C) Fulfilment
 (D) Rash (E) Shortage

971. *Presumption:*

- (A) Humility (B) Forwardness (C) Reservation
 (D) Determination (E) Frankness

972. *Pretentious:*

- (A) Showiness (B) Immoral (C) Unreasonable
 (D) Unassuring (E) Unassuming

973. *Prevalent:*

- (A) Common (B) Extensive (C) Scarce
 (D) Fashion (E) Ancient

974. *Pride:*

- (A) Humbleness (B) Humility (C) Daring
 (D) Shame (E) Delight

975. *Prim:*

- (A) Rational (B) Prudish (C) Correct
 (D) Formal (E) Informal

976. *Primeval:*

- (A) Primitive (B) Modern (C) Prehistoric
 (D) Tremendous (E) Zenith

977. *Prissy:*

- (A) Proper (B) Puritanical (C) Casual
 (D) Great (E) Normal

978. *Pristine:*

- (A) Pure (B) Unspoiled (C) Peak
 (D) Religious (E) Cultivated

979. *Probit:*

- (A) Corruptibility (B) Search (C) Caution
 (D) Difficulty (E) Chance

980. *Pravity:*

- (A) Favouritism (B) Joining (C) Insult
 (D) Acclivity (E) None of these

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981. *Precastigation:*
 (A) Deferment (B) Promptness (C) Invite
 (D) Cancel (E) Shyness
982. *Prodigal:*
 (A) Frugal (B) Reckless (C) Preface
 (D) Hasty (E) Sensational
983. *Prodigious:*
 (A) Enormous (B) Stupendous (C) Extent
 (D) Difficult (E) Trivial
984. *Profane:*
 (A) Respectful (B) Pious (C) Daring
 (D) Holy (E) Obscene
985. *Progress:*
 (A) Reversion (B) Advance (C) Movement
 (D) Silence (E) Conformity
986. *Progressive:*
 (A) Advancing (B) Regressive (C) Separating
 (D) Heading (E) Company
987. *Prohibit:*
 (A) Accept (B) Permit (C) Agree
 (D) Grant (E) Forbid
988. *Prolific:*
 (A) Barren (B) Productive (C) Creative
 (D) Fertile (E) Useless
989. *Prolong:*
 (A) Contract (B) Quicken (C) Shorten
 (D) Accelerate (E) Extend
990. *Prolix:*
 (A) Foolish (B) Pithy (C) Lucid
 (D) Callous (E) Confused
991. *Promiscuous:*
 (A) Indiscriminate (B) Selective (C) Sharp
 (D) Perplex (E) Alternative
992. *Prompt:*
 (A) Stimulate (B) Assist (C) Defend
 (D) Instant (E) Dissuade
993. *Prophylactic:*
 (A) Causing disease (B) Causing health (C) Dangerous
 (D) Useful (E) Divine
994. *Propinquity:*
 (A) Fortune (B) Remoteness (C) Closeness
 (D) Association (E) Diversity
995. *Propitious:*
 (A) Favourable (B) Unfavourable (C) Timely
 (D) Important (E) Vital
996. *Proponent:*
 (A) Component (B) Ingredient (C) Exponent
 (D) Essential (E) Opponent
997. *Prosalc:*
 (A) Imaginative (B) Real (C) Picture
 (D) Boring (E) Exalted
998. *Proselyte:*
 (A) Dull (B) Translate (C) Favour
 (D) Heighten (E) Renegade
999. *Protean:*
 (A) Amateur (B) Catholic (C) Unchanging
 (D) Rapid (E) Unfavourable
1000. *Protégé:*
 (A) Cortège (B) Producing (C) Patron
 (D) Carnage (E) Prototype
1001. *Prototype:*
 (A) Favour (B) Canvass (C) Repeat
 (D) Duplicate (E) Outlandish
1002. *Protract:*
 (A) Prolong (B) Defend (C) Extend
 (D) Release (E) Shorten
1003. *Provide:*
 (A) Offer (B) Deliver (C) Assist
 (D) Supply (E) Deprive
1004. *Provident:*
 (A) Distant (B) Retired (C) Foresighted
 (D) Rash (E) Relax
1005. *Provincial:*
 (A) Sophisticated (B) Official (C) Parochial
 (D) Private (E) Narrow
1006. *Provocation:*
 (A) Destruction (B) Peace (C) Pacification
 (D) Vocation (E) Incitement
1007. *Proximity:*
 (A) Quick (B) Remoteness (C) Slowly
 (D) Lazy (E) Kinship
1008. *Prudent:*
 (A) Cautious (B) Frugal (C) Thrifty
 (D) Extravagant (E) Cool
1009. *Prudish:*
 (A) Prissy (B) Prim (C) Formal
 (D) Moral (E) Tolerant
1010. *Psychotic:*
 (A) Sane (B) Mental (C) Spiritual
 (D) Humane (E) Brutal

- 1011. Pudgy:** (A) Chubby (B) Thin (C) Plump
 (D) Mental (E) Difficult
- 1012. Puerile:** (A) Moaning (B) Panting (C) Rife
 (D) Mature (E) Childish
- 1013. Pugnacious:** (A) Hostile (B) Pative (C) Aggressive
 (D) Punching (E) Pacific
- 1014. Puissant:** (A) Healthy (B) Indifferent (C) Weak
 (D) Strong (E) Patient
- 1015. Pulchritude:** (A) Beauty (B) Behaviour (C) Discipline
 (D) Ugliness (E) Fairness
- 1016. Punctilious:** (A) Punctual (B) Punctured (C) Careless
 (D) Meticulous (E) Pointed
- 1017. Pungent:** (A) Spicy (B) Mild (C) Crazy
 (D) Irregular (E) Straight.
- 1018. Punitive:** (A) Rewarding (B) Punishing (C) Harsh
 (D) Corrective (E) Witty
- 1019. Pusillanimity:** (A) Magnanimity (B) Timidity (C) Blunt
 (D) Restore (E) Love
- 1020. Pusillanimous:** (A) Timid (B) Courageous (C) Sharp
 (D) Poor (E) Intelligent
- 1021. Pushy:** (A) Submissive (B) Aggressive (C) Bossy
 (D) Rude (E) Militant
- 1022. Putative:** (A) Formal (B) Compromised (C) Remarkable
 (D) Disputed (E) Undisputed
- 1023. Putrefy:** (A) Decay (B) Drift (C) Preserve
 (D) Mystify (E) Spoil
- 1024. Quaint:** (A) Ordinary (B) Usual (C) Casual
 (D) Informal (E) Charming
- 1025. Quandary:** (A) Difficulty (B) Dilemma (C) Confidence
 (D) Gull (E) Plight
- 1026. Quaver:**
- 1027. Queasy:** (A) Queer (B) Squeamish (C) Easy
 (D) Difficult (E) Vomit
- 1028. Quell:** (A) Praise (B) Recommend (C) Incite
 (D) Contract (E) Suppress
- 1029. Querulous:** (A) Complaining (B) Contended (C) Allay
 (D) Litigious (E) Quite
- 1030. Quiescence:** (A) Tranquillity (B) Repose (C) Calm
 (D) Turbulence (E) Vitality
- 1031. Quiescent:** (A) Quiet (B) Departure (C) Turbulent
 (D) Quarterly (E) Odorous
- 1032. Quiver:** (A) Rest (B) Quake (C) Vibrate
 (D) Delay (E) Tremble
- 1033. Rabid:** (A) Mad (B) Allied (C) Sane
 (D) Pardon (E) Wise
- 1034. Raffish:** (A) Reputable (B) Commoner (C) Right
 (D) Wasteful (E) Sweet
- 1035. Ramshackle:** (A) Continual (B) Hard (C) Sturdy
 (D) Durable (E) Easy
- 1036. Rancor:** (A) Farm (B) Affection (C) Loud
 (D) Flay (E) Heal
- 1037. Ratification:** (A) Negation (B) Constraint (C) Lack
 (D) Distrust (E) Acceptance
- 1038. Rear:** (A) Front (B) Foreground (C) Forehead
 (D) Forward (E) Backward
- 1039. Receded:** (A) Bloomed (B) Advanced (C) Increased
 (D) Diminished (E) Rebuilt
- 1040. Recidivist:** (A) Reformed (B) Back-sliding (C) Division
 (D) Reciprocation (E) Recitation

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1041. <i>Reckless:</i> (A) Headless (B) Careless (C) Cautious (D) Deprave (E) Rash	1056. <i>Replete:</i> (A) Repeat (B) Pet (C) Repel (D) Attract (E) Empty
1042. <i>Recondite:</i> (A) Exposed (B) Conditional (C) Reform (D) Reformulate (E) Simple	1057. <i>Repress:</i> (A) Quell (B) Crush (C) Censure (D) Raise (E) Suppress
1043. <i>Recreant:</i> (A) Recent (B) Late (C) Loyal (D) Miscreant (E) Half-created	1058. <i>Reprimand:</i> (A) Encourage (B) Recommend (C) Release (D) Praise (E) Reproach
1044. <i>Rectify:</i> (A) Correct (B) Falsify (C) Confuse (D) Modify (E) Amend	1059. <i>Reprisal:</i> (A) Exemption (B) Forgiveness (C) Forget (D) Pardon (E) Revenge
1045. <i>Rectitude:</i> (A) Firmness (B) Deception (C) Smoothness (D) Atheism (E) Reality	1060. <i>Repose:</i> (A) Compose (B) Rest (C) Agitate (D) Depose (E) Oppose
1046. <i>Refractory:</i> (A) Permeable (B) Passable (C) Refraction (D) Manageable (E) Whole	1061. <i>Repugnance:</i> (A) Rebuke (B) Re-cast (C) Compatible (D) Nuance (E) Ogre
1047. <i>Refrain:</i> (A) React (B) Feign (C) Avoid (D) Burden (E) Indulgence	1062. <i>Repugnant:</i> (A) Liking (B) Loving (C) Caring (D) Pleasing (E) Repulsive
1048. <i>Regenerate:</i> (A) Revive (B) Renovate (C) Dissipate (D) Stuffed (E) Passionate	1063. <i>Reserved:</i> (A) Likeable (B) Talkative (C) Popular (D) Companionable (E) Taciturn
1049. <i>Releases:</i> (A) Liberates (B) Closes (C) Confines (D) Provides (E) Strengthens	1064. <i>Resident:</i> (A) Dweller (B) Native (C) Punctual (D) Permanent (E) Transitory
1050. <i>Relegate:</i> (A) Promote (B) Demote (C) Retrogress (D) Toil (E) Relay	1065. <i>Resilient:</i> (A) Unyielding (B) Flexible (C) Timid (D) Pliable (E) Irrepressible
1051. <i>Relinquish:</i> (A) Keep (B) Possess (C) Claim (D) Persist (E) Stick	1066. <i>Respite:</i> (A) Break (B) Continuation (C) Pause (D) Ingredient (E) Relaxation
1052. <i>Reminisce:</i> (A) Remind (B) Retrace (C) Forget (D) Curtail (E) Remake	1067. <i>Restive:</i> (A) Placid (B) Wayward (C) Impatient (D) Dependant (E) Motive
1053. <i>Remorseful:</i> (A) Ungrateful (B) Unrelephant (C) Wretched (D) Arrogant (E) Shameful	1068. <i>Restoration:</i> (A) Lexicon (B) Balm (C) Hoarding (D) Depredation (E) Eradication
1054. <i>Renegade:</i> (A) Negate (B) Novice (C) Renewal (D) Goad (E) Loyal	1069. <i>Resuscitate:</i> (A) Revive (B) Exhaust (C) Defend (D) Examine (E) Relaxed
1055. <i>Renown:</i> (A) Stardom (B) Remodel (C) Celebrated (D) Eminence (E) Anonymity	1070. <i>Retain:</i> (A) Reject (B) Refuse (C) Spare (D) Renounce (E) Reject

1071. *Retentive:*

- (A) Retainable (B) Grasp (C) Spoiled
 (D) Amazing (E) Forgetful

1072. *Reticence:*

- (A) Discretion (B) Frankness (C) Report
 (D) Order (E) Reserved

1073. *Retract:*

- (A) Confirm (B) Withdraw (C) Retreat
 (D) Recall (E) Disobey

1074. *Retrograde:*

- (A) Declining (B) Reduced (C) Withered
 (D) Insulting (E) Progressing

1075. *Retrogressive:*

- (A) Progressive (B) Advancing (C) Furthering
 (D) Forwarding (E) Backward

1076. *Reverberate:*

- (A) Resound (B) Echo (C) Earnest
 (D) Silence (E) None of
 these

1077. *Revere:*

- (A) Awakening (B) Progress (C) Respect
 (D) Epoch (E) Dishonour

1078. *Reverie:*

- (A) Day-dreaming (B) Abstraction (C) Cancel
 (D) Alertness (E) Musing

1079. *Revile:*

- (A) Praise (B) Insult (C) Scold
 (D) Disparage (E) Lambaste

1080. *Rife:*

- (A) Rampant (B) Common (C) Casual
 (D) Direct (E) Scant

1081. *Rigid:*

- (A) Flexible (B) Soft (C) Brittle
 (D) Silky (E) Stiff

1082. *Robust:*

- (A) Idolize (B) Lower part (C) Automatic
 (D) Weak (E) Restored

1083. *Roughly:*

- (A) Exactly (B) Completely (C) Pointedly
 (D) Largely (E) Coarsely

1084. *Rotund:*

- (A) Remaining (B) Girth (C) Crammed
 (D) Angular (E) Excommunicated

1085. *Rotundity:*

- (A) Plump (B) Health (C) Charming

1086. *Rout:*

- (A) Failure (B) Defeat (C) Success
 (D) Disease (E) Decay

1087. *Rubbish:*

- (A) Unbroken stone (B) Garbage (C) Fair skin
 (D) Ugly look (E) Guilt

1088. *Rubicund:*

- (A) Wanted (B) Dangerous (C) Indicative
 (D) Pallid (E) Detestful

1089. *Ruddy:*

- (A) Wan (B) Healthy (C) Beautiful
 (D) Imaginative (E) Powerful

1090. *Rudeness:*

- (A) Incivility (B) Affiliation (C) Crudeness
 (D) Hostility (E) Courtesy

1091. *Rudimentary:*

- (A) Developed (B) Quiescent (C) Elementary
 (D) Basic (E) Crude

1092. *Rueful:*

- (A) Content (B) Delightful (C) Ambitious
 (D) Active (E) Passionate

1093. *Rupture:*

- (A) Unite (B) Split (C) Crack
 (D) Ensure (E) Despair

1094. *Rustic:*

- (A) Rural (B) Farm (C) Country
 (D) Backward (E) Urban

1095. *Ruthless:*

- (A) Cold (B) Brutal (C) Useless
 (D) Merciful (E) Unfeeling

1096. *Sacerdotal:*

- (A) Frank (B) Layman (C) Region
 (D) Religious (E) Friendly minded

1097. *Sacrilegious:*

- (A) Foul (B) Impious (C) Profane
 (D) Unholy (E) Dangerous

1098. *Sacrosanct:*

- (A) Sacred (B) Hallowed (C) Divine
 (D) Unholy (E) Transparent

1099. *Sadistic:*

- (A) Cruel (B) Severe (C) Nasty
 (D) Gloomy (E) Happiness

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- 1100. *Sag:***
 (A) Sink (B) Drop (C) Rise
 (D) Droop (E) High
- 1101. *Sagacious:***
 (A) Wise (B) Shrewd (C) Smart
 (D) Harmless (E) Stupid
- 1102. *Sage:***
 (A) Rogue (B) Fool (C) Egoist
 (D) Snub (E) Expert
- 1103. *Salacious:***
 (A) Frigid (B) Lustful (C) Lecherous
 (D) Succeed (E) Sympathetic
- 1104. *Salad-Days:***
 (A) Experienced (B) Morning (C) Monday-person
 (D) Harvesting (E) Happy days Tuesday time
- 1105. *Salient:***
 (A) Insignificant (B) Climatic (C) Worrisome
 (D) Awesome (E) Radical
- 1106. *Sallow:***
 (A) Sickly (B) Pallid (C) Wan
 (D) Ruddy (E) Deep
- 1107. *Salutation:***
 (A) Pungent (B) Sweet (C) Changeless
 (D) Greeting (E) Oddity
- 1108. *Salubrious:***
 (A) Bitter (B) Chronic (C) Recovery
 (D) Cunning (E) Miasmic
- 1109. *Salvage:***
 (A) Loss (B) Recovery (C) Poverty
 (D) Rescue (E) Retrieval
- 1110. *Sanctify:***
 (A) Venerate (B) Pollute (C) Patronize
 (D) Cleanse (E) Purify
- 1111. *Sanctimonious:***
 (A) Preachy (B) Pious (C) Hypocritical
 (D) Unctuous (E) Detestful
- 1112. *Sanguine:***
 (A) Optimistic (B) Hopeful (C) Pessimistic
 (D) Secluded (E) Praise
- 1113. *Sarcastic:***
 (A) Insulting (B) Mild (C) Happy
 (D) Mocking (E) Pleasant
- 1114. *Sardonic:***
 (A) Sweet (B) Nasty (C) Bitter
- 1115. *Satety:***
 (A) Coolness (B) Pleasure (C) Emptiness
 (D) Warmth (E) Confusion
- 1116. *Scanty:***
 (A) Skimpy (B) Plentiful (C) Sparse
 (D) Ugly (E) Inadequate
- 1117. *Scarcity:***
 (A) Deficiency (B) Dessert (C) Avidity
 (D) Declension (E) Plethora
- 1118. *Schism:***
 (A) Together (B) Union (C) Scattering
 (D) Jointly (E) Alliance
- 1119. *Scaffold:***
 (A) Sneer (B) Soothe (C) Respect
 (D) Assist (E) Support
- 1120. *Scold:***
 (A) Praise (B) Reject (C) Enamored
 (D) Rebuke (E) None of these
- 1121. *Scowl:***
 (A) Frown (B) Smile (C) Attack
 (D) Discourage (E) Encourage
- 1122. *Scream:***
 (A) Cry (B) Giggle (C) Wail
 (D) Sediment (E) Creep
- 1123. *Scurrillity:***
 (A) Vituperation (B) Politeness (C) Bright
 (D) Physical (E) Rudeness
- 1124. *Scurrilous:***
 (A) Decent (B) Savage (C) Descent
 (D) Volatile (E) Dashing
- 1125. *Secular:***
 (A) Religious (B) Atheist (C) Communal
 (D) Capitalist (E) Mundane
- 1126. *Sedate:***
 (A) Sedentary (B) Sedition (C) Morose
 (D) Frenetic (E) Satire
- 1127. *Sedentary:***
 (A) Migratory (B) Settled (C) Preying
 (D) Inquisitive (E) Smug
- 1128. *Sedulous:***
 (A) Persevering (B) Deliberate (C) Pious
 (D) Wrong (E) Indolent
- 1129. *Seldom:***
 (A) Rarely (B) Daily (C) Often

- | | |
|---|--|
| <p>(D) Never (E) Scarcely</p> <p>1130. <i>Senile:</i>
 (A) Snaky (B) Worm (C) Downcast
 (D) Juvenile (E) Ride</p> <p>1131. <i>Senility:</i>
 (A) Youth (B) Confusion (C) Punctuality
 (D) Feebleness (E) Old age</p> <p>1132. <i>Sententious:</i>
 (A) Syntax (B) Strident (C) Stern
 (D) Prolix (E) Laxity</p> <p>1133. <i>Serene:</i>
 (A) Impure (B) Agitated (C) Showy
 (D) Complicated (E) Calmness</p> <p>1134. <i>Shallow:</i>
 (A) High (B) Hidden (C) Deep
 (D) Hollow (E) Trivial</p> <p>1135. <i>Shrewd:</i>
 (A) Turbid (B) Naïve (C) Muffled
 (D) Mundane (E) Sharp</p> <p>1136. <i>Shrill:</i>
 (A) Weak (B) Muffled (C) Inaudible
 (D) Blunt (E) Intense</p> <p>1137. <i>Shy:</i>
 (A) Bold (B) Impudent (C) Courageous
 (D) Outspoken (E) Bashful</p> <p>1138. <i>Similitude:</i>
 (A) Comparison (B) Difference (C) Illustration
 (D) Mismatch (E) Equality</p> <p>1139. <i>Simulated:</i>
 (A) Feign (B) Genuine (C) Wire
 (D) Imitate (E) Separate</p> <p>1140. <i>Slacken:</i>
 (A) Follow (B) Peeped up (C) Fast
 (D) Slow (E) Swift</p> <p>1141. <i>Sluggish:</i>
 (A) Quick (B) Sharp (C) Alert
 (D) Vigilant (E) Listless</p> <p>1142. <i>Slur:</i>
 (A) Virtue (B) Promise (C) Credit
 (D) Remembrance (E) Insult</p> <p>1143. <i>Smear:</i>
 (A) Plaster (B) Daub (C) Mediate
 (D) Polish (E) Spread</p> <p>1144. <i>Smile:</i>
 (A) Grin (B) Frown (C) Cry
 (D) Shout (E) Beam</p> | <p>1145. <i>Smooth:</i>
 (A) Ugly (B) Awkward (C) Hard
 (D) Rough (E) Glassy</p> <p>1146. <i>Solicitude:</i>
 (A) Solitary (B) Company (C) Nonchalant
 (D) Seriousness (E) None of these</p> <p>1147. <i>Sophisticated:</i>
 (A) Rustic (B) Rural (C) Civil
 (D) Domestic (E) Urbane</p> <p>1148. <i>Soporific:</i>
 (A) Porous (B) Dreamy (C) Stimulating
 (D) Orifice (E) Fiction</p> <p>1149. <i>Sordid:</i>
 (A) Miserly (B) Generous (C) Helpful
 (D) Open (E) Vulgar</p> <p>1150. <i>Sparse:</i>
 (A) Assault (B) Dense (C) Pointed
 (D) Deficient (E) Spar</p> <p>1151. <i>Spasmodic:</i>
 (A) Together (B) Frequent (C) Model
 (D) Nature (E) Passive</p> <p>1152. <i>Specious:</i>
 (A) Commodious (B) Spicy (C) Argumentative
 (D) Doubtful (E) Authentic</p> <p>1153. <i>Splenetic:</i>
 (A) Inflammation (B) Ill-tempered (C) Energetic
 (D) Sluggish (E) Complacent</p> <p>1154. <i>Spurious:</i>
 (A) False (B) Genuine (C) Simple
 (D) Systematic (E) Bogus</p> <p>1155. <i>Stagnant:</i>
 (A) Effervescence (B) Mobility (C) Progress
 (D) Inertia (E) Stationary</p> <p>1156. <i>Stale:</i>
 (A) New (B) Fresh (C) Latest
 (D) Current (E) Tasteless</p> <p>1157. <i>Starve:</i>
 (A) Sumptuous (B) Heavy (C) Satiate
 (D) Store (E) Hungry</p> <p>1158. <i>Sterilize:</i>
 (A) Quiet (B) Rile (C) Save
 (D) Fertilize (E) Lenient</p> <p>1159. <i>Stigma:</i>
 (A) Stain (B) Blot (C) Nelly</p> |
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(D) Distinction	(E) Disgrace			
1160. <i>Stodgy</i> :				
(A) Gritty	(B) Muddy	(C) Eatable		
(D) Digestible	(E) Cloudy			
1161. <i>Stout</i> :				
(A) Initiative	(B) Moderate	(C) Humid		
(D) Umacious	(E) Stocky			
1162. <i>Stringent</i> :				
(A) Musical	(B) Pleasant	(C) Melodious		
(D) Stable	(E) Loud			
1163. <i>Stringent</i> :				
(A) Magnanimous	(B) Lenient	(C) Vehement		
(D) General	(E) Piercing			
1164. <i>Stubborn</i> :				
(A) Suborn	(B) Obstinate	(C) Ductile		
(D) Stub	(E) Fife			
1165. <i>Sub-Rosa</i> :				
(A) Sweet-	(B) Foul-	(C) Privately		
smelling	smelling			
(D) Publicly	(E) Legally			
1166. <i>Subsistence</i> :				
(A) Nourishment	(B) Deprivation	(C) Care		
(D) Purpose	(E) Livelihood			
1167. <i>Succinct</i> :				
(A) Concise	(B) Brief	(C) Wordy		
(D) Entire	(E) Conclusive			
1168. <i>Succinctness</i> :				
(A) Seriousness	(B) Inner	(C) Sonorous		
(D) Redundancy	(E) Terseness			
1169. <i>Supercilious</i> :				
(A) Haughty	(B) Arrogant	(C) Courteous		
(D) Lavish	(E) Extraneous			
1170. <i>Superficial</i> :				
(A) Artificial	(B) Deep	(C) Shallow		
(D) Real	(E) External			
1171. <i>Supervise</i> :				
(A) Ignore	(B) Shyaway	(C) Misdirect		
(D) Conceal	(E) Manage			
1172. <i>Supine</i> :				
(A) Superior	(B) Lupine	(C) Prostrate		
(D) Painful	(E) Food			
1173. <i>Subreptitious</i> :				
(A) Open	(B) Brave	(C) Concise		
(D) Innocent	(E) Fearful			
1174. <i>Surfeit</i> :				
(A) Superior	(B) Fined	(C) High		
			(D) Underfed	(E) Tall
			1175. <i>Swear</i> :	
			(A) Support	(B) Reject
			(D) Praise	(E) Pledge
			1176. <i>Sycophant</i> :	
			(A) Critic	(B) Proof
			(D) Dais	(E) Liberal
			1177. <i>Synchronized</i> :	
			(A) Noisy	(B) Discordant
			(D) Following	(E) Connected
			1178. <i>Synthetic</i> :	
			(A) Cosmetic	(B) Plastic
			(D) Natural	(E) Artificial
			1179. <i>Taboo</i> :	
			(A) Prohibited	(B) Illicit
			(D) Limitation	(E) Approved
			1180. <i>Taciturn</i> :	
			(A) Reserved	(B) Chatty
			(D) Scheme	(E) Agree
			1181. <i>Taciturnity</i> :	
			(A) Reciprocity	(B) Endorsement
			(D) Flamboyance	(E) Tranquillity
			1182. <i>Talented</i> :	
			(A) Foolish	(B) Bad
			(D) Ignorant	(E) Brilliant
			1183. <i>Tame</i> :	
			(A) Haughty	(B) Wild
			(D) Naïve	(E) Bland
			1184. <i>Tautology</i> :	
			(A) Repetition	(B) Brevity
			(D) Slavery	(E) Timeliness
			1185. <i>Tedious</i> :	
			(A) Naughty	(B) Lively
			(D) Hearty	(E) Deadly
			1186. <i>Temerity</i> :	
			(A) Caution	(B) Collectivity
			(D) Boldness	(E) Gratitude
			1187. <i>Tenacious</i> :	
			(A) Stubborn	(B) Yielding
			(D) Gripping	(E) Clinging
			1188. <i>Tender</i> :	
			(A) Compassionate	(B) Frail
			(D) Fragile	(E) Retract
			1189. <i>Tenderness</i> :	
			(A) Hooliganism	(B) Barbarity
			(D) Roughness	

- (D) Cruelty (E) Kindness
- 1190. Tantalize:**
 (A) Provoke (B) Unravel (C) Excite
 (D) Gratify (E) Abuse
- 1191. Tentative:**
 (A) Permanent (B) Final (C) Successive
 (D) Interval (E) Conditional
- 1192. Terrible:**
 (A) Horrible (B) Awesome (C) Delightful
 (D) Hideous (E) Alarming
- 1193. Testimony:**
 (A) Refutation (B) Proof (C) Evidence
 (D) Silence (E) Declaration
- 1194. Threnody:**
 (A) Parody (B) Tragedy (C) Paean
 (D) Long-jump (E) Scenery
- 1195. Tome:**
 (A) Tomb (B) Tract (C) Plaything
 (D) Alive (E) Dead
- 1196. Torsion:**
 (A) Straightening (B) Talk (C) Turn
 (D) Emotion (E) Tension
- 1197. Tortuous:**
 (A) Illegal (B) Painful (C) Zigzag
 (D) Indirect (E) Direct
- 1198. Tractable:**
 (A) Inexorable (B) Countable (C) Plateau
 (D) Level (E) Hilly
- 1199. Traduce:**
 (A) Extol (B) Slander (C) Accommodate
 (D) Purchase (E) Exhaust
- 1200. Tragic:**
 (A) Funny (B) Comic (C) Light
 (D) Humorous (E) Catastrophe
- 1201. Traitorous:**
 (A) Backstabbing (B) Treasonous (C) Beloved
 (D) Notorious (E) Loyal
- 1202. Tranquillity:**
 (A) Dearness (B) Weeping (C) Awakeness
 (D) Calmness (E) Permanent
- 1203. Transient:**
 (A) Permanent (B) Passing (C) Truthful
 (D) Forceful (E) Momentary
- 1204. Transparent:**
 (A) Translucent (B) Vague (C) Blind
 (D) Opaque (E) Obvious
- 1205. Traverse:**
 (A) Assist (B) Cross (C) Negotiate
 (D) Hinder (E) End
- 1206. Treason:**
 (A) Coffer (B) Excuse (C) Fealty
 (D) Conclusion (E) Worry
- 1207. Tremulous:**
 (A) Nervous (B) Timid (C) Trembling
 (D) Ordinary (E) Steady
- 1208. Trenchant:**
 (A) Sharp (B) Energetic (C) Coward
 (D) Lacking (E) Lacking
bite confidence
- 1209. Trepidation:**
 (A) Fearlessness (B) Anxiety (C) Fear
 (D) Uneasiness (E) Quickness
- 1210. Tribute:**
 (A) Praise (B) Gratitude (C) Condemnation
 (D) Acclaim (E) Compliment
- 1211. Trite:**
 (A) Routine (B) Dull (C) Common
 (D) Cheap (E) Original
- 1212. Triumph:**
 (A) Defeat (B) Surrender (C) Give up
 (D) Retreat (E) Victory
- 1213. Truant:**
 (A) Sedulous (B) Bend (C) Tentative
 (D) Delinquent (E) Talkative
- 1214. Truculent:**
 (A) Peaceful (B) Aggressive (C) Fake
 (D) Resolute (E) Desirous
- 1215. Trumpery:**
 (A) Wastage (B) Treasury (C) Defeat
 (D) Vague (E) Worthless
- 1216. Tumbledown:**
 (A) Uproar (B) Clamour (C) Dilapidated
 (D) Unstable (E) Sturdy
- 1217. Tumult:**
 (A) Serenity (B) Turmoil (C) Clamour
 (D) Confusion (E) Commotion
- 1218. Turbid:**
 (A) Vogue (B) Obedient (C) Muddy
 (D) Clumsy (E) Clear
- 1219. Turbulence:**
 (A) Agitation (B) Calm (C) Turmoil
 (D) Roughness (E) Separation

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- 1220. *Turbulent:***
 (A) Disturbed (B) Topple (C) Calm
 (D) Spotless (E) Raging
- 1221. *Turgid:***
 (A) Bombastic (B) Swollen (C) Thrifty
 (D) Shrunken (E) Punctual
- 1222. *Turmoil:***
 (A) Tumult (B) Chaos (C) Ferment
 (D) Tranquillity (E) Rapid
- 1223. *Turpitude:***
 (A) Virtue (B) Wickedness (C) Generosity
 (D) Gratitude (E) Foolishness
- 1224. *Tyro:***
 (A) Expert (B) Three-pronged (C) Timid
 (D) Brave (E) Hunter.
- 1225. *Ubiquity:***
 (A) Absence (B) Omnipresence (C) Amazing
 (D) Rest (E) Pervasiveness
- 1226. *Ugliness:***
 (A) Banal (B) Smooth (C) Shrivel
 (D) Pulchritude (E) Grotesque
- 1227. *Ulterior:***
 (A) Tipped (B) Sparkling (C) Stated
 (D) Rampaging (E) Concealed
- 1228. *Umbrage:***
 (A) Commander (B) Pride (C) Remote
 (D) Capsize (E) Shyness
- 1229. *Uncouth:***
 (A) Rude (B) Roudy (C) Awkward
 (D) Ugly (E) Delicate
- 1230. *Unctuous:***
 (A) Rough (B) Smooth (C) Refined
 (D) Overturn (E) Sophisticated
- 1231. *Undulating:***
 (A) Smooth (B) Uneven (C) Adulation
 (D) Respect (E) None of these
- 1232. *Unearth:***
 (A) Disclose (B) Rectify (C) Create
 (D) Conceal (E) Explore
- 1233. *Unfeigned:***
 (A) Original (B) Clear (C) Mortal
 (D) Modern (E) Pretended
- 1234. *Ungainly:***
 (A) Clumsy (B) Simple (C) Decorated
- 1235. *Unimpeachable:***
 (A) Faulty (B) Fruitful (C) Devastating
 (D) Flexible (E) Straight
- 1236. *Universal:***
 (A) Local (B) National (C) Subsidiary
 (D) Regional (E) Heavenly
- 1237. *Unkempt:***
 (A) Slovenly (B) Sloppy (C) Neglected
 (D) Approved (E) Neat
- 1238. *Unmarred:***
 (A) Spoiled (B) Marred (C) Destroyed
 (D) Damaged (E) Reserved
- 1239. *Unrealistic:***
 (A) Natural (B) Visionary (C) Reasonable
 (D) Actual (E) Imaginative
- 1240. *Unruly:***
 (A) Wild (B) Manageable (C) Disorderly
 (D) Governed (E) Obedient
- 1241. *Unseemly:***
 (A) Improper (B) Politely (C) Conclusive
 (D) Proper (E) Recognized
- 1242. *Unsullied:***
 (A) Spotless (B) Clear (C) Skilled
 (D) Expert (E) Tarnished
- 1243. *Untenable:***
 (A) Unstable (B) Weak (C) Inverted
 (D) Supportable (E) Delicious
- 1244. *Unwitting:***
 (A) International (B) Internal (C) Transparent
 (D) Brave (E) Emotional
- 1245. *Urban:***
 (A) Rustic (B) Rural (C) Civil
 (D) Domestic (E) Civic
- 1246. *Urbane:***
 (A) Polite (B) Disturbed (C) Discourteous
 (D) Raise (E) Polished
- 1247. *Urbanity:***
 (A) Rustic (B) Crudeness (C) Cruelty
 (D) Sociability (E) Civility
- 1248. *Usurp:***
 (A) Inherit (B) Assume (C) Origin
 (D) Custom (E) Grab
- 1249. *Utterly:***
 (A) Completely (B) Entirely (C) Absolutely
 (D) Empty (E) Partially

1250. *Vacillate:*

- (A) Waver (B) Unoccupied (C) Resolve
 (D) Decay (E) Oscillate

1251. *Vacillation:*

- (A) Steadfastness (B) Hesitation (C) Depression
 (D) Beginning (E) Honour

1252. *Vague:*

- (A) Confusing (B) Fuzzy (C) Certain
 (D) Hazy (E) Suspect

1253. *Vainglorious:*

- (A) Majestic (B) Useless (C) Victory
 (D) Modest (E) Boasting

1254. *Valedictory:*

- (A) Salutatory (B) Bidding (C) Farewell
 (D) Defective (E) Effective

1255. *Valetudinarian:*

- (A) Farewell (B) Valid (C) Freedom-fighter
 (D) Robust (E) Welcome

1256. *Validate:*

- (A) Legalise (B) Spurious (C) Disprove
 (D) Disallow (E) Corroborate

1257. *Valour:*

- (A) Bravery (B) Heroism (C) Valuable
 (D) Cheap (E) Cowardice

1258. *Vanguard:*

- (A) Rear (B) Advance (C) Neglect
 (D) Sabotage (E) Front

1259. *Vanity:*

- (A) Chastity (B) Kindness (C) Modesty
 (D) Vulgarity (E) Arrogance

1260. *Vanquish:*

- (A) Debase (B) Withdraw (C) Surrender
 (D) Charge (E) Defeat

1261. *Vaunted:*

- (A) Boasting (B) Bragging (C) Ugly
 (D) Distorted (E) Belittled

1262. *Vehemence:*

- (A) Indifference (B) Apathy (C) Helplessness
 (D) Cowardice (E) Passion

1263. *Vengeance:*

- (A) Retaliation (B) Graze (C) Forgiveness
 (D) Reveal (E) Revenge

1264. *Venial:*

- (A) Corrupt (B) Clean (C) Nervous
 (D) Staid (E) Slight

1265. *Veracious:*

- (A) Honest (B) Timid (C) Antidote
 (D) Reveal (E) Accurate

1266. *Verbaise:*

- (A) Compact (B) Brief (C) Concise
 (D) Bosom (E) Verbal

1267. *Vex:*

- (A) Cajole (B) Console (C) Soothe
 (D) Sprout (E) Provoke

1268. *Villify:*

- (A) Laud (B) Defame (C) Smear
 (D) Slander (E) Accept

1269. *Vim:*

- (A) Witless (B) Vigourless (C) Colourful
 (D) Aimless (E) Endless

1270. *Vindicate:*

- (A) Censure (B) Eradicate (C) Pardon
 (D) Indicate (E) Censor

1271. *Violent:*

- (A) Tame (B) Humble (C) Gentle
 (D) Harmless (E) Severe

1272. *Virtue:*

- (A) Vice (B) Fraud (C) Wickedness
 (D) Crime (E) Integrity

1273. *Virtuous:*

- (A) Vicious (B) Vulgar (C) Misery
 (D) Insincere (E) Moral

1274. *Virulence:*

- (A) Malignancy (B) Robust (C) Benevolence
 (D) Twist (E) Death

1275. *Vivacious:*

- (A) Dull (B) Lively (C) Quickness
 (D) Nice (E) Sharp

1276. *Vividly:*

- (A) Unintentionally (B) Unimpressively (C) Unscrupulously
 (D) Unwillingly (E) Unpopular

1277. *Vocation:*

- (A) Wilderness (B) Idleness (C) Rest
 (D) Drowsy (E) Occupation

1278. *Vociferate:*

- (A) Bore (B) Plough (C) Level
 (D) Draw (E) Whisper

1279. *Voluntary:*

- (A) Involuntary (B) Instinctive (C) Compelled
 (D) Coercive (E) Optional

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1280. <i>Voluptuous:</i>	(A) Voluntary (B) Ascetic (C) Indulgent (D) Lump-sum (E) Vulnerable	(A) Robust (B) Complete (C) Weak
1281. <i>Vomit:</i>	(A) Swallow (B) Ingest (C) Deplore (D) Endure (E) Disgorge	(A) Faithful (B) Driven (C) Nee
1282. <i>Vouch:</i>	(A) Repudiate (B) Responsible (C) Care (D) Crouch (E) Affirm	(A) Art (B) Guile (C) Design
1283. <i>Vulnerable:</i>	(A) Exposed (B) Unguarded (C) Delicious (D) Susceptible (E) Invincible	(A) Stupid (B) Idiot (C) Mad
1284. <i>Waive:</i>	(A) Yield (B) Renounce (C) Demand (D) Respond (E) Relinquish	(A) Foolish (B) Zooling
1285. <i>Wallow:</i>	(A) Grovel (B) Tumble (C) Grumble (D) Flounder (E) Abstain	(A) Smiling (B) Cheerful (C) Demanding
1286. <i>Wane:</i>	(A) Widen (B) Fatten (C) Prosper (D) Swell (E) Reduce	(A) Shrewd (B) Foolish (C) Smooth
1287. <i>Wanton:</i>	(A) Discreet (B) Entire (C) Total (D) Revolve (E) Malicious	(A) Smiling (B) Lively (C) Gheezy
1288. <i>Warp:</i>	(A) Swim (B) Woof (C) Cautious (D) Equip (E) Soon	(A) Expectation (B) Surprise (C) Possibility
1289. <i>Waivering:</i>	(A) Straight (B) Tight (C) Strong (D) Poor (E) Oscillating	(A) Probability (B) Amazement
1290. <i>Wax:</i>	(A) Candle (B) Darkness (C) Honey (D) Wane (E) Vain	(A) Pursue (B) Court (C) Shun
1291. <i>Wealthy:</i>	(A) Wicked (B) Famous (C) Ill (D) Poor (E) Harmful	(A) Unjust (B) Coax
1292. <i>Wean:</i>	(A) Wed (B) Withdraw (C) Attach (D) Reluctance (E) Suckle	(A) Fank (B) Joggle (C) Snatch
1293. <i>Whimsical:</i>	(A) Erratic (B) Impulsive (C) Rumour (D) Eccentric (E) Predictable	(A) Jerk (B) Pull (C) Push
1294. <i>Wholesale:</i>	(A) Total (B) Partial (C) Retail (D) Retain (E) Glutted	(A) Farn (B) Unjust (C) Staff
1295. <i>Wholesome:</i>	(A) Robust (B) Powerful (C) Weak	(A) Sustain (B) Produce (C) Submit
1296. <i>Wicked:</i>	(A) Faithful (B) Driven (C) Nee	(A) Crunch (B) Strain
1297. <i>Wile:</i>	(A) Art (B) Guile (C) Design	(A) Independence (B) Freedom (C) Colonial
1298. <i>Wise:</i>	(A) Stupid (B) Idiot (C) Mad	(A) Remote (B) Farther (C) Native
1299. <i>Wizened:</i>	(A) Shrewd (B) Foolish (C) Smooth	(A) Distant (B) Close
1300. <i>Woeful:</i>	(A) Smiling (B) Cheerful (C) Demanding	(A) Funny (B) Humorous (C) Disgusting
1301. <i>Wonder:</i>	(A) Expectation (B) Surprise (C) Possibility	(A) Heavenly (B) Tragic
1302. <i>Woo:</i>	(A) Pursue (B) Court (C) Shun	(A) Zeal (B) Apathy (C) Verbatim
1303. <i>Fank:</i>	(A) Pursue (B) Court (C) Shun	(A) Desire (B) Unjust (C) Staff
1304. <i>Farn:</i>	(A) Pursue (B) Court (C) Shun	(A) Sustain (B) Produce (C) Submit
1305. <i>Held:</i>	(A) Pursue (B) Court (C) Shun	(A) Crunch (B) Strain
1306. <i>Toke:</i>	(A) Pursue (B) Court (C) Shun	(A) Independence (B) Freedom (C) Colonial
1307. <i>Tender:</i>	(A) Remote (B) Farther (C) Native	(A) Farn (B) Farther (C) Native
1308. <i>Funny:</i>	(A) Remote (B) Farther (C) Native	(A) Heavenly (B) Tragic
1309. <i>Zeal:</i>	(A) Remote (B) Farther (C) Native	(A) Farn (B) Apathy (C) Verbatim
	(A) Lite (B) Apathy (C) Verbatim	(A) Distant (B) Close
	(E) Eagerness	

1310. Zealot:
 (A) Devotee (B) Bigot (C) Moderate
 (D) Pliant (E) Fanatic
1311. Zealous:
 (A) Ardent (B) Eager (C) Enthusiastic
 (D) Devoted (E) Apathetic
1312. Zenith:
 (A) Pinnacle (B) Nadir (C) Afford
 (D) Naught (E) Infinity
1313. Zest:
 (A) Reluctance (B) Relish (C) Pleasure
 (D) Guest (E) Fervor

Answers

1.	E	2.	B	3.	B	4.	E	5.	A
6.	E	7.	C	8.	E	9.	C	10.	E
11.	B	12.	C	13.	E	14.	E	15.	C
16.	D	17.	C	18.	E	19.	E	20.	C
21.	B	22.	D	23.	B	24.	D	25.	C
26.	B	27.	A	28.	B	29.	A	30.	B
31.	D	32.	E	33.	C	34.	D	35.	B
36.	E	37.	A	38.	E	39.	E	40.	D
41.	C	42.	E	43.	E	44.	A	45.	E
46.	A	47.	A	48.	E	49.	B	50.	E
51.	B	52.	B	53.	C	54.	E	55.	D
56.	E	57.	B	58.	D	59.	A	60.	E
61.	B	62.	D	63.	E	64.	A	65.	B
66.	C	67.	A	68.	E	69.	A	70.	B
71.	B	72.	B	73.	A	74.	E	75.	E
76.	A	77.	D	78.	C	79.	C	80.	A
81.	E	82.	B	83.	C	84.	A	85.	D
86.	A	87.	B	88.	A	89.	E	90.	E
91.	B	92.	B	93.	B	94.	A	95.	B
96.	B	97.	C	98.	B	99.	A	100.	D
101.	C	102.	E	103.	D	104.	B	105.	B
106.	C	107.	D	108.	C	109.	C	110.	D
111.	B	112.	B	113.	A	114.	B	115.	A
116.	C	117.	E	118.	B	119.	D	120.	E
121.	C	122.	C	123.	C	124.	C	125.	B
126.	E	127.	B	128.	C	129.	E	130.	B
131.	A	132.	B	133.	A	134.	B	135.	A
136.	E	137.	C	138.	B	139.	A	140.	A
141.	E	142.	C	143.	E	144.	A	145.	E
146.	A	147.	A	148.	C	149.	E	150.	A
151.	B	152.	D	153.	A	154.	B	155.	C
156.	A	157.	A	158.	D	159.	C	160.	A

161.	C	162.	A	163.	C	164.	E	165.	A
166.	A	167.	C	168.	A	169.	D	170.	C
171.	C	172.	C	173.	B	174.	D	175.	C
176.	B	177.	C	178.	C	179.	B	180.	A
181.	E	182.	A	183.	B	184.	C	185.	B
186.	E	187.	C	188.	A	189.	A	190.	B
191.	E	192.	E	193.	D	194.	C	195.	E
196.	A	197.	E	198.	B	199.	D	200.	A
201.	E	202.	B	203.	B	204.	A	205.	B
206.	E	207.	A	208.	B	209.	C	210.	C
211.	E	212.	C	213.	A	214.	A	215.	B
216.	D	217.	E	218.	D	219.	A	220.	B
221.	C	222.	E	223.	C	224.	A	225.	B
226.	D	227.	A	228.	E	229.	B	230.	C
231.	B	232.	B	233.	C	234.	D	235.	B
236.	A	237.	C	238.	E	239.	C	240.	B
241.	C	242.	C	243.	C	244.	D	245.	A
246.	C	247.	C	248.	B	249.	B	250.	B
251.	D	252.	A	253.	D	254.	E	255.	D
256.	A	257.	A	258.	C	259.	C	260.	A
261.	C	262.	B	263.	C	264.	A	265.	C
266.	C	267.	D	268.	C	269.	D	270.	E
271.	C	272.	C	273.	A	274.	E	275.	C
276.	B	277.	E	278.	B	279.	B	280.	B
281.	A	282.	E	283.	A	284.	E	285.	C
286.	B	287.	E	288.	E	289.	D	290.	A
291.	C	292.	E	293.	C	294.	C	295.	A
296.	C	297.	E	298.	B	299.	A	300.	C
301.	C	302.	B	303.	C	304.	C	305.	C
306.	B	307.	B	308.	C	309.	B	310.	B
311.	A	312.	D	313.	B	314.	C	315.	B
316.	C	317.	D	318.	C	319.	D	320.	E
321.	C	322.	A	323.	B	324.	D	325.	E
326.	A	327.	E	328.	C	329.	D	330.	B
331.	E	332.	B	333.	E	334.	C	335.	A
336.	D	337.	E	338.	A	339.	B	340.	E
341.	D	342.	E	343.	A	344.	A	345.	A
346.	B	347.	A	348.	E	349.	A	350.	B
351.	C	352.	B	353.	B	354.	D	355.	B
356.	C	357.	E	358.	A	359.	C	360.	C
361.	A	362.	C	363.	C	364.	D	365.	B
366.	D	367.	C	368.	C	369.	D	370.	D
371.	A	372.	C	373.	D	374.	C	375.	E
376.	E	377.	C	378.	C	379.	A	380.	E
381.	A	382.	A	383.	E	384.	C	385.	C
386.	C	387.	B	388.	C	389.	B	390.	C
391.	A	392.	B	393.	B	394.	B	395.	C
396.	E	397.	E	398.	C	399.	C	400.	A

GAT-General

401.	E	402.	C	403.	D	404.	A	405.	E
406.	E	407.	A	408.	B	409.	B	410.	B
411.	A	412.	A	413.	B	414.	B	415.	A
416.	E	417.	B	418.	E	419.	A	420.	B
421.	E	422.	B	423.	B	424.	D	425.	E
426.	C	427.	E	428.	A	429.	E	430.	E
431.	B	432.	E	433.	B	434.	A	435.	E
436.	E	437.	D	438.	D	439.	C	440.	A
441.	B	442.	D	443.	D	444.	B	445.	A
446.	E	447.	C	448.	C	449.	C	450.	A
451.	D	452.	A	453.	E	454.	C	455.	C
456.	B	457.	B	458.	D	459.	C	460.	D
461.	B	462.	E	463.	D	464.	E	465.	A
466.	A	467.	A	468.	C	469.	C	470.	D
471.	D	472.	B	473.	A	474.	E	475.	C
476.	D	477.	D	478.	E	479.	E	480.	B
481.	D	482.	B	483.	B	484.	C	485.	C
486.	C	487.	B	488.	B	489.	B	490.	A
491.	C	492.	D	493.	C	494.	A	495.	C
496.	B	497.	C	498.	D	499.	B	500.	E
501.	A	502.	B	503.	A	504.	D	505.	E
506.	B	507.	C	508.	B	509.	A	510.	C
511.	C	512.	C	513.	B	514.	D	515.	D
516.	E	517.	A	518.	A	519.	C	520.	A
521.	D	522.	B	523.	C	524.	D	525.	E
526.	E	527.	A	528.	A	529.	C	530.	B
531.	C	532.	B	533.	D	534.	A	535.	D
536.	E	537.	C	538.	B	539.	E	540.	D
541.	D	542.	E	543.	C	544.	A	545.	C
546.	B	547.	B	548.	B	549.	D	550.	A
551.	C	552.	D	553.	B	554.	E	555.	A
556.	E	557.	A	558.	C	559.	A	560.	E
561.	A	562.	C	563.	C	564.	A	565.	A
566.	B	567.	B	568.	C	569.	D	570.	C
571.	C	572.	E	573.	D	574.	E	575.	C
576.	E	577.	B	578.	B	579.	C	580.	C
581.	C	582.	A	583.	A	584.	A	585.	C
586.	E	587.	D	588.	D	589.	E	590.	C
591.	B	592.	D	593.	B	594.	A	595.	B
596.	D	597.	A	598.	E	599.	E	600.	D
601.	A	602.	C	603.	D	604.	C	605.	E
606.	C	607.	B	608.	D	609.	C	610.	E
611.	B	612.	A	613.	A	614.	D	615.	E
616.	A	617.	A	618.	D	619.	B	620.	E
621.	B	622.	C	623.	C	624.	B	625.	D
626.	C	627.	C	628.	B	629.	B	630.	B
631.	C	632.	B	633.	B	634.	A	635.	D
636.	E	637.	A	638.	C	639.	B	640.	C
641.	D	642.	C	643.	C	644.	E	645.	B
646.	C	647.	B	648.	D	649.	D	650.	B
651.	B	652.	A	653.	A	654.	A	655.	E
656.	B	657.	B	658.	E	659.	B	660.	A
661.	B	662.	C	663.	A	664.	B	665.	A
666.	B	667.	D	668.	E	669.	E	670.	C
671.	E	672.	A	673.	B	674.	E	675.	X
676.	A	677.	C	678.	B	679.	D	680.	B
681.	A	682.	C	683.	B	684.	B	685.	A
686.	E	687.	D	688.	B	689.	C	690.	C
691.	C	692.	E	693.	A	694.	B	695.	C
696.	C	697.	C	698.	D	699.	A	700.	C
701.	B	702.	A	703.	E	704.	B	705.	A
706.	B	707.	E	708.	A	709.	C	710.	C
711.	D	712.	E	713.	D	714.	A	715.	B
716.	D	717.	E	718.	C	719.	C	720.	E
721.	C	722.	E	723.	A	724.	E	725.	E
726.	A	727.	A	728.	B	729.	D	730.	B
731.	D	732.	A	733.	B	734.	C	735.	E
736.	C	737.	E	738.	A	739.	C	740.	E
741.	D	742.	E	743.	A	744.	B	745.	A
746.	B	747.	A	748.	C	749.	E	750.	D
751.	E	752.	B	753.	D	754.	E	755.	D
756.	B	757.	C	758.	B	759.	E	760.	B
761.	A	762.	B	763.	B	764.	D	765.	A
766.	D	767.	A	768.	D	769.	E	770.	B
771.	B	772.	E	773.	E	774.	A	775.	A
776.	B	777.	D	778.	C	779.	B	780.	E
781.	C	782.	C	783.	C	784.	A	785.	X
786.	C	787.	D	788.	D	789.	A	790.	B
791.	B	792.	D	793.	C	794.	A	795.	B
796.	A	797.	B	798.	B	799.	D	800.	B
801.	A	802.	E	803.	D	804.	C	805.	E
806.	C	807.	C	808.	A	809.	C	810.	C
811.	E	812.	C	813.	E	814.	C	815.	C
816.	C	817.	E	818.	A	819.	D	820.	E
821.	A	822.	D	823.	C	824.	A	825.	A
826.	E	827.	B	828.	B	829.	C	830.	B
831.	C	832.	A	833.	C	834.	A	835.	B
836.	C	837.	E	838.	A	839.	B	840.	D
841.	B	842.	C	843.	C	844.	B	845.	E
846.	B	847.	A	848.	D	849.	C	850.	E
851.	C	852.	A	853.	D	854.	B	855.	B
856.	A	857.	C	858.	C	859.	E	860.	D
861.	C	862.	C	863.	B	864.	A	865.	D
866.	C	867.	D	868.	B	869.	E	870.	C
871.	B	872.	A	873.	E	874.	A	875.	B
876.	B	877.	D	878.	E	879.	A	880.	E

881.	D	882.	A	883.	A	884.	E	885.	A
886.	B	887.	A	888.	A	889.	C	890.	C
891.	D	892.	A	893.	C	894.	C	895.	A
896.	C	897.	E	898.	D	899.	C	900.	C
901.	B	902.	D	903.	D	904.	C	905.	B
906.	A	907.	C	908.	D	909.	C	910.	A
911.	E	912.	C	913.	B	914.	A	915.	A
916.	A	917.	D	918.	D	919.	D	920.	E
921.	E	922.	A	923.	E	924.	D	925.	B
926.	E	927.	D	928.	B	929.	A	930.	D
931.	E	932.	A	933.	B	934.	E	935.	C
936.	A	937.	B	938.	E	939.	E	940.	A
941.	B	942.	B	943.	A	944.	C	945.	D
946.	C	947.	E	948.	A	949.	B	950.	A
951.	B	952.	A	953.	B	954.	A	955.	A
956.	D	957.	B	958.	B	959.	B	960.	A
961.	C	962.	C	963.	C	964.	E	965.	A
966.	E	967.	A	968.	D	969.	D	970.	C
971.	A	972.	E	973.	C	974.	B	975.	E
976.	B	977.	C	978.	E	979.	A	980.	D
981.	B	982.	A	983.	E	984.	B	985.	A
986.	B	987.	B	988.	A	989.	C	990.	B
991.	B	992.	E	993.	A	994.	B	995.	A
995.	E	997.	A	998.	E	999.	C	1000.	C
1001	D	1002	E	1003	E	1004	D	1005	A
1006	C	1007	B	1008	D	1009	E	1010	A
1011	B	1012	D	1013	E	1014	C	1015	D
1016	C	1017	B	1018	A	1019	A	1020	B
1021	A	1022	E	1023	C	1024	B	1025	C
1026	B	1027	C	1028	C	1029	B	1030	D
1031	C	1032	A	1033	C	1034	A	1035	C
1036	B	1037	A	1038	A	1039	B	1040	A
1041	C	1042	A	1043	C	1044	B	1045	B
1046	D	1047	E	1048	C	1049	C	1050	A
1051	E	1052	C	1053	B	1054	E	1055	E
1056	E	1057	D	1058	A	1059	B	1060	C
1061	C	1062	D	1063	B	1064	E	1065	A
1066	B	1067	A	1068	D	1069	B	1070	C
1071	E	1072	B	1073	A	1074	E	1075	A
1076	D	1077	E	1078	D	1079	A	1080	E
1081	A	1082	D	1083	A	1084	D	1085	E
1086	C	1087	A	1088	D	1089	A	1090	E
1091	A	1092	A	1093	A	1094	E	1095	D
1096	B	1097	A	1098	D	1099	E	1100	C
1101	E	1102	A	1103	A	1104	A	1105	A
1106	D	1107	C	1108	E	1109	A	1110	C
1111	B	1112	C	1113	E	1114	A	1115	C
1116	B	1117	E	1118	B	1119	C	1120	A
1121	B	1122	B	1123	B	1124	A	1125	A
1126	D	1127	A	1128	E	1129	C	1130	D
1131	A	1132	D	1133	B	1134	C	1135	B
1136	B	1137	A	1138	B	1139	B	1140	B
1141	C	1142	C	1143	D	1144	B	1145	D
1146	C	1147	A	1148	C	1149	B	1150	B
1151	B	1152	E	1153	E	1154	B	1155	B
1156	B	1157	C	1158	D	1159	D	1160	D
1161	D	1162	B	1163	B	1164	C	1165	D
1166	B	1167	C	1168	D	1169	C	1170	B
1171	C	1172	C	1173	A	1174	D	1175	C
1176	A	1177	B	1178	D	1179	E	1180	B
1181	A	1182	C	1183	B	1184	B	1185	B
1186	A	1187	B	1188	E	1189	B	1190	D
1191	B	1192	C	1193	A	1194	C	1195	B
1196	A	1197	E	1198	A	1199	A	1200	B
1201	E	1202	D	1203	A	1204	D	1205	D
1206	C	1207	E	1208	D	1209	A	1210	C
1211	E	1212	A	1213	A	1214	A	1215	B
1216	E	1217	A	1218	E	1219	B	1220	C
1221	D	1222	D	1223	A	1224	A	1225	A
1226	D	1227	C	1228	B	1229	C	1230	A
1231	A	1232	D	1233	E	1234	D	1235	A
1236	D	1237	E	1238	B	1239	C	1240	E
1241	D	1242	E	1243	D	1244	A	1245	B
1246	C	1247	A	1248	A	1249	E	1250	C
1251	A	1252	C	1253	D	1254	A	1255	D
1256	C	1257	E	1258	A	1259	C	1260	C
1261	E	1262	B	1263	C	1264	E	1265	B
1266	C	1267	C	1268	A	1269	B	1270	A
1271	C	1272	A	1273	A	1274	C	1275	A
1276	B	1277	A	1278	E	1279	A	1280	B
1281	B	1282	A	1283	E	1284	C	1285	E
1286	C	1287	A	1288	B	1289	A	1290	D
1291	D	1292	C	1293	E	1294	C	1295	C
1296	B	1297	D	1298	D	1299	C	1300	B
1301	A	1302	C	1303	E	1304	D	1305	A
1306	B	1307	E	1308	C	1309	D	1310	B
1311	E	1312	B	1313	A				

Grammar - Spotting Errors

Tenses, Article, Parts of Speech, Preposition

Directions: Read each sentence to find out whether there is any error in it. The error, if any, may be in one part of the sentence. The number of that part is the answer. If there is no error, the answer is "5".

TEST NO. 1

- Q. 1. I have (1) been locked (2) for you (3) every where (4).
- Q. 2. You must not (1) have leave very early (2) to have reached here (3) so late (4).
- Q. 3. The children (1) are played (2) with (3) their toys (4).
- Q. 4. Ramaan loves (1) his brother (2) but hates (3) her sister (4).
- Q. 5. Shoaib (1) drop the (2) coin in (3) the pool (4).
- Q. 6. Trees (1) drop its (2) leaves in (3) autumn (4).
- Q. 7. The girls (1) are playing (2) with its (3) dolls (4).
- Q. 8. He cracked (1) its head (2) when the (3) ball went by (4).
- Q. 9. It is him (1) who (2) takes (3) the decisions (4).
- Q. 10. I never (1) thought that (2) he will (3) do this (4).
- Q. 11. He found (1) it easily (2) to balance (3) on the bike (4).
- Q. 12. The gears was (1) slipping because (2) there was no oil (3) in the gearbox (4).
- Q. 13. The car could no (1) climb the steep hill (2) because it was (3) in the wrong gears (4).
- Q. 14. Nobody remain (1) in the hall (2) when the (3) chief guest came (4).
- Q. 15. Sobia can (1) sang (2) all through (3) the night (4).
- Q. 16. He could not (1) went to a planetarium (2) to watch (3) the comet Halley (4).
- Q. 17. He had not (1) gone to a planetarium (2) to see (3) the comet Halley (4).
- Q. 18. In summer (1) the days (2) and nights (3) are hot (4).
- Q. 19. We found (1) it difficult (2) to across (3) the road (4).
- Q. 20. We found (1) it easy (2) to get across (3) to him (4).
- Q. 21. The poor (1) are usually (2) intolerant of (3) the rich people (4).
- Q. 22. The rich (1) have more (2) worries than (3) the poor people (4).
- Q. 23. Rich men (1) worried (2) about their (3) black money (4).
- Q. 24. He wanted (1) to know (2) my (3) good name (4).
- Q. 25. He has (1) been keeping (2) good (3) health (4).

ANSWERS

The errors in the sentences given above are errors many of us unfortunately make regularly. Let us tick them up one by one and see what is wrong or right in each sentence.

1. (2) The simple past, present and future forms of "look" are "I looked," "I look", "I will look". The perfect forms are "I had looked," "I have looked," "I will have looked." The perfect continuous forms are "I had been looking," "I have been looking," "I will have been looking." Therefore in the sentence, the verb "looked" must be changed to "looking" to remove the error. The tense pattern that "look" follows is also followed by other verbs like "work," and "talk" e.g., "I have been working till 4 PM," or "I have

- been talking to him till six this evening."
2. (2) This type of a sentence is called a balancing sentence. The word "early" is balanced by the word "late". The past, present and future perfect forms of "leave" are "had left", "they have left", "he/it has left", "will have had left." Therefore, in the given sentence, "leave" needs to be changed to "left". The sentence will then read "You must not have left very early to have reached here so late." Note that "have left" matches with "have reached."
3. (2) "Are" shows that the act of play is in the present tense. The simple past, present and future forms of "play" are "played," "play", "will play." The continuous forms are "were playing," "are playing," "will be playing." The correct form of this sentence will therefore be "The children are playing with their toys." If you want to retain "played", then the auxiliary "are" must be changed to "have" or "had" to suit the past form which "played" suggests.
4. (4) This grammatical error is mostly found amongst people who speak languages like Urdu which have no neuter gender. Since "sister" is feminine, some people tend to associate "her" with "sister", forgetting, as in this sentence, that the sister is the brother's sister and not the sister's sister. The "brother's sister" will be "his sister." The "sister's sister" or "mother's sister" will be "her sister." Therefore, since "Ramzan" is a male and is the subject, the sentence should be "Ramzan loves his brother but hates his sister".
5. (2) Had this sentence been a direct sentence (*i.e.* if it was enclosed by inverted commas) and had there been a comma after "Shoaib", then the sentence would have been a correct sentence, because, then it would have meant that some one was instructing Shoaib, to drop a coin in the pool, e.g. Ramzan said, "Shoaib, drop the coin in the pool." But here the sentence is in reported speech. The various tense forms (past, present, future) of "drop" are "he/I/they/you dropped," "I/they/you drop," he/she drops" "I/he/they/you will drop." Since "Shoaib" is 3rd person singular, "drop" should normally be in the past form *i.e.* "dropped." In certain cases "drops" will also be correct if it is, for example, a stage direction where everything is in the simple present.
6. (2) "It", by itself, is a pronoun and therefore stands in place of a noun, e.g. It is a horse. "It" is therefore singular. It would therefore be wrong to write "It are horses." "They" or "those are horses" would be the correct form since "they" or "those" suggest more than one. "Its" is the possessive case of "it" and like "it" it is singular. Therefore, "its leaves", will stand for the leaves of one tree. In the sentence "tree" is plural, therefore the possessive case (also called pronominal adjective) must also be plural. Just as the plural form of "it" is "they", the plural form of "its" is "theirs" or "their" depending on where it is placed in a sentence. Here, since "it" refers to the subject "trees" while at the same time qualifying "leaves" the sentence should read, "Trees drop their leaves in autumn."
7. (3) Here the problem is the same as in Q. No. 6. It should be "their dolls", since in the sentence "its" is referring to the subject which is "girls" and acting as an adjective of "dolls".
8. (2) "It" and "its" relate to nouns which are neuter. "Its" is not used for masculine or feminine nouns. The plural form of "its" or "it", *i.e.* "their", "theirs" or "they" are used for all the three genders as we have noticed in sentences 6 and 7. But in this sentence "He" is singular and masculine. The possessive form should also be masculine. The sentence should therefore be "He ducked his head when the ball went by." If instead of "He" there was "She", then the possessive form would be "her head".
9. (1) In the earlier three sentences we have seen the different ways "it" and "its" can be used. In sentence 8, this is also pointed out that "its" is normally not used for a masculine or feminine noun. But that is mostly when "its" is used as an adjective. There is a big difference between "it", "its" and "it's". "It" when used as a pronoun, can replace nouns of any gender, depending on the context, e.g. "It was the car", "it was John", "it was Mary". Therefore in this sentence, "it" has been correctly used. The fault lies in the use of "him".

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Remember this chart:

		<i>Subject</i>	<i>Objective</i>
Singular	1st person	I	me
	2nd person	you	you
	3rd person	he/she/it	him/her/it
Plural	1st person	We	us
	2nd person	you	you
	3rd person	they	them

In the sentence, "It is him" forms the subject. Therefore "him" should be changed to "he" and the sentence should read, "It is he who takes the decisions." The use of "it" in such a form is to stress or emphasise on the person than on the decision.

10. (3) The word "thought" suggests past tense. Here "will" is in the present "tense". Its past tense is "would". Therefore, the sentence should read, "I never thought that he would do this." "Would" is here used as a modal auxiliary expression.
11. (2) "Easily" is an adverb and an adverb modifies a verb or another adverb. Here "easily" is qualifying "it". The adjective form of "ease" is "easy". The sentence should read, "He found it easy to balance on the bike."
12. (1) Here "gears" is plural. Therefore, the plural form of "was" i.e. "were" should be used. Alternatively, if "was" is left unchanged, then "gears" should be changed to its singular form i.e. "gear".
13. (4) This needs a little technical knowledge. Depending on the type of road and speed, a car moves on a particular gear, like first gear, second gear and so on. It does not move on all the gears at the same time. Therefore "gears" should be changed to "gear". "The car could not climb the steep hill because it was in the wrong gear."
14. (1) "Came" in (4) shows that the event has occurred in the past. Therefore "remain" must be changed to the past tense i.e. "remained".
15. (2) The past, present and future tense of "sing" is sang, sing, will sing. "Can" is present third person singular. Therefore, sang must be changed to the present tense: "Sobia can sing all through the night".
16. (2) The past, present and future forms of "go" are

	<i>Past</i>	<i>Present</i>	<i>Future</i>
1st person	We/I went	We/I go	We/I will go
Perfect	We/I had gone	We/I have gone	We/I will have gone
2nd person	you went	you go	you will go
Perfect	you had gone	you have gone	you will have gone
3rd person	He/They went	He goes/ They go	He/They will go
Perfect	He/They had gone	He has gone/They have gone	He/They will have gone

17. (5) "Watch" and "see" are somewhat similar in meaning though the meanings will differ depending on the context. In this sentence the use of the word "see" is perfectly acceptable in the same way "watch" is acceptable in the previous sentence. However, note the difference in meaning between "see" and "watch" in these sentences --- "He saw that the tiger was watching him." "The blind man saw the scene in the argument."

18. (5)
19. (3) "Across" is an adverb. It must therefore modify a verb or another adverb. Since there is no verb in the sentence, the problem can be remedied by inserting "go" before "across". Alternatively "across" can be converted into a verb "cross". The phrase can therefore be corrected to read "to cross the road", or "to go across the road". Other verbs like "walk" or "run" will do equally well.

20. (5) "Across" is modifying the infinitive "to get". Here "to get across" means "to communicate" or "make clear" or "transact".
21. (4) "People" can be safely deleted since in the sentence "the poor" and "the rich" imply the class of people. This is another example of a balancing sentence where "poor" balance "rich".
22. (4) This is again a balancing sentence and "people" needs to be omitted.
23. (2) "Rich men" implies "all or most rich men". It is a fact that they worry about their black money all the time. Therefore "worried" should be changed from the past tense to the present tense. The sentence should read "Rich men worry about their black money."
24. (4) The Urdu "Aap Ki Tareef" is generally translated as "good name". In English this is not done. "Name" itself means the "proper name". "Nickname" means the more familiar form of the proper name. "Shoaib Akhtar" might be the name of a person. "Shabi" might be his "nickname", the name people may use who know him well. In English "Dick" is the nickname for "Richard", "Tom" is the nickname for "Thomas", "Cathy" is the nickname for the "Catherine". Never use the phrase "good name" since "name" is sufficient.
25. (2) "Keeping" is a noun, which is the act of one who keeps. It is all right to say, "He has been keeping a mistress/dog". Idiomatic English demands "enjoying" to be associated with health. The sentence should therefore read, "He has been enjoying good health."

These twenty-five sentences have given you some exercise in locating certain common errors and in showing you how they can be made grammatically or idiomatically correct.

The sentences which follow have problems similar to the ones we have analysed. Apply the knowledge you have gained by now and locate the defects in these sentences ---.

TEST NO. 2

- Q. 26. The Pakistan Independence's Day (1)/ fell on (2)/ 14th August (3)/ every year (4).
- Q. 27. I was (1)/ looking for (2)/ that book (3)/ tomorrow (4).
- Q. 28. I was (1)/ living here (2)/ when I (3)/ am a child (4).
- Q. 29. The guard (1)/ will stop (2)/ the train (3)/ before it entered the station (4).
- Q. 30. The book (1)/ does not have (2)/ their (3)/ cover (4).
- Q. 31. The children (1)/ are played (2)/ with (3)/ their dolls (4).
- Q. 32. The soldier (1)/ jumps to (2)/ attention (3)/ when the/colonel went by (4).
- Q. 33. He who (1)/ takes him (2)/ also (3)/ takes I (4).
- Q. 34. I always (1)/ feel that (2)/ she would (3)/ do this (4).
- Q. 35. The lights (1)/ were out (2)/ because there (3)/ were no electricity (4).
- Q. 36. The motorcycle (1)/ could not (2)/ motor up the hill (3)/ today (4).
- Q. 37. Every onc (1)/ will remained (2)/ standing (3)/ till the judge is seated (4).
- Q. 38. In winter (1)/ the days (2)/ are warm (3)/ than the nights (4).
- Q. 39. Sonia was (1)/ as vain (2)/ as a (3)/ pea-hen (4).
- Q. 40. He was (1)/ beaten (2)/ to within (3)/ an inch of his life (4).
- Q. 41. I always (1)/ remembered (2)/ that life (3)/ is like this (4).
- Q. 42. He does (1)/ not wish (2)/ any (3)/ profit (4).
- Q. 43. He (1)/ has (2)/ no place (3)/ to live (4).
- Q. 44. Umar(1)/ like to (2)/ swim in (3)/ the river (4).
- Q. 45. Tom has been (1)/ keeping the dog (2)/ since a (3)/ long time (4).
- Q. 46. The more (1)/ he worked (2)/ the less he (3)/ was sleeping (4).
- Q. 47. It was (1)/ a long day's (2)/ journeying (3)/ to Karachi (4).
- Q. 48. It's sad to see (1)/ every day, (2)/ man's inhumanity (3)/ to men (4).
- Q. 49. While some (1)/ surge forward, (2)/ most (3)/ marks time (4).
- Q. 50. Americans are (1)/ accustomed to (2)/ drinking coffee (3)/ with their meals (4).

ANSWERS

26. (2) "Every year" shows that it is a recurring event. The verb should be therefore, in the simple present tense. "the Pakistan Independence's Day falls on 14th August every year." In fact, "every year" is unnecessary, since "falls on 14th August" suggests that.
27. (4) "was looking" means that the action has already occurred. "Tomorrow" cannot be in the past. Substitute "tomorrow" with "yesterday".
28. (4) Again, it is a tense problem. Change "am" to "was".
29. (4) "Will stop" suggests future. Therefore change "entered" to "enters". If you want to retain "entered", then change "will stop" to "stop". But always remember to point out that section as defective where the minimum change will set right the sentence. Here, the section where the minimum change will set right the sentence is (4).
30. (3) "Their" is plural, "book" is singular, "does not have" also agrees with the singular nature of the book. Therefore change "their" to "its". "The book does not have its cover".
31. (2) Should be "are playing" since "are" suggests continued action and "played" is in the past tense. However, with a verb like "go", "are" can be put with its past form, e.g. "The children are gone with their dolls". While such a sentence may be acceptable in informal English, the more formal and grammatically correct sentence would be: "The children have gone with their dolls".
32. (2) "Went by" suggests the past. "Jumps" should therefore be changed to "Jumped".
33. (4) "Him" is the objective form of "he". In the second part of the sentence (which is similar in structure to the first part), "I" should be changed to its objective form which is "me". "He who takes him, also takes me."
34. (5) "That he would do this" suggests the past since "would" is the past form of "will". But "would" can also be used to refer to the future: "I wish that he would do this." But with "fell" the use of "would" in this manner is a little tricky. It is safer to write "I always felt that he would do this." This suggests that the feeling and the act of doing are in the past. However, "I always feel that he would/with do this" is acceptable to most grammarians.
35. (4) The first "were" in (2) is plural and agrees with the plural "lights". But the second "were" in (4) must agree with "electricity" which is singular. Therefore, the sentence should read "The lights were out because there was no electricity." In order to understand why "was" should be the substitute, the latter part of the sentence can be rephrased thus: "electricity was not available".
36. (3) This is a question of idiom. One "drives" a car, therefore "he drove up the hill in his car". One "rides" a motorcycle, therefore, "he rode up the hill on his motorcycle". A "motorcar" can "motor up the hill", or "drive up the hill," but a motorcycle can "ride up the hill". The sentence should therefore be, "The motorcycle could not ride/climb up the hill today."
37. (2) "Will remain".
38. (3) "Than" suggests comparison. Therefore change "warm" to warmer".
39. (4) Though "Sonia" is feminine and "pea-hen" is feminine, the idiomatic link of "vanity" is always with a "peacock" irrespective of whether the subject is a male or a female. Hence, "Sonia was as vain as a peacock."
40. (4) In idiomatic English it is always "to within an inch of his death", since he is at present alive but barely so.
41. (2) "Always" in (1) and "is" in (4) suggest the present tense. Therefore change "remembered" to present tense: "I always remember that life is like this."
42. (2) "He does not wish for any profit". The preposition "for" is essential. Similarly, "He asked for some food," and not. "He asked some food". But you can write. "He does not wish anybody good luck."
43. (4) "He has no place to live in". The preposition "in" is important in such a sentence structure. But note that it is correct to say, "He has no right to live." Here "live" has got a different meaning.

44. (1) or (2). "Umar likes to swim". "The Umar like to swim."
45. (3) "For a long time". If the sentence had ended with "last year" or "1981" or any other specific date in the past, then "since" will be the right word to use, e.g. "Tom has been keeping the dog since last year."
46. (4) This is a balancing sentence. The first portion must match with the second portion. The sentence should therefore be, "The more he worked, the less he slept".
47. (3) "It was a long day's journey to Karachi". Here "Journey means "trip". Journeying" means the act of making a trip.
48. (4) Again it is an idiomatic problem. "Man" in (3) means mankind in general. Mankind in general are inhuman to mankind in general. The sentence should be, "It's sad to see every day, man's inhumanity to man."
49. (4) "Some" and "most" are plural. "Marks" which is singular in the third person, should be changed to third person plural that is "mark". "While some surge forward, most mark time." "Mark time" here means "stay at the same place" or "do not do anything."
50. (5)

These two sets of sentences should have provided you with a working knowledge of basic grammatical structures and an insight into what is called "idiomatic" English. Idiomatic English may not necessarily be grammatically correct English, but is rather the English which has come to stay because of frequent and accepted use. The next set sentences will lay greater stress on idioms though grammar will also be kept in mind.

TEST NO. 3

- Q. 51. Mr Imran (1) was the (2) youngman (3) I met yesterday (4).
- Q. 52. I am doing (1) this job (2) since the (3) last ten years (4).
- Q. 53. The President's (1) welcome address (2) was (3) in Urdu (4).
- Q. 54. "Have you nothing (1) to say?" (2) "Yes, I have (3) nothing to say" (4).
- Q. 55. Sohail handed (1) the key bunch (2) to Rehana (3) before he left for Multan (4).
- Q. 56. My family members (1) are (2) my parents (3) my husband and my son (4).
- Q. 57. There are no (1) female members (2) in his (3) family (4).
- Q. 58. After 5 p.m. (1) he always (2) returns (3) to this house (4).
- Q. 59. A large number (1) of homes (2) are coming up (3) around Lahore (4).
- Q. 60. The monthly price (1) of this house (2) is (3) rupees one thousand (4).
- Q. 61. Karim never (1) gave (2) any attention (3) to what Rahim said (4).
- Q. 62. I will (1) ring (2) him (3) tomorrow (4).
- Q. 63. He does not (1) know (2) to play (3) the sitar (4).
- Q. 64. I enjoyed (1) during (2) my stay (3) in Murree (4).
- Q. 65. He (1) suggested (2) this (3) me (4).
- Q. 66. I was not (1) in town (2) during (3) the summer vacations (4).
- Q. 67. Though born in Sahiwal, (1) he lived (2) his remaining life (3) in Lahore (4).
- Q. 68. Students must finish (1) writing the answers (2) before (3) three hours (4).
- Q. 69. There is a (1) continuous tussle (2) between the haves and (3) the haves not (4).
- Q. 70. You can see (1) the meanings (2) of words (3) in a dictionary (4).
- Q. 71. He asked me (1) why did (2) I call him (3) a liar (4).
- Q. 72. He (1) suggested me (2) these (3) clothes (4).
- Q. 73. The car was parked (1) under (2) the shade (3) of the building (4).
- Q. 74. I will be (1) grateful (2) if you can do (3) the needful (4).
- Q. 75. None of (1) these three (2) apples (3) is good (4).

Answers

51. (3) "Youngman" should be written as two separate words, "young man".
52. (2) "I have been doing." This intention is to show that the job which has had its beginning in the past is being continued in the present time and will probably continue in future.
53. (2) "Welcome address" is a typical example of Pakistani English. It should be "address of welcome." Similarly, never say "soda bottle" when you are really meaning a "bottle of soda". "Soda bottle" means the empty bottle which contained soda.
54. (3) "No, I have nothing to say". Similarly, if someone says, I hope you have no objections", do not reply, "Yes, I have no objections". You should say, "No, I have no objections" or "Yes, I have some objections."
55. (2) "The bunch of keys". Avoid inverted contractions.
56. (1) Again this is a bad contraction. It should be, "The members of my family are....."
57. (2) Should be "There are no ladies / women in his family."
58. (4) "Always returns home", or "always returns to his residence". Note the difference between "home" and "house" in this sentence. "The house that Jack built may soon become his home for the plans to live in it."
59. (2) A large number of houses are"
60. (1) "The monthly rent". When you buy something you pay its price. When you hire for use, you pay rent.
61. (2) "Karim never paid any attention...." Also this sentence: Close attention is being paid to present movements in the money market.
62. (3) "Ring him up tomorrow".
Also, as a play starts, sometimes the curtain is "rung up", and when it ends, it is "rung down". In the olden days when a play began the curtain was drawn aside or up to the sound of a whistle or a bell. The same signal was used when the play ended. But "up" is not used in this sort of a sentence: "Please give me a ring/buzz tomorrow and I'll give you the details."
63. (2) "He does not know how to play....." "I do not know how to play it". "I'll show you how, since I know how to play it."
64. (1) "I enjoyed myself....." "He enjoyed the king's bounty for three years." "He was enjoying himself while the others were looking bored."
65. (4) "He suggested this to me". Some people also say "He suggested me this". This is also wrong. In the same way, you should say "He said this to me," and not, "He said me this."
66. (4) "...the summer vacation". The plural form of "vacation" should not be used in such a sentence.
67. (3) "... the rest of his life in Lahore". Similarly "I have decided to spend the rest of my life in Lahore."
68. (3) "...within three hours." But note, "Students should finish writing before the time is up".
69. (4) "...the haves and the have-nots."
70. (1) "You can look up....." Also, "Please look up in the directory the number that you want." "Look down" suggests embarrassment. "Rehana looked down in embarrassment for she could not bear the intense gaze of the young man."
"Look down your nose" suggests looking at someone in a superior, condescending way: "Don't look down your nose at the fat women for you may soon become like her." "Look down on/upon" also has a very similar meaning: "One should never look down upon one's servants since they too are human beings."
71. (2) "He asked me why I had called him a liar." Similarly "Azam wanted to know why I had rung him up last evening", or "He wanted to know if I had thought that he was a rogue."
72. (4) "He suggested these clothes to me". See 65.
73. (2) "the car was parked in the shade" But this is also correct: "The car was parked under the tree".

Unlike the branches of the tree which can be above the car, the shade is not above the car. Rather, the car is in the shade of the building, i.e. the shadow created by the height of the building.

74. (4) "If you do what is needed to be done." This disgraceful use of "needful" we have inherited from the British Raj and the sooner we stop using it better.
 75. (5) "Is good" is related to "None" and "none" means "not one." In other words the sentence implies that "not one apple is good, though there are three apples there."

If you have carefully studied the seventy-five sentences and understood the comments on them, you have probably become aware of the numerous grammatical and idiomatic mistakes we make everyday. While the errors pointed out in these sentences are not exhaustive, but are merely the tip of the iceberg of errors all of us commit while using the English language, they will probably help you in overcoming some of the common mistakes. Remember, a sentence should not only make sense to you, but it should also convey the same sense to others. Good English is not what a man on a street in London might speak. In fact, many of us speak a more grammatically correct English than an average Britisher. The aim of these exercises is to promote an English which is internationally acceptable.

Now let us go through the last set of sentences which may be slightly more difficult, but I hope, more enlightening.

TEST NO. 4

- Q. 76. Purpose of (1)/ working hard (2)/ is to do well (3)/ in life (4).
 Q. 77. I have (1)/ an urgent business (2)/ with (3)/ you (4).
 Q. 78. The street (1)/ to the (2)/ village (3)/ is National Highway No. 1 (4).
 Q. 79. The topic (1)/ of my article (2)/ is regarding (3)/ "Prostitution" (4).
 Q. 80. He complain (1)/ but (2)/ does (3)/ nothing (4).
 Q. 81. He made (1)/ a beautiful (2)/ inaugural (3)/ speech (4).
 Q. 82. He never (1)/ says (2)/ a lie (3)/ on Mondays (4).
 Q. 83. I have to (1)/ cut my hair (2)/ before (3)/ I go to the party (4).
 Q. 84. He went to (1)/ the basin (2)/ for washing (3)/ his hands (4).
 Q. 85. There was (1)/ no place (2)/ in (3)/ this train (4).
 Q. 86. He (1)/ is (2)/ a (3)/ good for nothing (4).
 Q. 87. Please include this (1)/ as a (2)/ postscript (3)/ in this letter (4).
 Q. 88. I need (1)/ a match box (2)/ to light (3)/ the fire (4).
 Q. 89. Let us be (1)/ sacrificer, (2)/ but not (3)/ butchers (4).
 Q. 90. We were packed (1)/ in the compartment (2)/ like a tin (3)/ of sardine (4).
 Q. 91. She is (1)/ received (2)/ with (3)/ opens arms (4).
 Q. 92. We waited, (1)/ but (2)/ they were (3)/ all in vain (4).
 Q. 93. She will be (1)/ working (2)/ under Mr. Akram Choudhary (3)/ from tomorrow (4).
 Q. 94. He could not see (1)/ the lighter (2)/ which was right (3)/ below his nose(4).
 Q. 95. It is better to say (1)/ too little (2)/ than (3)/ too much (4).
 Q. 96. Amir works (1)/ harder (2)/ than I (3)/ did his age (4).
 Q. 97. It is as easy (1)/ like (2)/ falling off (3)/ a log (4).
 Q. 98. Neither (1)/ of them (2)/ are (3)/ coming this evening (4).
 Q. 99. I'll be there (1)/ whether (2)/ he comes (3)/ or no (4).
 Q. 100. The lady (1)/ was gentle (2)/ and (3)/ very respectable (4).

Answers

76. (1) "The purpose...". Get yourself familiar with the use of the definite article "the" and the indefinite articles "a" and "an".

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77. (2) "A piece of urgent business....", or "Some urgent business."
78. (1) "The road to". "Streets" are pathways for vehicles as well as pedestrians, located in towns and cities. "Lanes" are narrow streets which are generally in rural areas but are also found in cities. "Roads" are generally highways connecting cities, towns and villages.
79. (3) "The topic of my article is Prostitution". Sentences like these are also correct: (a) My article is on prostitution. (b) My article deals with prostitution. (c) "Prostitution" is what my article mainly deals with. (d) My article also deals with problems regarding prostitution.
80. (1) "But does nothing" suggest simple present. Therefore "complain" should be "complains".
81. (5) But please note: you give or deliver a sermon/lecture. You recite a poem. You sing a song you hum a tune.
82. (2) "Tells/utters" Remember, normally you speak the truth and utter a lie. "Utter the truth" is not normal.
83. (2) "I have to get my hair-cut before....", or "I have to get myself a hair-cut before...."
84. (3) "... to wash his hands". Similarly, "He took out the iron to press his clothes" (and not for "pressing his clothes").
85. (1) "There is no place in this train".
86. (5) Since the instructions to the exercises say that punctuation errors may be ignored, this sentence may be considered correct. But if punctuation marks are given their due importance than the sentence is defective in (4) or (3); "good for nothing" should be hyphenated and written "good-for-nothing". The meaning of a good-for-nothing is quite different from the meaning of "good for nothing." Therefore, the hyphens are important in order to keep the sentence grammatically correct. If the hyphens are not inserted, then "a" will have to be removed from the sentence in order to make it grammatically correct.
87. (4) "... postscript to this letter."
88. (2) "... a box of matches". A match-box is the box which normally contains matches. But a match-box may well be empty.
89. (2) "... us" is plural. Therefore "sacrificers".
90. (4) ... of "sardines". Plural. They are a type of small fish and many of them are sold closely packed in tins.
91. (5) "with open arms" implies a warm welcome. The sentence, being in the present tense, suggests that she is always welcome. This expression does not however, have an English origin. It smacks of eastern culture and its tradition of welcome and seems to be gaining currency in the English speaking world.
92. (3) "but it was all in vain". The sentence suggests that "all our waiting was in vain."
93. (5) This "under Mr. Akram Choudhary" might sound odd. But it is correct idiomatic English and implies that the person will work under the authority or guidance or orders of Mr. A.
94. (4) "under his nose", is the idiomatic expression.
95. (4) "... than to say too much."
96. (4) "... than I did at his age." This means "...than I did when I was his age."
97. (2) "It is as easy as falling off...."
98. (3) "Neither of them is coming."
99. (4) "... he comes or not." This means, "...whether he comes or does not come."
100. (5) "Gentle" means polite, refined, well bred. Nowadays the word is mostly used sarcastically when someone puts up an air of sophistication.

Detecting The Errors

'Detecting Errors' is one of the most difficult tests of objective English. In this test, sentences are divided into four parts marked as *a*, *b*, *c* and *d*. The students are required to detect the error, if any, and tick mark the part which has an error. If there is no error in the sentence they should tick mark the part '*e*' which means "No Error".

The errors which the students have to detect are errors in the use of nouns, pronouns, adjectives, articles, verbs, tenses, propositions, adverbs, auxiliaries, conjunctions, etc. There may also be errors due to confusion of words, in the use of proverbs, idioms and phrases or even in the omission of some words.

Directions: In the following sentences, every sentence has been divided into four parts, which are marked *a*, *b*, *c* and *d*. One of these parts may contain an error. Read each sentence carefully and mark the part which contains the error. In case there is no error in the sentence, the answer is '*e*'. The correct answers are given at the end of the chapter.

1. (a) The accused/(b) effected madness/(c) in the court/(d) at the time of trial/(e) No Error.
2. (a) Raza has/(b) no access/(c) to the Prime Minister/(d) of Pakistan/(e) No Error.
3. (a) Humira Arshad is/(b) an adapt/(c) in the art of singing/(d) classical songs/(e) No Error.
4. (a) He is/(b) living in /(c) object poverty/(d) in a slum area/(e) No Error.
5. (a) A slight blunder/(b) while driving a car/(c) can cause/(d) a serious accident/(e) No Error.
6. (a) The children/(b) were playing/(c) besides the road/(d) in the afternoon/(e) No Error.
7. (a) I could not see her face as/(b) it was covered/(c) with a vale/(d) of silken cloth/(e) No Error.
8. (a) The thief was/(b) caught red handedly/(c) by the police/(d) in the crowded market/(e) No Error.
9. (a) A clerk/(b) cannot make/(c) his both ends meet/(d) now a days/(e) No Error.
10. (a) The news of/(b) his father's death/(c) came as a/(d) bolt from the sky/(e) No Error.
11. (a) I told him that/(b) he could/(c) go home/(d) by all mean/(e) No Error.
12. (a) After the death/(b) of their father/(c) the two brothers are/(d) having their hand at the daggers/(e) No Error.
13. (a) He added insult/(b) to his wounds/(c) by making/(d) sarcastic comments/(e) No Error.
14. (a) He has achieved/(b) success in life/(c) from dint of/(d) hard work/(e) No Error.
15. (a) He burnt a fire/(b) and started/(c) roasting the chicken/(d) No Error.
16. (a) I have written/(b) a letter/(c) at him to his Multan address/(d) today/(e) No Error.
17. (a) His favourite maxim/(b) is — cut your shirt/(c) according/(d) to the cloth/(e) No Error.
18. (a) His brother/(b) Shaheen is/(c) an excellent cook/(d) is it not?/(e) No Error.
19. (a) I have/(b) brought a/(c) he-duck and a she-duck/(d) for my friend/(e) No Error.
20. (a) Later on he/(b) became a monk/(c) and she became/(d) a monkess /(b) No Error.
21. (a) A woman washer/(b) washes/(c) our clothes/(d) daily/(e) No Error.
22. (a) He brought/(b) a peacock and a peacockess/(c) for his garden/(d) yesterday/(e) No Error.
23. (a) How many/(b) male and female actors/(c) are working/(d) in this film?/(e) No Error.
24. (a) He brought/(b) two pianoes/(c) for his daughters/(d) from the market/(e) No Error.
25. (a) There are/(b) many active/(c) volcanoes/(d) in the world/(e) No Error.
26. (a) There are/(b) many mouses/(c) in this dilapidated/(d) house/(e) No Error.
27. (a) There are/(b) ten steel saves/(c) and two wooden almirahs/(d) in this office/(e) No Error.
28. (a) I have lost/(b) my scissor/(c) in my office/(d) in the afternoon/(e) No Error.

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29. (a) His new/(b) spectacles/(c) has been broken/(d) by this naughty boy/(e) No Error.
30. (a) Mathematics are/(b) taught/(c) in his school/(d) by an experienced teacher/(e) No Error.
31. (a) She invited all/(b) her son-in-laws/(c) to dinner/(d) last Sunday/(e) No Error.
32. (a) The dangerous dacoit/(b) was put/(c) in fetter/(d) and lodged in a jail/(e) No Error.
33. (a) Members of the/(b) same community/(c) are called/(d) brothers/(e) No Error.
34. (a) Mrs. Khalid/(b) has bought/(c) one pair of shoe/(d) from Bata Shoe Store/(e) No Error.
35. (a) The Pakistan government/(b) has sent/(c) its force/(d) to Bosnia/(e) No Error.
36. (a) His life/(b) is full of/(c) grieves/(d) and sorrows/(e) No Error.
37. (a) He is always/(b) surrounded by/(c) flattering/(d) hanger-ons/(e) No Error.
38. (a) I'll try/(b) to phone you/(c) in the meeting/(d) tomorrow/(e) No Error.
39. (a) People is/(b) going to/(c) the Gaddafi Stadium ground/(d) to watch the cricket test/(e) No Error.
40. (a) Karachi/(b) is rich/(c) in iron/(d) and various other minerals/(e) No Error.
41. (a) He took/(b) great pains/(c) to help me/(d) in my difficulty/(e) No Error.
42. (a) Athletics are/(b) not popular/(c) in our college/(d) this year/(e) No Error.
43. (a) The peasantry is/(b) not content/(c) with this/(d) arrangement/(e) No Error.
44. (a) My father is/(b) very fond of/(c) eating vegetable/(d) in the morning/(e) No Error.
45. (a) My teacher/(b) has been teaching/(c) poetries in this school/(d) for the last five years/(e) No Error.
46. (a) Samia requested/(b) that I shall lend her/(c) my car/(d) for one week/(e) No Error.
47. (a) My father/(b) asked me/(c) why I am late/(d) from school/(e) No Error.
48. (a) Farhan talked so fast/(b) that no other girl/(c) could keep/(d) pace with her/(e) No Error.
49. (a) Our teacher told/(b) us that the/(c) earth moved/(d) round the sun/(e) No Error.
50. (a) He takes rest daily/(b) for two hour lest/(c) he will be/(d) ill once again/(e) No Error.
51. (a) Rashid replied/(b) that he/(c) will not come/(d) to my house/(e) No Error.
52. (a) The servant's clothes/(b) have been burnt/(c) by his master's daughter/(d) to punish him/(e) No Error.
53. (a) Shahzad Ray has/(b) laboured hard/(c) but not been able/(d) to achieve his aim/(e) No Error.
54. (a) The Government promised/(b) that the loyal/(c) railway workers/(d) shall be given promotions/(e) No Error.
55. (a) This house/(b) is not worth/(c) buying for/(d) twenty five thousand rupees/(e) No Error.
56. (a) When I shall go/(b) to London/(c) I shall meet my/(d) brother-in-law/(e) No Error.
57. (a) You are/(b) one of those/(c) who always/(d) helps the others/(e) No Error.
58. (a) Each of the clerks/(b) in this office/(c) are loyal/(d) and efficient/(e) No Error.
59. (a) Sajid told/(b) his mother/(c) that he had been reading/(d) for six hours/(e) No Error.
60. (a) The Principal said to/(b) the students/(c) to go away/(d) at once/(e) No Error.
61. (a) He is going/(b) by the/(c) 7.30 o'clock/(d) train to Karachi/(e) No Error.
62. (a) The captain said/(b) with delight/(c) that they had/(d) won the match/(e) No Error.
63. (a) Politics are a/(b) dirty game/(c) played by/(d) the ruthless people/(e) No Error.
64. (a) My brother/(b) who stays/(c) in Islamabad/(d) has a P.h.d/(e) No Error.
65. (a) His brother/(b) Shan who is an/(c) army officer/(d) is my neighbour/(e) No Error.
66. (a) Niaz has/(b) an urgent work/(c) at home/(d) today/(e) No Error.
67. (a) The news/(b) that Anju gave you/(c) yesterday/(d) were wrong/(e) No Error.
68. (a) I could not find/(b) it anywhere/(c) Where is/(d) my letter's envelope?/(e) No Error.
69. (a) Even at/(b) this age/(c) his hair is/(d) not grey/(e) No Error.
70. (a) He has/(b) bought/(c) new furnitures/(d) for his flat/(e) No Error.
71. (a) It's very/(b) kind of you/(c) to help Shabbir/(d) in such a manner/(e) No Error.

72. (a) His father was/(b) angry with/(c) his leaving/(d) the house in the night/(e) No Error.
 73. (a) We think that/(b) it is no use/(c) to go there/(d) at this late hour/(e) No Error.
 74. (a) The aim and the object/(b) of this association/(c) is to help/(d) the poor/(e) No Error.
 75. (a) This factory/(b) is not worth/(c) buying for/(d) ninety five thousand rupees/(e) No Error.
 76. (a) I love/(b) to go there/(c) at any time/(d) of the day/(e) No Error.
 77. (a) I feel that/(b) it is quite easy/(c) doing this work/(d) without the help of others/(e) No Error.
 78. (a) Hitler enjoyed/(b) to persecute/(c) the Jews/(d) living in his country/(e) No Error.
 79. (a) It was me/(b) who helped Nabeel/(c) in establishing/(d) his business/(e) No Error.
 80. (a) Babar keeps himself/(b) away from/(c) bad company/(d) in this locality/(e) No Error.
 81. (a) This book/(b) cannot be/(c) given to any body/(d) except he/(e) No Error.
 82. (a) He should/(b) take you leave/(c) after/(d) an hour/(e) No Error.
 83. (a) Any of these/(b) two men/(c) would do/(d) this work today/(e) No Error.
 84. (a) There is no/(b) difference/(c) between/(d) you and he/(e) No Error.
 85. (a) I, you and he/(b) work in the/(c) same office/(d) and same building/(e) No Error.
 86. (a) You and I/(b) have done/(c) our duty/(d) to the best of our abilities/(e) No Error.
 87. (a) You and he/(b) tried his best/(c) to pass this examination/(d) but failed/(e) No Error.
 88. (a) Let you and I/(b) do it/(c) together and/(d) be successful/(e) No Error.
 89. (a) It is a fact that/(b) Goldy is/(c) more intelligent/(d) than me/(e) No Error.
 90. (a) It was me/(b) who was/(c) punished so severely/(d) for no cause/(e) No Error.
 91. (a) Will you sell/(b) either of/(c) these ten books/(d) for five rupees/(e) No Error.
 92. (a) None of the two leaders/(b) was present/(c) in the meeting/(d) on Sunday/(e) No Error.
 93. (a) Every one of us/(b) should do/(c) our duty/(d) to the motherland/(e) No Error.
 94. (a) One should/(b) always help/(c) his friends/(d) in difficulty/(e) No Error.
 95. (a) Such persons/(b) as work hard/(c) achieve success/(d) in life/(e) No Error.
 96. (a) Whom do you/(b) suspect/(c) has broken/(d) the glass?/(e) No Error.
 97. (a) Seema should/(b) avail of this/(c) golden opportunity/(d) to get success in her life/(e) No Error.
 98. (a) In Lahore/(b) he enjoyed to/(c) his heart's content/(d) during his stay at P.C Hotel/(e) No Error.
 99. (a) If I were him/(b) I would not/(c) go there/(d) at any cost/(e) No Error.
 100. (a) The speed of/(b) my new motor cycle is/(c) much greater/(d) than the old one/(e) No Error.
 101. (a) Her bag/(b) is definitely/(c) more beautiful/(d) than your/(e) No Error.
 102. (a) As per my frank opinion/(b) you are as good/(c) a singer/(d) as he/(e) No Error.
 103. (a) A number of my friends/(b) feels that they are/(c) not properly paid/(d) for the work they do/(e) No Error.
 104. (a) His sister has/(b) no issues/(c) therefore, she has adopted/(d) an orphan child/(e) No Error.
 105. (a) How much is/(b) half of a bottle/(c) of whisky/(d) at this restaurant?/(e) No Error.
 106. (a) It is an admitted fact that/(b) Sagar is/(c) most intelligent/(d) than his sister/(e) No Error.
 107. (a) Mr. Mahdi Hassan/(b) has not sung/(c) much songs/(d) after the death of his son/(e) No Error.
 108. (a) Rani is/(b) definitely/(c) more wiser/(d) than her sister/(e) No Error.
 109. (a) Kamal is/(b) surely/(c) the cleverer/(d) of the two boys/(e) No Error.
 110. (a) Believe me/(b) my pen/(c) is superior/(d) than yours/(e) No Error.
 111. (a) She has not/(b) taken any pencil/(c) from this/(d) stationery shop/(e) No Error.
 112. (a) There were/(b) not less than/(c) three thousand persons/(d) in the meeting/(e) No Error.
 113. (a) You should/(b) open your book/(c) at/(d) twenty third page/(e) No Error.
 114. (a) Are your examinations/(b) commencing/(c) on/(d) next Thursday/(e) No Error.

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115. (a) Each and every/(b) student in the class/(c) got sweets/(d), yesterday/(e) No Error.
116. (a) My father/(b) prefers milk/(c) than tea/(d) after dinner/(e) No Error.
117. (a) All her/(b) efforts failed/(c) to secure/(d) a good job/(e) No Error.
118. (a) Little water/(b) that was in the pot/(c) evaporated/(d) due to the heat of fire/(e) No Error.
119. (a) Many a worker/(b) have not/(c) finished his job/(d) in time/(e) No Error.
120. (a) Mustafa is honest/(b) business man/(c) therefore, his business/(d) is flourishing/(e) No Error.
121. (a) The Pakistan/(b) of tomorrow will/(c) be a strong/(d) and prosperous country/(e) No Error.
122. (a) The rice/(b) does not grow in Multan/(c) due to shortage of/(d) sufficient water for irrigation/(e) No Error.
123. (a) Water of many/(b) Indian rivers/(c) is considered/(d) to be sacred/(e) No Error.
124. (a) Junior Bush was/(b) considered to be/(c) second Bush/(d) by his followers/(e) No Error.
125. (a) Wisdom of/(b) the ancient sages of India/(c) is famous/(d) all over the world/(e) No Error.
126. (a) I saw/(b) an one eyed/(c) beggar in the street/(d) last week/(e) No Error.
127. (a) How fine/(b) actor/(c) Nadeem/(d) was/(e) No Error.
128. (a) Train will be/(b) arriving at/(c) the station/(d) early to day/(e) No Error.
129. (a) Both athletes/(b) were cheered/(c) by the spectators/(d) /e/ No Error.
130. (a) He was first/(b) to reach/(c) the station/(d) that day/(e) No Error.
131. (a) The students/(b) did nothing/(c) but laughed/(d) heartily/(e) No Error.
132. (a) If it/(b) will rain/(c) we will not/(d) go out at all/(e) No Error.
133. (a) Being a rainy day/(b) we could/(c) not go/(d) to the market place/(e) No Error.
134. (a) Let us/(b) do nothing/(c) but to wait and see/(d) for the time being/(e) No Error.
135. (a) I ordered/(b) for soup and salad/(c) when I visited/(d) the Chinese restaurant/(e) No Error.
136. (a) Rahim denied/(b) that he had not stolen/(c) the gold ring/(d) of Seema/(e) No Error.
137. (a) Amer took/(b) revenge on/(c) his enemies/(d) living in his village/(e) No Error.
138. (a) The mother/(b) with her children/(c) were killed/(d) in a train accident/(e) No Error.
139. (a) Each peon and /(b) clerk are to/(c) be given the responsibility/(d) to keep the office clean/(e) No Error.
140. (a) Saad as well as his brother/(b) have been/(c) arrested/(d) by the Police/(e) No Error.
141. (a) Either Arin Ray/(b) or you is/(c) at fault/(d) in this matter/(e) No Error.
142. (a) You/(b) who are his brother/(c) should help him/(d) in his present difficulty/(e) No Error.
143. (a) You shall definitely/(b) win the/(c) election/(d) of the college president/(e) No Error.
144. (a) Shan will have/(b) to leave/(c) this house/(d) at once/(e) No Error.
145. (a) No Sooner he received/(b) the letter/(c) from his father/(d) than he went out/(e) No Error.
146. (a) Now that we have/(b) shifted our house/(c) seldom we go/(d) to his house/(e) No Error.
147. (a) Hina wished/(b) to thoroughly revise/(c) her plan/(d) to construct a new house/(e) No Error.
148. (a) Neither he came/(b) nor did he/(c) send the money/(d) through his brother/(e) No Error.
149. (a) See those words/(b) in the dictionary/(c) and write down/(d) their meanings/(e) No Error.
150. (a) Two of those/(b) dreaded dacoits/(c) were hung/(d) by the neck/(e) No Error.
151. (a) The school/(b) is too much small/(c) to accommodate/(d) all the students/(e) No Error.
152. (a) I am/(b) quite sorry/(c) to learn about/(d) the death of your father/(e) No Error.
153. (a) I went to see/(b) the film because/(c) he had told me/(d) that it was too good/(e) No Error.
154. (a) Everybody says I that/(b) Lucy resembles with/(c) her mother/(d) a lot/(e) No Error.
155. (a) For hours/(b) I discussed on/(c) this point with him/(d) but he could not decide anything/(e) No Error.
156. (a) Rashid recommended for me/(b) to the officer/(c) for a/(d) promotion/(e) No Error.
157. (a) The child/(b) begged pardon/(c) from his father/(d) for his coming late/(e) No Error.

158. (a) Though you have/(b) a strong body/(c) but you are/(d) a coward/(e) No Error.
159. (a) Do keep us/(b) informed/(c) as mother is anxious/(d) for your welfare/(e) No Error.
160. (a) I am writing/(b) a letter/(c) with green ink/(d) to my brother/(e) No Error.
161. (a) They went/(b) to Faisalabad/(c) in bus/(d) yesterday/(e) No Error.
162. (a) She congratulated/(b) me for/(c) my promotion/(d) in the office/(e) No Error.
163. (a) I met/(b) Samia upon/(c) the way to my office/(d) in the morning/(e) No Error.
164. (a) The students should/(b) always abide with/(c) the decision/(d) of the teacher/(e) No Error.
165. (a) He has been/(b) acquitted from/(c) the charge of murder/(d) by the sessions judge/(e) No Error.
166. (a) He should/(b) be alive from/(c) the consequences/(d) of his wrong deeds/(e) No Error.
167. (a) Everybody is/(b) answerable/(c) to God for/(d) his sins/(e) No Error.
168. (a) The clerk/(b) must apologise/(c) from the officer/(d) for his misconduct/(e) No Error.
169. (a) Be careful h ere/(b) at this city/(c) abounds from/(d) thieves/(e) No Error.
170. (a) Whether he will be/(b) able to come/(c) or may not/(d) depends on the train service/(e) No Error.
171. (a) He requested/(b) the director/(c) to admit his son/(d) in his institution/(e) No Error.
172. (a) On his way back/(b) he was absorbed with/(c) his own/(d) thoughts/(e) No Error.
173. (a) Kinza assured/(b) the manager/(c) with his/(d) sincerity/(e) No Error.
174. (a) I have never seen/(b) her relaxing/(c) she is always/(d) busy in her work/(e) No Error.
175. (a) You must/(b) arrive at/(c) some conclusion/(d) before you leave/(e) No Error.
176. (a) He is/(b) very attached with/(c) his two children/(d) who live in the hostel/(e) No Error.
177. (a) We must/(b) adapt ourselves/(c) with our/(d) circumstances/(e) No Error.
178. (a) He is/(b) in the habit of/(c) backing out from/(d) his promise/(e) No Error.
179. (a) I have written/(b) a letter to the/(c) editor of the 'Observer'/(d) on behalf of my locality/(e) No Error.
180. (a) I have made/(b) a complaint/(c) for him/(d) to the police/(e) No Error.
181. (a) The servant seems/(b) to have lost the/(c) confidence from/(d) his boss/(e) No Error.
182. (a) He has/(b) contributed one hundred rupees for/(c) the building fund/(d) for this school/(e) No Error.
183. (a) All the students/(b) of our class have/(c) committed this lesson/(d) for memory/(e) No Error.
184. (a) This servant/(b) always/(c) complies to the wishes/(d) of his master/(e) No Error.
185. (a) He is working/(b) very hard/(c) as he is desirous for/(d) joining the Army/(e) No Error.
186. (a) The dacoits/(b) deprived the passengers/(c) for all/(d) their possessions/(e) No Error.
187. (a) Asia daily devotes/(b) seven hours/(c) to her work/(d) in the college/(e) No Error.
188. (a) His wife has successfully/(b) dissuaded him/(c) of going to England/(d) this year/(e) No Error.
189. (a) There is/(b) a limit on/(c) everything/(d) in life/(e) No Error.
190. (a) He parted from/(b) all his possessions happily/(c) on the advice of/(d) his teacher/(e) No Error.
191. (a) When I went to/(b) his office/(c) he introduced me/(d) with his boss/(e) No Error.
192. (a) After hearing/(b) her pathetic story/(c) I was/(d) moved to tears/(e) No Error.
193. (a) She must be/(b) compensated about/(c) the loss/(d) suffered by her/(e) No Error.
194. (a) The milk/(b) was/(c) very much hot/(d) to drink/(e) No Error.
195. (a) He had hardly/(b) recovered from his/(c) previous illness/(d) than he had another heart attack/(e) No Error.
196. (a) Supposing if/(b) I give/(c) you a cheque/(d) how will you deposit it/(e) No Error.
197. (a) When the bell rang/(b) then we/(c) ran to the/(d) play ground/(e) No Error.
198. (a) As he is/(b) generous/(c) so he/(d) spends lavishly/(e) No Error.
199. (a) Unless you/(b) do not give up/(c) bad habits/(d) you will have to repent/(e) No Error.
200. (a) Until you do not/(b) speak the truth/(c) you will be/(d) dismissed/(e) No Error.

211. (a) Every body ought/(b) perform his duty/(c) to the best/(d) of his ability/(e) No Error.
212. (a) You ought/(b) to love/(c) your/(d) neighbour/(e) No Error.
213. (a) You must/(b) work hard/(c) if you want to become/(d) a writer/(e) No Error.
214. (a) The political leaders/(b) should refrain to/(c) telling lies/(d) in their speeches/(e) No Error.
215. (a) Scarcely had we/(b) gone out/(c) than it began/(d) to rain heavily/(e) No Error.
216. (a) If you compare/(b) Lenin with Marx/(c) you will find a lot of similarities/(d) between them/(e) No Error.
217. (a) Telephone was/(b) discovered by/(c) Graham Bell/(d) an American Scientist/(e) No Error.
218. (a) However hard you work/(b) you cannot get/(c) the promotion in/(d) this office/(e) No Error.
219. (a) The gentry of/(b) the city was/(c) present at the meeting/(d) yesterday/(e) No Error.
220. (a) His uncle said/(b) that he/(c) was always/(d) punctual/(e) No Error.
221. (a) Sohail said/(b) that his/(c) father will/(d) go to England/(e) No Error.
222. (a) I have/(b) collected/(c) all the informations/(d) about this case/(e) No Error.
223. (a) She has been/(b) living here/(c) for the death/(d) of her mother/(e) No Error.
224. (a) He brought/(b) much goods/(c) from Lahore/(d) for his friends/(e) No Error.
225. (a) The students/(b) are giving/(c) the examination/(d) today/(e) No Error.
226. (a) The rich/(b) can afford/(c) to take fruits/(d) daily/(e) No Error.
227. (a) Sajid is working hard/(b) in order that/(c) he may achieve/(d) success in the examination/(e) No Error.
228. (a) Many passer-bys/(b) stopped at/(c) the place to have food/(d) at the new restaurant/(e) No Error.
229. (a) All the three chiefs/(b) were present/(c) at the function/(d) held at the Army Headquarters/(e) No Error.
230. (a) Queen Victoria/(b) was the famous Emperor/(c) of the British Empire/(d) during the nineteenth century/(e) No Error.
231. (a) There was/(b) a woman priest/(c) in the temple/(d) well known for her erudition/(e) No Error.
232. (a) Can you tell/(b) me something about the/(c) Czar and the Czarina/(d) of Russia/(e) No Error.
233. (a) I met the Earl/(b) but could not meet/(c) the Earless/(d) at the coronation ceremony of the young King/(e) No Error.
234. (a) She has been/(b) the manageress/(c) of our firm/(d) for the last three years/(e) No Error.
235. (a) A giant/(b) and a woman giant/(c) were living in the forest/(d) of Africa/(e) No Error.
236. (a) He has/(b) married/(c) Jew lady/(d) of American origin/(e) No Error.
237. (a) Don't go out/(b) now we are/(c) about having supper/(d) after five minutes/(e) No Error.
238. (a) We've got a/(b) little house/(c) over the lake/(d) in the forest/(e) No Error.
239. (a) We want every child/(b) to develop/(c) in his or her/(d) own way/(e) No Error.
240. (a) He passed/(b) the exam/(c) in spite of his/(d) bad teachers/(e) No Error.
241. (a) The aeroplane/(b) was flying/(c) on the channel/(d) near the sea-coast of England/(e) No Error.
242. (a) Why is/(b) that child/c climbing across/(d) that high wall?/(e) No Error.
243. (a) You should not/(b) try to jump/(c) on the/(d) narrow stream/(e) No Error.
244. (a) He gave/(b) each person/(c) the same medicine/(d) for children/(e) No Error.
245. (a) We drove/(b) across/(c) several towns/(d) for two weeks/(e) No Error.
246. (a) We must listen/(b) carefully to what/(c) each others say/(d) on this matter/(e) No Error.
247. (a) The river is/(b) too wide to/(c) swim over/(d) during the rainy season/(e) No Error.
248. (a) This ship/(b) carries the people/(c) over the river/(d) thrice a day/(e) No Error.
249. (a) The book says/(b) he was forty seven/(c) when he died/(d) but his actually age was only forty three/(e) No Error.

240. (a) She smiled (b) at me (c) in a (d) friendly way (e) No Error.
 241. (a) I used to go (b) to France (c) seven times (d) during the last seven years (e) No Error.
 242. (a) He presented (b) a glass venetian ashtray (c) to his father (d) on his birthday (e) No Error.
 243. (a) He placed (b) his books (c) on the glass round table (d) when he went to the library (e) No Error.
 244. (a) A black big cat (b) jumped out of (c) the window (d) and hurt her paw (e) No Error.
 245. (a) The three first days (b) are the (c) most tiresome (d) in this expedition (e) No Error.
 246. (a) He jumped over (b) the wall which was (c) high two metres (d) and won the bet (e) No Error.
 247. (a) The road (b) was about (c) long two kilométres (d) and badly needed repairs (e) No Error.
 248. (a) A slight error (b) while driving a truck (c) can cause a (d) serious accident (e) No Error.
 249. (a) The war of (b) Panipat was (c) won by (d) Babar in 1526 (e) No Error.
 250. (a) He has recruited (b) many persons (c) to canvas for him (d) during the forth coming elections (e) No Error.
 251. (a) His father is (b) suffering from (c) a serious heart attack (d) and his death is eminent (e) No Error.
 252. (a) I feel that (b) I have given you (c) very trouble (d) in this matter (e) No Error.
 253. (a) These two brothers (b) cannot live without (c) one another (d) for a long time (e) No Error.
 254. (a) I shall (b) do your work (c) in these holidays (d) without fail (e) No Error.
 255. (a) He is (b) not only (c) an honest man (d) yet also a gentleman (e) No Error.
 256. (a) All the members (b) of his family opposed him (c) nevertheless he stuck to (d) his decision to go abroad (e) No Error.
 257. (a) An honest man sticks (b) to his words (c) whereas a dishonest man (d) violates it (e) No Error.
 258. (a) If your son (b) is not regular (c) then he will be (d) dismissed from service (e) No Error.
 259. (a) It rained (b) during the (c) night for two (d) for three hours (e) No Error.
 260. (a) I'll call in (b) and see you for (c) a few minutes (d) during the afternoon (e) No Error.
 261. (a) I write to (b) every of my (c) children once (d) a week (e) No Error.
 262. (a) I've got five (b) brothers and (c) each (one) is (d) quite different of the others (e) No Error.
 263. (a) They (b) stood looking (c) into one another's (d) eyes (e) No Error.
 264. (a) In our garden (b) there are roses (c) on either side (d) of the door (e) No Error.
 265. (a) Either you (b) leave this house (c) and I'll call (d) the police (e) No Error.

Answers

1. (b) Use 'affect' which means 'pretend' or 'feign' in place of 'effect'.
 2. (e) No error.
 3. (b) Use 'adept' in place of 'adapt'.
 4. (c) 'Object' or purpose should be replaced by 'abject' which means 'utterly hopeless'.
 5. (a) 'Slight' should not be used before 'blunder' which means 'great mistake'.
 6. (c) Use 'beside' which means 'by the side of'.
 7. (c) The word is 'veil' which means 'cover'.
 8. (b) The correct phrase is 'caught red handed'.
 9. (c) The phrase 'both ends meet' does not need the word 'his'.
 10. (d) The correct phrase is 'bolt from the blue'.
 11. (d) The correct phrase is 'by all means'.
 12. (d) The correct phrase is 'at daggers drawn'.
 13. (b) The correct phrase is 'add insult to injuries'.

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14. (c) The correct phrase is "by dint of".
 15. (a) "Burnt a fire" should be replaced by "kindled fire".
 16. (c) The correct expression is "letter to him at his Delhi address".
 17. (b) The correct phrase is "cut your coat according to the cloth".
 18. (d) "Is it not" should be replaced by "is he not".
 19. (c) For "he-duck" use "drake" and for "she-duck" use "duck".
 20. (a) The feminine gender of "monk" is "nun".
 21. (a) The proper expression is "washer woman".
 22. (b) The correct word is "pauper".
 23. (b) Use "actress" and "actresses".
 24. (a) The plural of "piano" is "pianos".
 25. (e) No error.
 26. (b) Plural form of mouse is "mice".
 27. (b) The plural of "safe" is "safes" and not saves.
 28. (b) The correct word is "scissors" not "scissot".
 29. (c) Since spectacles are plural, use "have".
 30. (a) Mathematics is singular, therefore, use "is".
 31. (b) The correct expression is "sons-in-law".
 32. (c) The word "fetter" should be replaced by "fetters".
 33. (d) "Brethren" is the proper word in place of "brothers".
 34. (c) Use "shoes" not "shoe".
 35. (c) Use "forces" in place of "force".
 36. (c) Plural of "grief" is "grieves" and not "grieves".
 37. (d) The correct plural form is "hangers-on".
 38. (c) Use "during" instead of "in".
 39. (a) Since "people" is plural, use "are".
 40. (c) The plural form of "iron" is "iron".
 41. (e) No error.
 42. (a) "Athletics" takes the singular verb "is" not "are".
 43. (a) Peasantry is plural, therefore, use "are".
 44. (c) "Vegetable" is always used in plural as "vegetables".
 45. (c) Use "poetry" in place of "poeticies".
 46. (b) To agree with the past tense of principal clause use "should" in place of "shall".
 47. (c) Since the reporting clause is in past tense, use "was" in place of "am".
 48. (d) No error.
 49. (c) Since the sentence implies a universal truth "moved" should be replaced by "moves".
 50. (c) Lest should be followed by "should" instead of "will" in the subordinate clause.
 51. (d) "Would" should be used in the indirect speech instead of "will".
 52. (c) Since there are two possessive nouns the second apostrophe should be replaced by 'of' form, as "daughter of his master".
 53. (c) "Has" should be used between "but" and "not".
 54. (d) "Should" must replace "would".
 55. (e) No error.
 56. (a) First "Shall" should be omitted.

57. (a) For 'one of those' use 'help' not 'helps'.
58. (c) Each should be followed by the singular verb 'is'.
59. (d) No error.
60. (a) Since the sentence implies a 'command' use 'ordered' in place of 'said'.
61. (a) 'O' clock, should be deleted.
62. (a) 'Said' should be replaced by 'exclaimed'.
63. (a) Politics is a singular noun 'use' is in place of 'are'.
64. (d) 'Is' should be used instead of 'has'.
65. (d) The correct word is 'neighbour'.
66. (b) It should be 'an urgent piece of work'.
67. (d) Since 'news' is singular, use 'was'.
68. (d) It should be 'envelope of my letter'.
69. (d) No error.
70. (c) Use 'furniture' in place of 'furnitures'.
71. (d) No error.
72. (b) The correct preposition is 'angry at'.
73. (c) Instead of 'to go', use 'in going'.
74. (a) Omit the latter article 'the'.
75. (e) No error.
76. (b) Use 'going' in place of 'to go'.
77. (c) 'Doing' should be replaced by 'to do'.
78. (b) Use 'persecuting' in place of 'to persecute'.
79. (b) The correct expression is 'it was I'.
80. (a) 'Himself' should be deleted.
81. (d) Use 'Except him' in place of 'Except he'.
82. (b) The correct expression is 'take leave of you'.
83. (a) Use 'Either of' instead of 'any of'.
84. (d) Use 'Him' instead of 'he'.
85. (a) The correct order of pronouns is second person, third person and first person i.e. 'you, he and I'.
86. (e) No error.
87. (b) Instead of 'tried his best', it should be 'tried your best'.
88. (a) Use 'Let us' instead of 'Let you and I'.
89. (d) 'Than I (am) should be used in place of 'than me'.
90. (a) 'It is I' should be used.
91. (b) 'Any of these' is used for more than two things.
92. (a) 'Neither' is used instead of 'none'.
93. (b) Instead of 'our duty', 'his duty' should be used.
94. (c) Use 'one's' instead of 'his'.
95. (e) No error.
96. (a) 'Who' should be used in place of 'whom'.
97. (b) It should be 'avail herself of'.
98. (b) The correct expression is 'enjoyed himself to'.
99. (a) Use 'he' instead of 'him'.
100. (d) It should be 'than that of the old one'.

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101. (e) No error.
102. (e) No error.
103. (d) 'A number of' is followed by plural verb. So it should be 'feel' in place of 'feels'.
104. (d) Use 'issue' instead of 'issues'.
105. (b) 'Or' should be deleted.
106. (c) Comparative degree 'more' is used when two persons are compared.
107. (c) Use 'many songs' instead of 'much songs'.
108. (c) Instead of 'more wiser', it should be 'wiser'.
109. (e) No error.
110. (d) 'To' is used with the adjective 'superior' instead of 'than'.
111. (d) No error.
112. (b) 'Not less than' should be replaced by 'no fewer than'. 'Less' denotes quantity, 'fewer' denotes number.
113. (d) Write 'page twenty three'.
114. (d) Write 'Thursday next' instead of 'next Thursday'.
115. (a) Either 'each' or 'every' is used.
116. (c) 'Prefer to' is correct.
117. (e) No error.
118. (a) Write 'the' before 'little water'.
119. (b) For 'many a' use singular verb 'has not'.
120. (a) Write 'an' before 'honest'.
121. (e) No error.
122. (a) 'The' before rice should be deleted.
123. (a) Write 'the' before 'Water'.
124. (c) Write article 'the' before 'Gandhi'.
125. (a) Write 'the' before 'wisdom'.
126. (b) Use 'a' instead of 'an'.
127. (b) Use the article 'an' before 'actor'.
128. (a) Use the article 'the' before 'train'.
129. (a) Use the article 'the' before 'athletes'.
130. (a) Write the article 'the' before 'first'.
131. (c) 'Laughed' should be replaced by 'laugh'.
132. (b) Write 'if it rains', instead of 'if it will rain'.
133. (a) It should be 'It being a rainy day'.
134. (c) Omit 'to' before 'wait'.
135. (b) Omit 'for' before 'soup'.
136. (b) 'Not' should be deleted.
137. (e) No error.
138. (c) 'Were' should be replaced by 'was'.
139. (b) Instead of 'are', 'is' should be used.
140. (b) 'Have' should be changed to 'has'.
141. (b) 'You are' is correct.
142. (e) No error.
143. (a) Use 'will' instead of 'shall'.

144. (a) 'Shall have' is used with the third person singular to indicate command or order.
145. (a) The correct expression is 'no sooner did he receive'.
146. (c) 'Seldom do we go' is the correct expression.
147. (b) 'The correct expression is 'to revise thoroughly'.
148. (a) Use the expression 'Neither did he come'.
149. (a) 'Look up' is the correct expression.
150. (c) Write 'hanged' instead of hung'.
151. (b) 'Much too small' is the proper expression.
152. (b) 'Very' should be replaced by 'quite'.
153. (d) 'Very' should be used here instead of 'too'.
154. (b) The preposition 'with' should be omitted.
155. (b) 'On' is to be deleted
156. (a) 'For' should be deleted.
157. (c) 'Of' should be used instead of 'from'.
158. (c) Use 'yet' in place of 'but'.
159. (d) Write 'about your welfare'.
160. (c) 'In' should be used instead of 'with'.
161. (c) Write 'by bus' instead of 'in bus'.
162. (b) Instead of 'for', 'on' is used here.
163. (b) 'On' should be used here.
164. (b) Use 'by' instead of 'with'.
165. (b) 'Acquitted of' is to be used.
166. (b) Write 'to be alive to' instead of 'to be alive from'.
167. (e) No error.
168. (c) Use the preposition 'to' after 'apologise'.
169. (c) 'Abounds in' should be used.
170. (c) 'May' should be deleted.
171. (d) 'To his institution' is correct.
172. (b) 'Absorbed in' is correct.
173. (c) 'Assure' is followed by the preposition 'of'.
174. (d) Write 'busy with her work'.
175. (e) No error.
176. (b) It should be 'to' instead of 'with'.
177. (c) Use 'to' instead of 'with'.
178. (c) 'Of' is the correct preposition.
179. (e) No error.
180. (c) Use 'against' instead of 'for'.
181. (d) Use 'confidence of'.
182. (b) Use 'to' instead of the first 'for'.
183. (d) Use 'to' instead of 'for'.
184. (c) Use 'with' instead of 'to'.
185. (c) Write 'desirous of'.
186. (c) Use 'of' instead of 'for'.
187. (e) No error.

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188. (e) Write 'dissuade' from.
189. (b) 'To' should replace 'on'.
190. (a) The correct preposition is 'parted with'.
191. (d) 'To' should replace 'with'.
192. (e) No error.
193. (b) Write 'compensation for'.
194. (c) 'Too hot to drink' is the correct expression.
195. (d) Write 'when' instead of 'than'.
196. (a) 'If' should be omitted.
197. (b) 'Then' should be deleted.
198. (c) Delete 'so'.
199. (b) It should be 'unless you give up'.
200. (a) The correct expression is 'unless you speak the truth'.
201. (a) The correct form is 'ought to perform'.
202. (e) No error.
203. (e) No error.
204. (b) 'Refrain' should be followed by 'from'.
205. (c) 'When' should be used in place of 'than'.
206. (e) No error.
207. (b) Use 'invented' instead of 'discovered'.
208. (e) No error.
209. (b) 'Was' should be replaced by 'were'.
210. (c) It should be 'is' instead of 'was' because it is habitual fact.
211. (c) 'Will' should be changed to 'would'.
212. (c) 'Information' is the correct form.
213. (c) Use 'since' in place of 'for'.
214. (b) It should be 'many goods' in place of 'much goods'.
215. (b) It should be 'taking' instead of 'giving'.
216. (e) No error.
217. (e) No error.
218. (a) It should be 'passers-by' and not 'passer-bys'.
219. (e) No error.
220. (b) The feminine gender for 'emperor' is 'empress'.
221. (b) A 'Woman priest' is called a 'priestess'.
222. (d) No error.
223. (c) The feminine gender of 'earl' is 'countess'.
224. (e) No error.
225. (b) A woman giant is called 'giantess'.
226. (c) 'Jewess' is the correct form for a Jew lady.
227. (c) It should be 'about to have supper'.
228. (c) It should be 'above the lake'.
229. (a) 'Each' should be used here instead of 'every'.
230. (e) No error.
231. (c) 'Across' or 'over' should be used in place of 'on'.

232. (c) 'Over' should replace 'across'.
233. (c) 'On' should be changed to 'across'.
234. (b) Use 'every' instead of 'each'.
235. (b) 'Across' should be changed to 'through'.
236. (c) It should be 'others' instead of 'each others'.
237. (c) Here 'across' should replace 'over'.
238. (c) Instead of 'over', use 'across'.
239. (d) Use 'actual age' in place of 'actually age'.
240. (e) No error.
241. (a) Write 'went' instead of 'used to go'.
242. (b) It should be 'venetian glass ashtray'.
243. (c) Write 'round glass table'.
244. (a) It should be 'big black cat'.
245. (a) 'The first three days' is the correct expression.
246. (c) 'Two metres high' should be used.
247. (c) It should be 'two kilometres long'.
248. (e) No error.
249. (a) It should be 'battle' instead of 'war'.
250. (c) The correct word is 'canvass'.
251. (d) The correct word is 'imminent'.
252. (c) Use 'much' instead of 'very'.
253. (c) 'Each other' should be used instead of 'one another'.
254. (c) Instead of 'in' use 'during'.
255. (d) Use 'but' instead of 'yet'.
256. (e) No error.
257. (e) No error.
258. (c) Delete 'then'.
259. (e) No error.
260. (e) No error.
261. (b) Use 'each' in place of 'every'.
262. (d) 'Different from' should replace 'different of'.
263. (e) No error.
264. (e) No error.
265. (c) Write 'or' in place of 'and'.

Reading Comprehension

To comprehend means 'to understand or grasp'. A comprehension exercise is, therefore, meant to test a candidate's ability to understand and retain the contents of a given passage.

In other words, comprehension is an exercise to test the student's ability, by a few questions, to understand the contents of a passage and then to bring out the meaning and significance from it. First of all, it is necessary to get the general idea by reading the passage. As you have read the passage, bring out details, study the points thoroughly and bring out the relevant portions. By studying twice or thrice, the important ideas will come out. Once it is clear then it shall have to be written clearly in precise language.

In comprehension of a long passage, it is first of all important to comprehend the passage to bring out the central idea. This is important because otherwise the whole exercise will be futile. Once you have grasped the basic idea then take out the points in detail while retaining the main contents. Transform the content into your own lucid language precisely; reply the questions based upon the passage.

Some students make mistakes in thinking comprehension as summary or substance and begin paraphrasing in short forms. This betrays their understanding of the basics of the paragraphs. The main idea of the paragraph must be understood or comprehended. Then while relevant details are to be segregated; your own language has to be used in lucid and clear form. The questions to be answered must require to be closely referred to the passage and not answered from old idea.

Sometimes in the questions of a passage for comprehension, explanation is asked to elucidate it. It should always be remembered that the basics of the passage for comprehension should not be missed.

Sometimes in comprehension to test the ability, alternative questions are given. To ascertain the correct answer, the point(s) in question are to be identified and carefully brought out. This is nothing but a test in clarity.

First, the given passage should slowly and carefully be read over at least three times. Thereafter the central idea of the passage should be marked out. If you read over the passage once again, keeping the central idea in mind, you would easily be able to guess the correct meanings of most of the difficult words and expressions. After that, the given questions should be carefully studied, comprehended and answered.

While answering the questions on the given passage, it must be kept in mind that the answers must be derived from the passage itself. No answer should be there outside the meaning and thought of the passage. You should not add your own thought, view or opinion in answering any of the questions. You do not have the right of expressing your own agreement or disagreement with the thought of the passage. It should also be remembered that your answers must be in full sentences—not merely in phrases, expressions, or 'Yes' or 'No'.

Sometimes you are required to give the Summary or Central Idea of the passage. The Summary or Central Idea should be about one-third of the given passage.

If you are required to suggest a suitable title to the given passage, remember that the title must be derived from the central idea of the passage. Also remember that you often get some hint about the title from the first or the last sentence of the passage.

Also, some words, phrases and expressions in the passage are underlined or written in italics and you are asked to give their meanings. No student would know the meanings of all such words and phrases. But you should not be afraid of such questions. If you have understood the central idea of the passage, you can easily explain the underlined words and phrases by common sense keeping the central idea and the context in mind. The meanings of the underlined portions should be given in your own simple language.

IMPROVING COMPREHENSION

Reading comprehension requires motivation, mental framework for holding ideas, concentration and good study techniques. Here are some suggestions:

1. *Develop a broad background:* broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.
2. *Know the structure of paragraphs:* Good writers construct passages that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also look for transitional words, phrases or paragraphs that change the topic.
3. *Identify the type of reasoning:* Observe carefully to see if the author uses effect reasoning, hypothesis, model building, induction or deduction, system thinking.
4. *Anticipate and predict:* Really smart readers try to anticipate the author and predict future ideas and questions. If you are right, this reinforces your understanding. If you are wrong, you make adjustments.
5. *Create motivation and interest:* Preview material, ask questions and discuss ideas with classmates. The stronger your interest, the greater your comprehension.
6. *Build a good vocabulary:* The best way to improve your vocabulary is to use a dictionary regularly. Concentrate on roots, prefixes and endings.

BASIC PASSAGES

1. *The social science passage:* This usually concerns a social or historical issue. For example, a passage about world food shortages.
2. *The science passage:* This might describe a scientific phenomenon, such as gravitation or plate tectonics.
3. *The business passage:* This usually discusses a business-related topic. For example, you might see a passage about the privatization of state-owned industries, or the causes of inflation.

Each reading passage comes with few questions. You probably assumed that to answer these questions correctly, you would need to know all of the information in the passage, but this isn't true. The questions cover only a small portion of the passage.

There are two types of questions in **Reading Comprehension** and neither requires you to memorize specific information.

1. **General questions:** To answer these, you need to have an understanding of the main idea and perhaps, the structure of the passage.
2. **Specific questions:** Since you'll be asked about only a few specific pieces of information, it's not necessary to remember all of the specific information contained in a passage. It makes much more sense to have a vague idea of where specific information is located in the passage. That way you'll know where to look for it if you need it.

ATTEMPTING THE PASSAGE

As you go through the passage, you'll probably want to write a one or two word summary of each paragraph on your scratch paper. This is partly to make yourself articulate what the main idea of each paragraph is—but it is also in order to remember the gist of each of them. Have you ever had the experience of reading an entire passage, getting to the end, and then saying, "I have no idea what I just read?"

STEP ONE: Read for the Main Idea:

Take a look at the first paragraph of a sample passage:

1. Biologists have long known that some types of electromagnetic radiation such as X-rays and gamma rays can be dangerous to human beings. Operating at a frequency of 10^{18} through 10^{21} hertz, these rays, which are well above the visible light spectrum, were first detected in the early years of the 20th century.

Here's how to attempt it

The first sentence of a paragraph should always be read carefully since it is so often the key to understanding the entire paragraph. This first sentence was no exception. The paragraph is about two types of radiation and their danger to humans. On your scratch paper, jot down a couple of key words to encapsulate the main idea. However, once you've got that main idea, it isn't necessary to pay a lot of attention to the other sentences in the paragraph. For example, you probably noticed that while the second sentence included some specific facts, it added nothing to our understanding of the main point of the paragraph. Later, if you are asked a specific question about the line 5, you can go back and find the answer.

Now since you know what the main idea of a paragraph is, now you can speed up. Let your eyes scan over when you get to the small details. The goal is to spend no more than a minute or two "reading" the entire passage.

Try reading the second paragraph in the way suggested above.

2. However, until now, no one has ever suggested that microwave radiation might also be harmful. In preliminary laboratory results, Cleary and Milham have found elevated growth rates in cancer cells exposed to low doses of microwaves. Cleary exposed to cancer cells to levels of radiation that are commonly found in microwave ovens and found that the abnormal cells grew 30 percent faster than did unexposed cells. Milham's study focused on ham radio operators who are commonly exposed to levels of radiation slightly higher than those emitted by cellular telephones. He discovered elevated levels of myeloid leukaemia.

Reading the first sentence carefully, we realize that this paragraph is going off the main idea. In fact, the passage is not going to be about the dangers of X-rays or gamma rays; it is going to be about the possible dangers of microwaves. Now that we have the main idea, we can afford to speed read the rest of the paragraph.

Now try reading the last paragraph of the passage:

3. The methodology of Cleary and Milham has been questioned by other scientists in the field. However no one seriously disputes that their preliminary findings must be taken seriously or that new studies should be set up to try to duplicate their results. Although federal guidelines for how much electromagnetic energy can be allowed to enter the stringent since they were first implemented in 1982, the recent studies pose troubling questions about the safety of microwaves.

The first word of the second sentence ("however") let us know that the author was going to come back to the original point: Microwaves may be dangerous. Is this a conclusion? Yes! It is.

In retrospect, the organization of the passage is pretty clear.

- The first paragraph states the dangers of other types of waves.
- The second paragraph talks about the dangers of microwaves as shown by two studies.
- The third qualifies the two studies, but decides that, on balance, microwaves may indeed be dangerous.

STEP 2: As You Read, Look for Clues

Certain words instantly tell you a lot about the structure of a passage. The second paragraph you just read began with a word which probably automatically clued you into the fact that a change was on its

way. The word was "however". Words such as but, although (even though), however, yet, despite (in spite of), nevertheless, nonetheless, notwithstanding, except, while, unless, on the other hand at the beginning of any paragraph is a sure sign that this paragraph will disagree with what was stated in the preceding one. Even if they do not appear at the beginning of a paragraph, they always signal a change of meaning.

STEP 3: Answer the Questions

Once you've got the main ideas of the paragraphs, you can attack the questions aggressively.

Q1. The main topic of the passage is

- (A) The health hazards of X-rays and gamma rays on humans.
- (B) The overly severe federal guidelines on radiation.
- (C) The potential dangers of microwaves.
- (D) To compare and contrast the work of Cleary and Milham.
- (E) The limits of study methodology in science.

ANSWERS

In spite of the fact that X-rays and gamma rays were mentioned in the first sentence, we know that this was just an introductory thought to get to the real idea of the passage—the danger of microwaves. So eliminate choice (A). The federal guidelines in choice (B) were mentioned in the passage, but only at very end. Could this be the main idea of the entire passage? No way. Choice (C) is the correct answer, and exactly what we should be expecting from our fast "read". While Cleary and Milham are focused several times, they are never compared, so we can eliminate choice (D). And while the passage mentions that the methodologies of the two scientists have been questioned, this is not the main idea, so we can eliminate choice (E) as well.

Q2. The passage suggests which of the following about the laboratory results on microwaves mentioned in the line 5-6?

The question above is a specific question. Specific questions have specific answers which you'll now need to find in the passage.

Q3. Which of the following can be inferred from the passage about the studies conducted by Cleary and Milham?

- (A) Cleary's results were better documented than Milham's.
- (B) Neither study is scientifically valid.
- (C) Both studies indicated that microwaves were more harmful than X-rays.
- (D) The final results were not in at the time the article was written.
- (E) The results of both studies were based on the same scientific data.

ANSWERS

This is an inference based question. The passage never said that one study was better than the other, so eliminate answer choice (A). While both studies were questioned in the third paragraph, it would be inferring far too much to say that neither was scientifically valid. Eliminate choice (B). The passage never said that microwaves were more harmful than X-rays. It seems likely that they are less harmful. Eliminate choice (C). The results of both studies were called "preliminary" in paragraph two. Thus, choice (D) seems so obvious that you might almost hesitate to call it an inference. Choice (E) was just not stated. It is likely to be false. Cleary concentrated on cancerous cells exposed to levels of radiation equivalent to microwave ovens. Milham studied ham radio operators. The correct answer was (D).

LEARN BY EXAMPLE

Now that you know something about how to tackle short-long comprehension passages and what to look for in them, try the sample passage below. Find the main idea of each paragraph, look for clues along the way. Try to spend no more than two minutes "reading". Remember, you only get marks for answering questions.

- (1) Until recently, corporate ideology in the United States has held that bigger is better. The traditional view of the primacy of big, centralized companies is now being challenged as some of the giants of American business are being ouperformed by a new generation of smaller, streamlined businesses. It was the industrial revolution that spawned the era of massive industrialized companies, then perhaps it is the information revolution of the 1990s that is spawning the era of the small company.
- (2) For most of this century, big companies dominated an American business scene that seemed to thrive on its own grandness of scale. The expansion westward, the growth of the railroad and steel industries, an almost limitless supply of cheap raw materials, plus a population boom that provided an ever increasing demand for new products (if not a cheap source of labour) all conspired to encourage the growth of large companies.
- (3) But rapid developments in the marketplace have begun to change the accepted rules of business and have underscored the need for fast reaction times. Small companies, without huge overhead and inventory, can respond quickly to a technologically advanced age in which new products and technologies can become outdated within a year of their being brought to market.
- (4) Of course, successful emerging small companies face a potential dilemma in that their very success will tend to turn them into copies of the large corporate dinosaurs they are now supplanting. To avoid this trap, small companies may look to the example of several CEOs of large corporations who have broken down their sprawling organizations into small, semi-independent divisions capable of making the leap into the next century.

- Q1. The primary purpose of the passage is to:

- (A) Present evidence that resolves a contradiction in business theory.
- (B) Discuss reasons why an accepted business pattern is changing.
- (C) Describe a theoretical model and method whereby that model can be tested.
- (D) Argue that a traditional ideology deserves new attention.
- (E) Describe two conflicting explanations for a phenomenon.

This is a general question, and general questions always reflect the structure of the passage. The first words of the passage were "until recently." Obviously this passage was about to present a new view.

Answers

The old view, according to the passage, was that in America large companies were always better off than small companies. Of course, the new view is that smaller companies are now doing better than big companies. Paragraph two gave historical reasons why bigger companies used to be better, paragraph three explained why this was no longer true today, and paragraph four concludes by talking about how small companies can stay successful as they inevitably get bigger. Looking at the answer choices.

- (E) This is the correct answer. The accepted pattern of almost a century is now changing.
- Q2. According to the passage, all of the following are examples of developments that helped promote the growth of large companies earlier in this century EXCEPT:
- (A) The growth of the railroad industry.
 - (B) America's westward expansion.

- (C) An almost inexhaustible source of raw materials.
 (D) The existence of an inexpensive source of labour.
 (E) The development of an industry to produce steel.

Answers

This is a specific question without a line number. Which paragraph gives historical background on the growth of large companies? If you said paragraph two, you are absolutely correct. This is an "except" question, which means that every answer choice is correct but one. The answer to this question was buried inside the brackets in lines 9: "(if not a cheap source of labour.)" The answer to this question is choice (D).

- Q3. It can be inferred from the passage that which of the following actions would be most consistent with the traditional ideology described in the passage?
 (A) Splitting a manufacturing company into several smaller divisions.
 (B) Bringing a new product to market within a year.
 (C) Creating a department to utilize new emerging technologies.
 (D) Expanding an existing company in anticipation of growing demand.
 (E) Cutting inventory and decreasing overhead.

Answers

The trick in inference questions is to infer as little as possible. The traditional thinking is that bigger is better. Which of the answer choices shows a situation getting bigger? The correct answer is choice (D). Choices (A) and (E) both illustrate the process of down sizing as described in the passage. Choices (B) and (C) illustrate the lean-and-mean tactics attributed in the passage to small companies.

- Q4. According to the passage, to avoid the trap posed by "the potential dilemma" mentioned in line 32, emerging successful small companies will have to do which of the following:
 (A) Turn for advice to the industry analysts who earlier predicted the problems of large companies.
 (B) Avoid taking paths that will make them too successful.
 (C) Learn to embrace the traditional ideology of large corporations.
 (D) Create small interconnected divisions rather than expanding in traditional ways.
 (E) Hire successful CEOs from other firms.

Answers

Whenever you see a specific question with line numbers, always remember to read a little above and a little below the cited line. The answer to this question is in the last three lines of the passage. Looking at the answer choices:

- (A) Is an interesting idea, but is not said in the passage, so we can eliminate it.
 (B) Has the right idea, but takes it too far. It is not practically O.K. to think that a company would try not to become too successful.
 (C) The traditional ideology is what got the big companies into trouble. Eliminate.
 (D) This is the correct answer, and a nice paraphrase of what was said in the last three lines of the passage.
 (E) The passage suggests that small companies could learn from these CEOs, but does not suggest that the companies hire the CEOs.

- Q5. It can be inferred from the passage that small companies are better able to adapt to the new business climate due to which of the following factors:
- I. Low overhead and inventory.
 - II. The ability to predict when new products will become outmoded.
 - III. The capacity to change quickly to meet new challenges.
- (A) I only
 (B) II only
 (C) III only
 (D) I and III only
 (E) I, II, and III.

Answers

I, II, III questions are difficult because you have to answer three questions in order to get one right. Where in the passage are small companies actually described? If you said paragraph three, you were absolutely correct. Since this is an inference question, we need to make sure we don't infer too far. Let's look at statement I. Can we infer that small companies are better able to adapt because of low inventory? Sure. In lines 25-26 the passage reads, "Small companies, without huge overhead and inventory..."

Since we know that statement I works, we can cross off choice (B) and (C); why? Because neither includes statement I. Let's look at statement II. While it seems outmoded would help small companies adapt faster, there is no indication in the passage that anyone has the ability to predict ahead. If you aren't sure about statement II, you can skip it and go on to statement III. This statement is definitely true. It is a paraphrase of line 25. The correct answer is choice (D).

SUMMARY

1. Read a passage for its main idea. This will enable you to answer the general questions, and give you a good idea of where to look for the answers to specific questions. Specific facts are unimportant at this stage. Skip them. Write notes on your scrap paper.
2. Clue words can help you see how a passage is organized. Look for these clue words.
3. Answers to specific questions can be found either through line numbers or lead words. When line references are given, read a little above and a little below them.

Practice Test with Explanatory Answers

The questions 1 to 8 in this group are based on the content of Passage 1 whereas Questions 9 to 11 in this group are based on Passage 2 and Questions 12 to 14 are based on Passage 3. After reading the passage, choose the best answer to each question. Answer all questions following the passage on the basis of what is stated or implied in the passage.

PASSAGE 1.

The development of intelligence among early large mammals of the grasslands was due in great measure to the interaction between two ecologically synchronized groups of these animals, the hunting carnivores and the herbivores that they hunted. The interaction resulting from the differences between predator and prey led to a general improvement in brain functions; however, certain components of intelligence were improved far more than others.

The kind of brain function favoured by the interplay of increasingly smarter catchers and increasingly keener escapers is defined by attention—that aspect of mind carrying consciousness forward from one moment to the next. It ranges from a passive free-floating awareness to a highly focussed, active fixation. The range through these states is mediated by the arousal system, a network of tracts converging from sensory systems to integrity centres in the brain stem. From the more relaxed to the more vigorous levels, sensitivity to novelty is increased. The organism is more awake, more vigilant; this increased vigilance results in the apprehension of even more subtle signals as the organism becomes more sensitive to its surroundings. The process of arousal and concentration give attention its direction. Arousal is at first general, with a flurry of impulses in the brain stem; then gradually the activation is channelled. This begins concentration, the holding of consistent images. One meaning of intelligence is the way in which these images and other alertly searched information is used in the context of previous experience. Consciousness links past attention to the present and permits the integration of details with perceived ends and purposes.

The elements of intelligence and consciousness come together marvellously to produce different styles in predator and prey. Herbivores and carnivores develop different kinds of attention related to escaping or chasing. Although in both kinds of animal, arousal stimulates the production of adrenaline and norepinephrine by the adrenal glands, the effect in herbivores is primarily fear, whereas in carnivores the effect is primarily aggression. For both, arousal attunes the animal to what is ahead. Perhaps it does not experience forethought as we know it, but the animal does experience something like it. The predator is searchingly aggressive, inner-directed, tuned by the nervous system and the adrenal hormones, but aware in a sense closer to human consciousness than, say, a hungry lizard's instinctive snap at a passing beetle. Using past events as a framework, the large mammal predator is working out a relationship between movement and food, sensitive to possibilities in cold trails and distant sounds—and yesterday's unforgetting lessons. The herbivore prey is of a different mind. Its mood of wariness rather than searching and its attitude of general expectancy instead of anticipating are silk-thin veils of tranquility over an explosive, endocrine system.

Question 1:

The author is primarily concerned with:

- (A) Disproving the view that herbivores are less intelligent than carnivores.
- (B) Describing a relationship between animals' intelligence and their ecological roles.
- (C) Establishing a direct link between early large mammals and their modern counterparts.

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- (D) Analysing the ecological basis for the dominance of some carnivores over other carnivores.
 (E) Demonstrating the importance of hormones in mental activity.

Answer 1:

Let us see what is the author's primary concern. Let us go from option to option.

Option (A): disproving the view that herbivores are less intelligent than carnivores.

Please see the words in the first paragraph in the passage where it is stated that *using past events as a framework, the large mammal predator is working out a relationship between movement and food, sensitive to possibilities in cold trails and distant sounds — and yesterday's unforgettably lessons. The herbivore prey is of a different mind. Its mood of wariness rather than searching and its attitude of general expectancy instead of anticipation are silk-thin veils of tranquillity over an explosive endocrine system. When the large predator does not forget yesterday's lessons, he is sharp enough to remember them. The herbivore is wary or careful all the while and if one wants to fill the stomach, care cannot be a part of the menu because care is abstract whereas you need something material so as to be able to eat. This means that it prefers to wait rather than search for food and hence what the author is trying to say is that the herbivore is less intelligent than the carnivore whereas Option (A) says the precise opposite and hence will not do.*

Option (B): describing a relationship between animals' intelligence and their ecological roles.

We must try to find out what are the ecological roles of animals. See the first paragraph where you will see the words *two ecologically synchronised groups of animals: the hunting carnivores and the herbivores that they hunted*. The words synchronised has the prefix SYN- (that means together) and its Latin root CHRONO that means time and therefore *something that happens together in time is synchronised*. The ecological role that animals generally play is either that of predator or prey. What the passage says about these two varieties of animals and their intelligence is that although there is arousal in both kinds of animals, the effect of arousal in herbivores is primarily fear, whereas in carnivores the effect is primarily aggression. This is primarily because if a prey is not afraid, the predator will eat him without moving an inch from where he is standing. If the predator is not aggressive, he will starve. One cannot visualise lions or tigers going out shopping for meat and haggling with the butcher over the prices. Option (B) will do very well unless there is a better choice in the options to come.

Option (C): establishing a direct link between early large mammals and their modern counterparts.

All that the passage mentions is about early large mammals in paragraph 1. The modern counterpart of these mammals is not even mentioned anywhere in the passage leave alone establishing a direct link. This is why Option (C) will not do.

Option (D) analysing the ecological basis for the dominance of some carnivores over other carnivores.

The whole thing is between carnivores and herbivores and not between some carnivores and other carnivores. This is why Option (D) will not do either.

Option (E) demonstrating the importance of hormones in mental activity.

If one wants to talk about the importance of petrol in an automobile, then one should talk about what petrol does in an automobile and what would happen if the petrol got over. If, however, one were to be found talking about what automobiles have done to the consumption of petrol worldwide, the logical deduction is that the fellow is talking about the importance of automobiles to petrol consumption and not the converse. There is mention of what the mental activity of arousal does to hormones and not what hormones do to mental activity. Option (E) cannot be inferred. Hence Option (B) is to be marked as correct.

Question 2:

The author refers to a hungry lizard (in the last paragraph in the passage) primarily in order to:

- (A) Demonstrate the similarity between the hunting methods of mammals and those of non-mammals.
- (B) Broaden the application of his argument by including an insectivore as an example.
- (C) Make a distinction between higher and lower levels of consciousness.
- (D) Provide an additional illustration of the brutality characteristic of predators.
- (E) Offer an objection to suggestions that all animals lack consciousness.

Answer 2:

Let us see where the words *hungry lizard* occurs in the passage and we shall find these words in the following words: "The predator is searchingly aggressive, inner-directed, tuned by the nervous system and the adrenal hormones, but aware in a sense closer to human consciousness than, say, a hungry lizard's instinctive snap at a passing beetle." The words *inner-directed* mean that if an animal is hungry he will hunt for food and if he is not he will sit quietly and wish Merry Christmas to those animals that are passing by and whose cousins he has just eaten.

When a hungry lizard snaps at a passing beetle, it means that he is not searching for something to eat although he wants something to eat. If the hungry lizard were to search for food (rather than wait for a beetle to pass by) as predators and human beings do, then the lizard will be the one who will be passing by a bee when the bee is sitting and buzzing away in G Minor (and not vice versa). The author, therefore, tries to say that the consciousness of some predators is closer to human consciousness whereas the consciousness in other predators like the lizard is less similar to human consciousness. The author thus uses the hungry lizard to make a distinction between higher and lower levels of consciousness. Hence Option (C) will fit like a shot.

Question 3:

It can be inferred from the passage that in animals less intelligent than the mammals discussed in the passage:

- (A) past experience is less helpful in ensuring survival.
- (B) attention is more highly focussed.
- (C) muscular co-ordination is less highly developed.
- (D) there is less need for competition amongst species.
- (E) environment is more important in establishing the proper ratio of prey to predator.

Answer 3:

Animals do not have IQ scores nor do they give out answers to mind boggling arithmetic problems in a flash. We shall, therefore, have to see what—in the author's views—is less intelligent in the context of animals.

If you were to see the concluding lines in the passage it would become clear that the large predators use past events as a framework to work out a relationship between movement and food whereas the herbivore is wary rather than searching and expects rather than anticipates. This means that the predator—say, a lion—may, for example, remember that the last time he stalked a deer with the wind blowing towards the deer, the deer was able to smell the lion a mile away with the result that the lion had to go to bed hungry that night. He would not repeat this and draw a lesson from this event; he would stalk the deer against the wind now onwards. The herbivore expects food rather than anticipates food. No one can be reasonably expected to go to a zebra with a stack of green grass. The zebra will have to organise his own meals. He cannot expect. But he does not understand this. He expects that he will be able to drink at the waterhole even when the waterhole is teeming with lions. He forgets that his mother and father both disappeared into the insides of these lions when the two of them were celebrating their marriage.

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anniversary with a drink at the waterhole where lions were holding their annual general meeting. Who can save him?

Having realised that a less intelligent animal is one that does not derive lessons in survival from past events, it is easy to appreciate why Option (A) fits like a shot.

Question 4:

The sensitivity described in the penultimate sentence in the passage is most clearly an example of:

- (A) "free-floating awareness".
- (B) "flooding of impulses in the brain stem".
- (C) "the holding of consistent images".
- (D) "integration of details with perceived ends and purposes".
- (E) "silk-thin veils of tranquillity".

Answer 4:

We shall first see what words describe sensitivity in the penultimate sentence in the passage. These are as follows: *Using past events as a framework, the large mammal predator is working out a relationship between movement and food, sensitive to possibilities in cold trails and distant sounds – and yesterday's unforgotten lessons.*

For the predator what is movement? Have you heard of crocodiles wearing shorts and playing squash for the sake of exercise? A crocodile would get up and move only when he is hungry. He performs movement as a means to get to the passing herd of wildebeest on their annual migration from Place A to Place B via the Zambezi River in which the crocodile in our story has built a little cottage for self and family. This is because wildebeest do not come to him and ask him whether he would like them for dinner. Secondly, since the movement is made with the objective of snapping up a wildebeest or two from the herd, the purpose of the movement is clear. He is aware that the summer is here and so will be the wildebeest on their migratory trail. He has worked out a relationship between movement and food. This is precisely what is meant by integration of details with perceived ends and purposes. Hence Option (D).

If you were to see the words *free-floating awareness* in the passage, these words are prefixed by the word *passive*. The crocodile in our story would have to go hungry if he were to remain passive while the wildebeest cross the Zambezi River. This is why Option (A) cannot do.

If you were to see the words *flooding of impulses in the brain stem*, the words are used to describe arousal at paragraph 2 in the passage where it is said that arousal is at first general where there is a flurry of impulses in the brain stem and then there is concentration or the holding of consistent images. So when the crocodile sees the wildebeest, he has a rush of impulses in the brain and then there is holding of consistent images. Sensitivity starts thereafter. He realises that it is summer and that the wildebeest are not here to make faces at him from a safe distance. They are here to cross the river like last year and the year before and so on and the time has come to grab a couple of them and make sandwiches for the children out of them. This means that the crocodile has forgotten yesterday's lessons. Options (B) and (C) will not work for this reason that these two options describe a situation before sensitivity sets in.

As regards Option (E) silk thin veil of tranquillity over an explosive endocrine system in herbivores such as the zebras in our story means that while they seem to be tranquil and blissfully ignorant of the presence of the same lions who feasted on their parents, the moment they realise that the lion is not here to make a sketch of the zebras but is actually stalking them, they break into a frantic run. By then however it is too late. Had the zebra been sensitive, it would have realised that the lion is out to kill him long before the predator actually sets up a chase. This is why a silk thin veil of tranquillity is not sensitivity. Option (E) will not do for that reason.

Question 5:

- (A) Superior and condescending
- (B) Light-hearted and jocular.
- (C) Apologetic, conciliatory.
- (D) Wistful and tender.
- (E) Respectful and admiring.

Answer 5:

By now it must be clear that the author tells us why he considers the predators more intelligent and the herbivores less intelligent.

Let us see when someone's attitude could be *superior* and *condescending* (or *snobbish* in other words). Imagine that an experienced boxer is pitted against a rookie (as they call someone who is playing for the first time in a major tournament) at the National Boxing Championship. The bell rings and the fight begins. The old-timer tells the rookie to last at least the first round with him. This is snobbishness or condescending behaviour. There is no reason for an *author* to feel superior to animals. Thus Option (A) will not do.

One can be light-hearted or jocular towards someone else provided the other person understands what one is saying. Imagine telling the pet cat that old joke about two drunks where one cannot find the keys and so on. Can I reasonably expect the cat to laugh? Option (B) will not do for this reason.

One can be *apologetic* (*regretful* or *sorry*) or *conciliatory* (*or pacifying*) towards another if he has offended someone. Imagine that someone has been visiting a friend after long. The host's sister-in-law brings in the tea tray and lays it gracefully on the centre table. Imagine that the guest tells the host that he is lucky to have such a well-mannered housemaid and the host clarifies that she is a relative. The guest could be apologetic to the host and his sister-in-law for having put his foot in his mouth. How can one ever be apologetic to animals? Will they understand if you said sorry to them? Option (C) will not do either.

If someone from a village has recently relocated to a city where he is at college and is *wistful* for his beloved, he is *longing* for her or is *melancholic* or *sad*. If the owner of the store where a young man is employed is *tender* towards him, he is *kind* or *softhearted* towards him. If an author wants to be either tender or wistful for an animal, how does he expect that the animals will understand the depth of his emotions expressed in the passage? Will the animals borrow his reading glasses and read the passage? Option (D) will work.

One can be respectful and admiring towards another person or thing without the slightest necessity of the other person hearing or understanding him. You can admire a flamingo's feathers in any language you like without fear of the bird understanding a single word. This is why Option (E) will do very well.

Question 6:

The author provides information that would answer which of the following questions?

- (i) Why is an aroused herbivore usually fearful?
- (ii) What are some of the degrees of attention in large mammals?
- (iii) What occurs when the stimulus that causes arousal of a mammal is removed?
- (A) (i) only (B) (iii) only (C) (i) & (ii) only (D) (ii) & (iii) only (E) (i) (ii) & (iii)

Answer 6:

See the question. When you are asked something that the author provides, please be assured that your opinion is not sought. The answer is bound to be in the passage and that too either verbatim or very nearly that.

Please see the last paragraph in the passage where you will see the following words:

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Although in both kinds of animal, arousal stimulates the production of adrenaline.....by the adrenal glands, the effect in herbivores is primarily fear.....using past events as a framework, the large mammal predator is working out a relationship between movement and food, sensitive to possibilities in cold trails and distant sounds—and yesterday's unforgotten lessons.

As regards question (i) the author tells us that the effect of arousal in herbivores is primarily fear. As regards question (ii) the author tells us that the large mammal is working out relationships between movement and food and is sensitive to distant sounds. About question (iii) the author tells us nothing; all he says is about stimulus comes in at arousal. There is no mention in the passage about what happens to a mammal when stimulus is removed. Thus Option (C).

Question 7:

According to the passage, improvement in brain function among early large mammals resulted primarily from which of the following?

- (A) Interplay of predator and prey.
- (B) Persistence of free-floating awareness in animals of the grasslands.
- (C) Gradual dominance of warm-blooded mammals over cold-blooded reptiles.
- (D) Interaction of early large mammals with less intelligent species.
- (E) Improvement of the capacity for memory among herbivores and carnivores.

Answer 7:

Please see these words in the first paragraph in the passage: The development of intelligence among early large mammals of the grasslands was due in great measure to the interaction between two ecologically synchronised groups of these animals, the hunting carnivores and the herbivores that they hunted. The interaction resulting from the differences between predator and prey led to a general improvement in brain functions.

Option (A) merges verbatim if you know that a hunting carnivore is the predator and the herbivore that they hunt is prey and that interaction between predators and prey is the same thing as interplay.

Interaction can mean so many things such as: (A) discussion where one party opens a topic and the other party responds and then the process carries on for some time (B) reciprocal action where one does something to another and the other does something in response.

It is not reasonable to imagine that a panther will discuss the weather with the deer and the deer will suggest that they discuss the latest trends in cinema instead. Between predators and prey, there cannot be discussions on any topic at all no matter how interesting it may seem to human beings. Therefore interaction between predator and prey can only take the shape of the predator stalking the prey and the prey running for dear life and this interaction or interplay may result in either (A) the predator bagging the prey or (B) the prey escaping the predator and bragging to its children about how it gave a lion a run for its money the other day.

Question 8:

According to the passage, as the process of arousal in an organism continues, all of the following may occur except

- (A) The production of adrenaline.
- (B) The production of norepinephrine.
- (C) A heightening of sensitivity to stimuli.
- (D) An increase in selectivity with respect to stimuli.
- (E) An expansion of the range of states mediated by the brain stem.

Answer 8:

In the last paragraph in the passage, you will see that as the process of arousal in mammals continue, there is production of adrenaline and norepinephrine. Option (A) and (B) are borne out from the

passage.

If you were to see paragraph 2, you will see the following words: Arousal is at first general, with a flurry of impulses in the brain stem; then gradually the activation is channelled. This begins concentration, the holding of consistent images. This is what heightening of sensitivity to stimuli means. Option (C) can be inferred from the paragraph.

Option (D) can also be inferred from paragraph 3. Please, however, see these words in the last paragraph in the passage: Herbivores and carnivores develop different kinds of attention related to escaping or chasing. Although in both kinds of animals, arousal stimulates the production of adrenaline and norepinephrine by the adrenal glands, the effect in herbivores is primarily fear, whereas in carnivores the effect is primarily aggression.

Selectivity is a tendency in which one chooses one thing but not the other. If a child is selective while eating, it may mean—for example—that while she may eat egg sandwiches by the dozens, she may not touch the vegetable salad. The selectivity that the author is talking about is the fact that while stimulus makes the predator aggressive, it makes the herbivore fearful. Each selects what it should make of the stimulus. If the predators and prey did not have selectivity with respect to stimuli, then any of the following may happen:

- (A) Both the panther and the deer will become aggressive towards each other and the deer may charge at the panther instead of running from him.
- (B) Both the panther and the deer will become fearful of each other and they will run in opposite directions when they meet and the panther will starve to death or opt for eating grass in order to avoid starvation.

This means that Option (E) cannot be inferred and has to be marked as correct.

PASSAGE 2.

Great comic art is never otherworldly, it does not seek to mystify us, and it does not deny ambiguity by branding as evil whatever differs from good. Great comic artists assume that truth may bare all lights and thus they seek to accentuate contradictions in social action, not gloss over or transcend them by appeals to extra-social symbols of divine ends, cosmic purpose, or laws of nature. The moment of transcendence in great comic art is a social moment, born out of the conviction that we are human, even though we try to be more. The comic community to which artists address themselves is a community of reasoning, loving, joyful, compassionate beings, who are willing to assume the human risks of acting rationally. Great comic art arouses courage in reasons, courage that grows out of trust in what human beings can do as humans.

Question 9:

The passage suggests that great comic art can be characterised as optimistic about the ability of humans to:

- (A) Rid themselves of pride.
- (B) Transcend the human condition.
- (C) Differentiate clearly between good and evil.
- (D) Avoid social conflicts.
- (E) Act rationally.

Answer 9:

What is optimism? It is a temperament that makes people hopeful. Imagine that a boat has capsized in the river and rescue work is in progress. Optimists will hope that most people will be saved whereas the pessimists will feel that no one can be saved. Optimism is thus necessarily a positive trait.

Now as regards the question, please see these words in the last lines of the passage:

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Great comic art arouses courage in reasons, courage that grows out of trust in what human beings can do as humans. If you trust the human beings who are engaged in rescue work and are confident that they shall, to their best even at the risk of their lives, you as a bystander at the mishap will get courage from their efforts. You too will hope that most people will be saved. If comic art arouses courage in reasons, it means that comic art arouses the courage to act in a reasonable manner. Thus Option (E) is inferred verbatim.

Courage is a positive trait. Foolishness is negative. Yet quite frequently there is a thin line dividing what is courageous and what is foolish. Imagine that two people have jumped into the river when the rescue team is trying to do its very best. One of them is a strong swimmer and the other not knows how to swim. On the face of it, both may seem equally courageous. However, a strong swimmer would qualify to be called as courageous. A man who does not know how to swim is foolish. He may in fact add himself to the number of persons to be rescued.

Question 10:

It can be inferred from the passage that the author admires great comic artists primarily for their:

- (A) Ability to understand the frequently subtle differences between good and evil.
- (B) Ability to reconcile the contradictions in human behaviour.
- (C) Ability to distinguish between rational and irrational behaviour.
- (D) Insistence on confronting the truth about the human condition.
- (E) Insistence on condemning human faults and weaknesses.

Answer 10:

When you admire somebody, you speak well of him. If a girl were to admire a boy she would not say, for example, that he is of average height and speaks with a stutter. A girl who says that the fellow is never otherworldly would not seem to admire some boy whereas some girl who says that he is simply out of this world would be able to give the impression that she is admiring the boy. We shall, therefore, have to quickly look for a word or phrase that one would use in admiration.

See these words in the passage about comic artists:

Great comic artists assume that truth may bear all lights and ... seek to accentuate contradictions in social action. If it were said that great comic artists were truthful, it could be taken as admiration for the qualities of these artists. If you admire truth, you are admiring truth; you are not admiring great comic artists. To accentuate something is to highlight or emphasise it. If you are reading a novel and accentuate a phrase in it by drawing a line under it, you are only deciding what you will like to recall from the book. You admire the phrase. If great comic artists accentuate something, then it is a case of great comic artists admiring something and not the author admiring great comic artists.

Now see these words in the passage:

The moment of transcendence in great comic art is a social moment, born out of the conviction that we are human. The word *transcendence* means excellence or predominance. If a chess grandmaster acknowledges the *transcendence* of another grandmaster, it means that he accepts the other person's *excellence* at the game. The word *transcendence* is thus indicative of admiration. *Conviction* means the courage to stand up for what one believes is right or correct. Between two persons where one who is convinced about what he thinks is right and another who is not so sure, the only one who will insist about what he thinks is right is the fellow who is sure. The conviction that we are human means that great comic art is convinced that the truth is that we are human and insists on it. Thus Option (D).

Question 11:

Which of the following is the most accurate description of the organisation of the passage?

- (A) A sequence of observations leading to a prediction.
- (B) A list of inferences drawn from facts stated at the beginning of the passage.

- (C) A series of assertions related to one general subject.
 (D) A statement of the major idea, followed by specific examples.
 (E) A succession of ideas moving from specific to general.

Answer 11:

When you predict you forecast something which means that you say today something that may happen in the future. If you wish to predict rain, for example, then you will have to say that it will rain tomorrow and hence in every prediction there will have to be a future tense. If you see the paragraph, there is only present tense employed all through. Thus Option (A) will not work.

If you see the words at the beginning of the passage, you are told something that great comic art assume. A fact does not have to be assumed. If you knew that someone is ten years old, then the fact is that he is ten years old. Once you are aware of that fact, you need not assume the fellow's age. Thus since there are no facts stated at the beginning of the passage, Option (B) would not work.

An assertion does not mean that it is the truth. An assertion is merely an insistence or emphasis. If I make an assertion that I am most handsome, I am merely emphasising what is my view or opinion about me. It may be miles away from the truth. If you will see the passage, it has opinions of the author. About a general subject, great comic art seems to fit very well since the whole passage is about great comic art. Option (C) should do very well unless we find another option that is close.

About Options (D) and (E), it would be noticed that there is no specific example at all and hence these two options will not do. This means Option (C) is correct.

PASSAGE 3.

The dark regions in the starry night sky are not pockets in the universe that are devoid of stars as had long been thought. Rather, they are dark because of interstellar dust that hides the stars behind it. Although its visual effect is so pronounced, dust is only a minor constituent of the material, extremely low in density that lies between the stars. Dust accounts for about one percent of the total mass of interstellar matter. The rest is hydrogen and helium gas, with small amounts of other elements. The interstellar material, rather like terrestrial clouds, comes in all shapes and sizes. The average density of interstellar material in the vicinity of our sun is 1,000 to 10,000 times less than the best terrestrial laboratory vacuum. It is only because of the enormous interstellar distances that so little material per unit of volume becomes so significant. Optical astronomy is most directly affected, for although interstellar gas is perfectly transparent, the dust is not.

Question 12:

According to the passage, which of the following is a direct perpetual consequence of interstellar dust?

- (A) Some stars are rendered invisible to observers on Earth.
 (B) Many visible stars are made to seem brighter than they really are.
 (C) The presence of hydrogen and helium gas is revealed.
 (D) The night sky appears dusty at all times to observers on Earth.
 (E) The dust is conspicuously visible against a background of bright stars.

Answer 12:

If we are to find out what is the direct perpetual (meaning, something that is either unchanging or does not stop) consequence (meaning, result) of interstellar dust, then we are required to find out something that happens all the while because of interstellar dust. Secondly since interstellar dust is the cause we shall have to scan the passage and find out where we see the words interstellar dust.

Please see the following words:

Rather, they are dark because of interstellar dust that hides the stars behind it. Clearly,

GAT-General

interstellar dust hides the stars behind something. As regards whom does it hide the stars from, it is from human beings on Planet Earth. This is because the passage is meant for reading by human beings on Planet Earth. This is why Option (A) fits like a shot.

Question 13:

It can be inferred from the passage that the density of interstellar material is:

- (A) Higher where distances between the stars are shorter.
- (B) Equal to that of interstellar dust.
- (C) Unusually low in the vicinity of our Sun.
- (D) Independent of the incidence of gaseous components.
- (E) Not homogeneous throughout interstellar space.

Answer 13:

As regards density of interstellar material, please see the following words in the passage:

The average density of interstellar material in the vicinity of our sun is 1,000 to 10,000 times less than the best terrestrial laboratory vacuum. The key word here is *average*.

If the average age of children in a class is 12, it does not mean that all children are exactly 12 years old. It means that some children are 11 and others are 13 whereas some others are 12.

If you are at a party hosted by a couple who are both schoolteachers and you find that all the guests are schoolteachers as well, the crowd is *homogenous* meaning *all* are of the same kind. This means that if interstellar material has *average* density, then some matter is heavier than the average and some is lighter than the average and the average density is thus the mean density. This also means that the density of interstellar matter is not all the same everywhere and hence Option (E) emerges in a flash.

Question 14:

It can be inferred from the passage that it is because space is so vast that:

- (A) Little of the interstellar material in it seems substantial.
- (B) Normal units of volume seem futile for measurements of density.
- (C) Stars can be far enough from Earth to be obscured even by very sparsely distributed matter.
- (D) Interstellar gases can, for all practical purposes, be regarded as transparent.
- (E) Optical astronomy would be of little use even if no interstellar dust existed.

Answer 14:

The first thing to be noted is that we are to find out something that is a result of space being vast and hence the vastness of space is the cause and we are to find out the effect.

While the passage does not have the words *vast space*, there is a reference to enormous interstellar distances (that means vast space) in the following words: *It is only because of the enormous interstellar distances that so little material per unit of volume becomes so significant. Optical astronomy is most directly affected, for although interstellar gas is perfectly transparent, the dust is not.* The inference that flows from this is that even if the interstellar material is present in traces (because that is the meaning of little material per unit volume), the interstellar material has significance.

Now let us go from option to option and find out which one shall fit into the inference that we have derived.

Option (A): The passage says that the little material per unit volume is significant. This means that whatever interstellar material there is, has significance and therefore matters. Option (A) says that little of interstellar material is substantial which means that a major part of interstellar material is not substantial. This is in direct contrast to the above inference.

Option (B): Normal units of volume seem futile for measurements of density. One can measure the density of milk that we get at home. One can measure the density of honey that we have just bought.

from the apiary. But measuring the density of interstellar material requires a space journey of billions of miles. Since the passage does not mention any attempt to actually measure the density of interstellar matter, option (B) would not work.

Option (C): Stars can be far enough from Earth to be obscured even by very sparsely distributed matter. If something is obscure, it cannot be seen or heard distinctly. If the population in a desert is sparse, it means that few people live in a vast area and therefore the population density is very low. If interstellar matter can be significant even if distributed sparsely, they must be able to do something significant or not allow something significant from happening. If sparsely distributed interstellar matter does not allow stars to be seen clearly, the matter is significant. Option (C) would fit like a shot provided no other option is close.

Option (D): Interstellar gases can, for all practical purposes, be regarded as transparent. When the passage says that interstellar gases are perfectly transparent, then they are perfectly transparent whether the purpose is practical or impractical.

Imagine that you were to go to a goldsmith's shop to see how much you can get out of the bracelet that your grandmother gave you years back. The goldsmith takes one look and says that while there are impurities, the gold can be taken as pure for all practical purposes, what he means that the gold is very near to pure. But if the gold were to be perfectly pure, then the usage of the words *for all practical purposes* would be inappropriate. This is why Option (D) will not do.

Option (E): Optical astronomy would be of little use even if no interstellar dust existed. If you see the last line in the passage it says: *Optical astronomy is most directly affected, for although interstellar gas is perfectly transparent, the dust is not.*

To affect means to have effect on. If one's personal computer is affected by a virus, the virus has had an effect on the computer. The computer is useless till it is repaired. We call the vendor and he sends someone over to repair the PC. He charges a hefty bill. If the PC were to be of little use even if no virus existed, then why would we have bought it at all? Do we buy useless things? Are we dealers in scrap? This is why Option (E) will not do.

Hence Option (C).

SHORT PASSAGE COMPREHENSION

Direction:

Read the passage carefully once and detect its theme. Note what the questions are about. Answer the questions.

PASSAGE WITH EXPLANATORY ANSWERS

It is difficult to reconcile the ideas of different schools of thought on the question of education. Some people maintain that pupils at school should concentrate on a narrow range of subjects which will benefit them directly in their subsequent careers. Others contend that they should study a wide range of subjects so that they have not only the specialized knowledge necessary for their chosen careers but also sound general knowledge about the world they will have to work and live in. Supporters of the first theory state that the greatest contributions to civilization are made by those who are most expert in their trade or profession. Those on the other side say that, unless they have a broad general education, the experts will be too narrow in their outlook to have sympathy with their fellows or a proper sense of responsibility towards humanity as a whole.

Multiple Choice Questions (MCQs)

1. 'Schools of thought' can be explained as:
 - (A) Groups of people who study in a particular school thoughtfully
 - (B) Groups of people having the same ideas but with different perception on a particular subject
 - (C) Groups of people whose job is to think
 - (D) Groups of people who are schooled to think
2. Broad general knowledge is necessary because
 - (A) It teaches us about different things
 - (B) It broadens one's outlook
 - (C) Specialisation is incomplete without it
 - (D) Without it no one would get a job
3. The idea of the first school of thought in the passage is that
 - (A) Students should study all the subjects they want to
 - (B) Students should study a few subjects that will help them in their profession
 - (C) Students should concentrate on studies
 - (D) Students should not undertake any specialized work
4. Supporters of the first theory say that
 - (A) Experts have done nothing to help mankind
 - (B) People with general knowledge are more useful than experts
 - (C) Experts have contributed most to progress in the modern world
 - (D) People with general knowledge have contributed to civilization
5. According to the second school of thought, education will not be very effective if pupils
 - (A) Ignore the study of fine arts
 - (B) Have nothing but general knowledge
 - (C) Have inadequate knowledge of their own work
 - (D) Do not have a wide general education

Explanatory Answers

1. (B) 'Schools of thought' means two persons or groups having different ideas or opinions on the same subject or topic.
2. (B) The second school of thought supports the idea of having knowledge of a wide range of subjects for wider perception and outlook.
3. (B) The idea of the first school of thought is that people should focus on few subjects to benefit their career.
4. (C) The statement, 'Supporters of the first theory...expert in their trade or profession' gives the answer.
5. (D) The second school of thought opines that pupils should only concentrate on subjects of their interest to have an effective education and career.

SHORT PASSAGES WITH EXPLANATORY ANSWERS**PASSAGE I**

Books are, by far, the most lasting product of human effort. Temples crumble into ruin. Pictures and statues decay, but books survive. Time does not destroy the great thoughts which are as fresh today as when they first passed through their authors' mind. These thoughts speak to us through the printed page. The only effect of time has been to throw out of currency the bad products. Nothing in literature which is not good can live for long. Good books have always helped man in various spheres of life. No wonder that the world keeps its books with great care.

Multiple Choice Questions (MCQs)

1. Of the product of human effort, books are the most:

(A) Permanent	(B) Important
(C) Enjoyable	(D) Useful
2. Time does not destroy books because they contain:

(A) Useful material	(B) Subject-matter for education
(C) High ideals	(D) Great ideas
3. "To throw out of currency" means:

(A) Destroy	(B) Put out of use
(C) Extinguish	(D) Forget
4. The world keeps its books with care because:

(A) They bring great ideas to us	(B) They educate us
(C) They make us successful	(D) They help us in various spheres of life

Explanatory Answers

1. (A) The phrase 'books survive' indicates that books are permanent and cannot be destroyed easily.

2. (D) 'Time does not destroy the great thoughts', provides the correct answer.
3. (B) The author implies that bad products have always been discarded or 'thrown out of currency' with time while good things like books have always withstood the test of time.
4. (D) The author says that good books have always been handled with care by the world as they have helped man in different phases of life.

PASSAGE 2

The low unit of gas is a real temptation to anyone choosing between gas and electrical processes. But gas-fired processes are often less efficient, require more floor space, take longer and produce more variable product quality. The drawbacks negate the savings many businesses believe they make.

By contrast, electricity harnesses a unique range of technologies unavailable with gas. And many electric processes are well over 90 percent efficient, so far less energy is wasted with benefits in terms of products quality and overall cleanliness, it can so often be the better and cheaper choice. Isn't that tempting?

Multiple Choice Questions (MCQs)

1. The passage can be described as:
- An advertisement for electricity and its efficiency
 - An extract from a science journal
 - An account of the growth of technology
 - An appeal not to use gas
2. What does the writer mean by 'variable quality'?
- The quality of the products cannot be assessed
 - Products from gas-fired processes are inefficient
 - The kind of products vary from time to time
 - The quality of the products is not uniform
3. "Electricity harnesses a unique range of technologies" – What does the writer mean?
Electricity:
- Has developed new technologies
 - Ensures power for electricity and its efficiency
 - Depends on new kinds of technology
 - Makes use of several technologies

Explanatory Answers

1. (B) The passage brings to attention that the 'low unit of gas' should not lead anyone to use gas processes as it has many negative factors. It serves to make aware the reader of the scientific reason for using electric processes and hence the passage looks to be an extract from a science journal.
2. (D) 'Variable quality' means quality which is not consistent or uniform.
3. (B) According to the passage, electricity provides a wide range of technologies and such processes are far more efficient and consumes less energy when compared to gas processes.

PASSAGE 3

There was a marked difference of quality between the personages who haunted the near bridge of brick and the personages who haunted the far one of stone. Those of lowest character preferred the former, adjoining the town; they did not mind the glare of the public eye. They had been of no account during their successes; and though they might feel dispirited, they had no sense of shame in their ruin. Instead of sighing at their adversaries they spat, and instead of saying the iron had entered into their luck. The miseries who would pause on the remoter bridge were of a politer stamp - persons who did not know how to get rid of the weary time. The eyes of this species were mostly directed over the parapet upon the running water below. While one on the downward bridge did not mind who saw him so, and kept his back to the parapet to survey the passerby, one on this never faced the road, never turned his head at coming foot-steps, but, sensitive to his own condition, watched the current whenever a stranger approached, as if some strange fish interested him, though every finned thing had been poached out of the river years before.

Multiple Choice Questions (MCQs)

1. The two bridges were known:
 - (A) For attaching dejected people to them
 - (B) For being equidistant from town
 - (C) For being haunted places
 - (D) For their similar design
2. People belonging to the lower strata, in their moments of distress:
 - (A) Felt ashamed of their failures
 - (B) Dressed shabbily to earn sympathy
 - (C) Visited the brick-made bridge
 - (D) Remembered their days of glory
3. The bridge of stone was frequented by:
 - (A) All the sections of society
 - (B) The sophisticated but luckless
 - (C) Those fond of fishing
 - (D) None of the above
4. The attitude of the lowly and genteel towards strangers was:

(A) Virulently hostile	(B) Completely indifferent
(C) Entirely different	(D) Virtually the same
5. In this passage, the author is trying to:
 - (A) Explain the variety of ways in which strangers can be treated
 - (B) Describe how people of different classes behaved when unhappy
 - (C) Explain the difference between the construction of two bridges
 - (D) Describe the way different sections of people like to dress

Explanatory Answers

- (A) The passage talks of dispirited people standing on the bridges. Hence one can say that the two bridges were known for 'the miseries' or the dejected people becoming frequently to those bridges.

2. (D) The statement, 'they did not mind the glare of the public eye', gives the correct answer.
3. (D) The bridge of stone was frequented by mostly dispirited and miserable people. Hence the answer is (D).
4. (C) The altitude of the lonely and genteel towards strangers was entirely different. According to the passage, they pretended to inspect the river under the bridge for some strange fish, whenever a stranger came nearby.
5. (B) The author tried to explain the different kinds of behaviour of people of different classes when they were unhappy. Here he used the bridge to explain the behaviour of these different classes of people.

PASSAGE 4

It is to progress in the human sciences that we must look to undo the evils which have resulted from a knowledge of the physical world hastily and superficially acquired by populations unconscious of the changes in themselves that the new knowledge has made imperative. The road to a happier world than any known in the past lies open before us if atavistic destructive passions can be kept in leash while the necessary adaptations are made. Fears are inevitable in our time, but hopes are equally rational and far more likely to bear good fruit. We must learn to think rather less of the dangers to be avoided than of the good that will lie within our grasp if we can believe in it and let it dominate our thoughts. Science, whatever unpleasant consequences it may have by the way, is in its very nature a liberator, a liberator of bondage to physical nature and in to come, a liberator from the weight of destructive passions. We are on the threshold of utter disaster or unprecedentedly glorious achievement. No previous age has been fraught with problems so momentous; and it is to science that we must look to for a happy future.

Multiple Choice Questions (MCQs)

1. What does science liberate us from? It liberates us from:
 - (A) Idealistic hopes of a glorious future
 - (B) Slavery to physical nature and from passions
 - (C) Bondage to physical nature
 - (D) Fears and destructive passions
2. To carve out a bright future a man should:
 - (A) Cultivate a positive outlook
 - (B) Analyse dangers that lie ahead
 - (C) Try to avoid dangers
 - (D) Overcome fears and dangers
3. If man's bestial yearning is controlled:
 - (A) The future will be brighter than the present
 - (B) The future will be tolerant
 - (C) The present will be brighter than the future
 - (D) The present will become tolerant
4. Fears and hopes, according to the author:
 - (A) Are irrational
 - (B) Are closely linked with the life of modern man
 - (C) Can yield good results
 - (D) Can bear fruit

- Should human sciences be developed because they will:
- Make us conscious of the changing world
 - Provide more knowledge of the physical world
 - Eliminate the destruction caused by a superficial knowledge of the physical world
 - Make us conscious of the changes in ourselves

Explanatory Answers

- The phrase, 'liberator from the weight of destructive passions', provides the correct answer.
- According to the passage, despite problems and dangers, we must adopt an optimistic or a positive outlook and look at science as a means to secure a bright future.
- The sentence, 'The road to a happier world...adaptations are made,' provides the correct answer. [Bestial means 'beast-like' or brutal]
- Fears and hopes are bound to occur in one's life, according to the passage.
- The statement, 'Science, whatever unpleasant... passions,' provides the correct answer.

PASSAGE 5

The Nobel Committee, in fact, a notoriously conservative body which among other things had a marked antipathy to pure science, especially to Mathematical Physics. Restrained by a clause in Alfred Nobel's will that the prize should go to the person whose 'discovery or invention' shall have conferred the greatest benefit to mankind, the committee initially ignored the great theoretical advances in Physics. Wrecked, no doubt, by guilt that he had become a merchant of death through his invention of dynamite and smokeless powder and plagued by sadistic fantasies of destruction, the Swedish chemist, engineer and aspiring poet, Alfred Nobel, who has been described as Europe's richest vagabond, left his colossal fortune to the cause of progress in human knowledge. Five prizes were installed, one each for Literature ('to the person who shall have produced in the field of Literature, the most outstanding work of an idealistic tendency'), Physics, Chemistry, Medicine and Peace ('to the person who shall have done the most or the best work for fraternity among nations for abolition or reduction of armies, and for holding or promotion of Peace').

Multiple Choice Questions (MCQs)

- The Nobel Committee has been called a conservative body because:
 - Its members are old-fashioned
 - It awards prizes only to those people who adopt a conservative approach
 - It is conservative in choice of subjects
 - Its members believe in a conservative ideology
- In the beginning, the Nobel Committee ignored the great advances in theoretical physics because:
 - The Committee felt that the discovery and invention in the field did not contribute to the benefit of mankind
 - They proved to be merchants of death and hence dangerous to mankind
 - They were different from other branches of Physics
 - They were concerned with theory and did not suggest its application
- Nobel Prize would not be given to:
 - A composer who composed a symphony
 - An author who wrote a novel

4. Alfred Nobel left his colossal fortune to the cause of progress in human knowledge because he:
- (C) A diplomat who negotiated a peace settlement
 - (D) A doctor who discovered a vaccine
 - (A) Felt guilty for having invented highly destructive things
 - (B) Felt guilty for having earned so much money
 - (C) Was 'Europe's richest vagabond'
 - (D) Was a chemist, engineer and an aspiring poet

Explanatory Answers

1. (C) The Nobel Committee is a conservative body because it does not favour subjects like 'Mathematical Physics'.
2. (A) The statement, 'will that the prize should go to the person ... in Physics,' provides the correct answer.
3. (A) The five prizes installed for conferring 'Nobel Prize...' do not include music.
4. (A) The phrase, 'wrecked, no doubt, by guilt ...,' gives the correct answer.

PASSAGE 6

Mountaineering is now looked upon as the king of sports. But men have lived amongst the mountains since prehistoric times and in some parts of the world, as in the Andes and Himalayas, difficult mountain journeys have inevitably been part of their everyday life. However, some of the peaks were easily accessible from most of the cities of Europe. It is quite interesting that while modern mountaineers prefer difficult routes for the greater enjoyment of sport, the early climbers looked for the easiest ones, for the summit was the prize they all set their eyes on. Popular interest in mountaineering increased considerably after the ascent of the Alpine peak of Matterhorn in 1865 and Edward Whymper's dramatic account of the climb and fatal accident which occurred during the descent.

In the risky sport of mountaineering, the element of competition between either individuals or teams is totally absent. Rather one can say that the competition is between the team and the peaks themselves. The individuals making up a party must climb together as a team, for they depend upon one another for their safety. Mountaineering can be dangerous unless reasonable precautions are taken. However, the majority of fatal accidents happen to parties which are inexperienced or not properly equipped. Since many accidents are caused by bad weather, the safe climber is the man who knows when it is time to turn back, however, tempting it may be to press on and try to reach the summit.

Multiple Choice Questions (MCQs)

1. Mountaineering is different from other sports because:
 - (A) There is no competition between individuals
 - (B) It is most thrilling and exciting
 - (C) It can be fatal
 - (D) It is risky and dangerous
2. People living in the Andes and the Himalayas made mountain journeys because:
 - (A) It was a kind of sport
 - (B) They had to undertake them in their day-to-day life
 - (C) They lived in pre-historic times
 - (D) Of the challenge offered by the difficult journey

3. Mountaineers climb as a team because:
- The height is too much for one individual
 - They have to rely on each other for safety
 - There is no competition among them
 - The competition is between the team and the peak
4. ".....the summit was the prize they all set their eyes on". In the context of the passage this means:
- They chose a route from which they could see the summit clearly
 - They cared for nothing but the prize of reaching the summit
 - They kept their eyes steadily on reaching the peak
 - Reaching the top was their exclusive concern
5. "to press on" in the last sentence means:
- To continue in a determined manner
 - To work fearlessly
 - To force upon others
 - To struggle in a forceful manner

Explanatory Answers

- (D) The phrase 'In the risky sport of mountaineering...', suggests that this kind of sport is different from other sports in being more dangerous and fatal.
- (B) The statement, '...difficult mountain journeys have been part of their everyday life,' provides the correct answer.
- (B) The statement, '...climb together as a team, for they depend upon one another for their safety' provides the correct answer.
- (D) The challenge of the sport lay in reaching the peak. Hence the answer is (D).
- (A) 'To press on' means to be persistent in one's struggle to achieve the objective or in other words to continue in a determined manner.

PASSAGE 7

After submitting his resignation, Albert came out and took the long narrow road leading to the railway station which was one of the busiest roads in the city. Sad and depressed and worried about looking for a new job, Albert looked around for a cigarette shop. He walked up to the end of the road but found no tobacconist. It was odd that such a busy thoroughfare with thousands of people passing through did not even have a single cigarette shop. He suddenly felt that it was no longer necessary for him to hunt for a job. He decided to open a tobacco shop himself. It was bound to be profitable, he felt.

Multiple Choice Questions (MCQs)

- After submitting his resignation, Albert came out worried about:
 - A job
 - The next available train
 - A shelter
 - Cigarettes
- Albert was sad and depressed because:
 - He was not able to buy cigarettes
 - He was worried about finding a job

- (C) He had no money for the train journey
 (D) He had to walk on a long road
3. There was no cigarette shop on that road because:
 (A) It was a very narrow road
 (B) Cigarette-shop owners do not make any profit
 (C) Smoking is banned in that area
 (D) Just by chance nobody had opened one on that road
4. Albert decided not to look for a new job because:
 (A) There was no hope of finding a job
 (B) He saw the possibility of self-employment
 (C) The thought of having to look for a job greatly distressed him
 (D) He did not want to work at all
5. A cigarette shop on a busy road was bound to be profitable because:
 (A) Cigarettes are inexpensive items and people buy them willingly
 (B) A cigarette shop on a busy road would attract a large number of customers
 (C) Cigarette shops are known to make a great deal of profit
 (D) Any shop on a busy street would attract a large number of customers

Explanatory Answers

1. (A) According to the author, Albert gave resignation from his job to look for a new job. Hence the answer is (A).
2. (B) Albert was worried and depressed about looking for a new job.
3. (D) According to the author, it was strange that there was not any single cigarette shop on such a busy road and hence assumed that it must be chance that nobody opened one.
4. (B) Albert thought of opening a cigarette shop on that busy road thereby indicating that he wanted to be self-employed.
5. (B) A cigarette shop on a busy road was bound to be profitable, especially when there was none there, and would be attracting many customers.

PASSAGE 8

In this work of incessant and feverish activity, men have little time to think, much less to consider ideals and objectives. Yet how are we to act, even in the present, unless we know which way we are going and what our objectives are? It is only in the peaceful atmosphere of a university that these basic problems can be adequately considered. It is only when the young men and women, who are in the university today and on whom the burden of life's problems will fall tomorrow, learn to have clear objectives and standards of values that there is hope for the next generation. The past generation produced some great men but as a generation it led the world repeatedly to disaster. Two world wars are the price that has been paid for the lack of wisdom on man's part in this generation.

I think that there is always a close and intimate relationship between the end we aim at and the means adopted to attain it. Even if the end is right but the means are wrong, it will vitiate the end or divert us in a wrong direction. Means and ends are thus intimately and inextricably connected and cannot be separated. That, indeed, has been the lesson of old taught us by many great men in the past, but unfortunately it is seldom remembered.

Multiple Choice Questions (MCQs)

People have little time to consider ideals and objectives because:

1. (A) They have no inclination for such things
- (B) They are excessively engaged in their routine activities
- (C) They consider these ideals meaningless
- (D) They do not want to burden themselves with such ideas

'The burden of life's problems' in the fourth sentence refers to:

2. (A) The onerous duties of life
- (B) The sorrows and sufferings
- (C) The incessant and feverish activities
- (D) The burden of family responsibilities

The two world wars are the price that man paid due to:

3. (A) His ignoring the ideals and objectives of life
- (B) His excessive involvement in feverish activities
- (C) The absence of wisdom and sagacity
- (D) His not caring to consider the life's problems

According to the writer, the adoption of wrong means even for the right end would:

4. (A) Impede our progress
- (B) Deflect us from the right path
- (C) Not let us attain our goal
- (D) Bring us dishonour

The word 'vitiate' used in the second paragraph means:

- | | |
|-------------|-------------|
| (A) Tarnish | (B) Destroy |
| (C) Negate | (D) Debase |

Explanatory Answers

1. (B) The phrase, 'In this work of incessant and feverish activity' means that men are always busy with their daily work and activities.
2. (A) 'The burden of life's problems' means burdened with life's responsibilities or undertaking the onerous (burdensome) duties of life.
3. (C) The statement, 'Two world wars...has been paid for the lack of wisdom in man's part in this generation' gives the correct answer.
4. (B) The statement, 'Even if the end is right...divert us in the wrong direction', gives the correct answer. 'Deflect' means 'to divert' or to turn away from a certain direction.
5. (D) 'Vitiate' means to spoil or impair. Hence it means debase meaning 'to pollute' or to contaminate.

PASSAGE 9

In the past thirty years, drugs have been discovered that prevent and cure physical disease and reverse the disturbances that occur in certain mental illness. Excitement over what drugs can do has led people to believe that any ailment, infective or psychic, can be relieved by taking a pill. At the first sign of nervousness, they try pep-up pills. Medical journals now advertise tranquillizers, and other mood-altering drugs; doctors prescribe them; and the public expect miracles from them. In such an atmosphere, it is not surprising that drug abuse has spread.

Multiple Choice Questions (MCQs)

1. According to the author, in recent years there has been:
 - (A) Recognition of the ill-effects of medicine
 - (B) A misplaced trust in drugs
 - (C) A distrust of drugs
 - (D) None of the above

2. According to the passage, the medicines that have been discovered in recent times:
 - (A) Can reduce mental illnesses
 - (B) Cannot cure mental illnesses
 - (C) Can cure mental illnesses
 - (D) Can help treat some symptoms of mental illnesses

3. People often believe that:
 - (A) Medicines can cure all the diseases
 - (B) Doctors cannot cure all the diseases
 - (C) Medicines cannot cure all the diseases
 - (D) Doctors can cure all the diseases

Explanatory Answers

1. (B) The author talks of the immense trust of people in drugs followed by the statement '...drug abuse has spread'. This indicates a misplaced trust in drugs.

2. (D) The statement 'drugs...reverse the disturbances that occur in some mental illness' gives the answer.

3. (A) The sentence 'Excitement...pill' gives us the answer.

PASSAGE 10

When we are suddenly confronted with any terrible danger, the change of nature undergone is equally great. In some cases, fear paralyses us. Like animals, we stand still, powerless to move a step in fright or to lift a hand in defence of our lives, and sometimes we are seized with panic, and again, act more like the inferior animals than rational beings. On the other hand, frequently in cases of sudden extreme peril, which cannot be escaped by flight, and must be instantly faced, even the most timid men at once as if by miracle, become possessed of the necessary courage, sharp quick apprehension, and swift decision. This is a miracle very common in nature. Man and the inferior animals alike, when confronted with almost certain death 'gather resolution from despair' but there can really be no trace of so debilitating a feeling in the person fighting, prepared to fight for dear life. At such times, the mind is clearer than it has ever been; the nerves are steel, there is nothing felt but a wonderful strength and daring. Looking back at certain perilous moments in my own life, I remember them with a kind of joy, not that there was any joyful excitement then; but because they brought me a new experience, a new nature, as it were and lifted me for a time above myself.

Multiple Choice Questions (MCQs)

1. An appropriate title for the above passage would be:
 - (A) The change of nature
 - (B) Courage and panic

- (C) The will to fight
 (D) The miracle of confronting danger
2. The author names three different ways in which a man may react to sudden danger. What are they?
 (A) He may be paralysed with fear, or seized with panic, or as if by miracle, become possessed of the necessary courage, and face the danger
 (B) He may be paralysed with fear, run away or fight
 (C) He may flee in panic, or fight back or stand still
 (D) He may be paralysed with fear, seized with panic or act like an inferior animal
3. The distinction between 'inferior animals' and 'rational beings' is that:
 (A) The latter are stronger
 (B) The latter are capable of reasoning things out whereas the former cannot do so
 (C) The former are incapable of fighting
 (D) The latter are clever
4. Explain the phrase 'gather resolution from danger'.
 (A) Not to lose hope, but fight
 (B) Find courage to face the danger
 (C) Find hope and courage
 (D) A state of utter hopelessness steels one to fight out the danger
5. The author feels happy in the recollection of danger faced and overcome because:
 (A) He survived his ordeal
 (B) He was lucky to be alive
 (C) They brought him a new experience
 (D) They brought him a new experience, and lifted him above himself for a time

Explanatory Answers

1. (D) The passage talks of the different ways in which people react when faced with any kind of danger and hence the title should be 'The miracle of confronting danger'.
2. (A) In the first few lines, the author talks of fear paralyzing a person or being seized with panic when faced with danger. Then he goes on to explain that some people become amazingly courageous in times of peril and danger.
3. (B) The author while stating the different reactions of men when confronted with danger makes a comparison with animals who tend to become powerless or behave irrationally in times of danger.
4. (D) The phrase 'gather resolution from danger' means to brace oneself or assemble the strength to face danger.
5. (D) The statement, 'Looking back...joyful excitement' gives the answer.

LONG PASSAGE COMPREHENSION

EXERCISES: PASSAGES WITH EXPLANATORY ANSWERS

Direction:

Read the following passage carefully and answer the questions given at the end of the passage:

PASSAGE 1.

The Romans—for centuries the masters of war and politics across Europe, Northern Africa, and Asia Minor—have often been criticised for producing few original thinkers outside the realm of politics. 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 in intellectual history—the murder of Archimedes and the burning of 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 endeavour 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, crisscross Europe and still form the basis of numerous modern highways that provide quick access between many major European and African cities. Indeed, a large number of these cities owe their prominence to Rome's economic and political influence.

Many of those 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 offspring 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 of rhetoric as Cicero can be read in the original.

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 tools 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.

1. The author describes "two of the great disasters in intellectual history" (lines 9-12) in order to:
 - (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 others with a different view
 - (e) Concede the partial accuracy of an opposing view.

2. According to the passage, ancient Roman roads:
- Connected many major cities in ancient Europe
 - Are engineering marvels unequalled in modern times
 - Are similar in some respects to modern highways
 - Were products of democratic political institutions
 - Caused the development of modern European cities
3. According to the passage, which of the following accurately describes the Latin language?
- It spread in part due to Rome's military power.
 - It is reflected in modern political concepts
 - It is spoken today in some parts of Europe
 - I only
 - II only
 - I and II only
 - I and III only
 - II and III only
4. It can be inferred from the passage that the framers of the Constitution:
- Were familiar with certain aspects of Roman government
 - Were similar to the Roman elders
 - Embraced the veto as the hallmark of Roman democracy
 - Overlooked Cicero's contributions to the theory of democracy
 - Formed a government based on worldwide democracy
5. The primary purpose of the passage is to:
- Reveal the indifferent attitude taken by the ancient Romans toward the fine arts
 - Discuss the lasting accomplishments achieved by ancient Romans
 - Analyse the use of the Latin language by the framers of the Constitution
 - Show that the construction of roads and aqueducts could not have been accomplished in ancient Greece
 - Compare the destruction of the library at Alexandria to the murder of Archimedes
6. Which of the following is NOT described in the passage as a part of ancient Roman life that left a lasting legacy?
- The Latin language
 - Military accomplishments
 - An extensive system of roads
 - A democratic system of government
 - Wide-ranging economic influence

ANSWERS

Ans. 1 (e): This specific question has a line number. Remember to read a bit above and below the cited lines. The two disasters cited are mentioned to give an example of Rome's failings, before countering with a number of Rome's successes. The best answer was choice (e).

Ans. 2 (a): The specific question also has a good lead phrase: "Roman roads". You'll find it in the second paragraph. Choice (c) is wrong because these roads are not just similar to modern highways - they form the basis of these highways. Choice (e) is a bit too extreme. The cities may owe their prominence to these roads, but they were not "caused" by the roads. The correct answer (choice (a)) is a paraphrase of lines 16-20.

Ans. 3 (c): This is a specific question with a good lead phrase: "Latin language." You'll find it in the third

paragraph. The correct answer is choice (c).

Ans. 4 (a): The specific question also has a good lead phrase: "framers of the Constitution". You'll find it in the last paragraph. You may have been two choices (a) and (c). Choice (c) used extreme language and went a bit too far. Great as the veto is, did the founding fathers consider it the "hallmark" of democracy? The passage doesn't say so. The correct answer was choice (a).

Ans. 5 (b): The first paragraph puts forth the idea that, despite criticism leveled against it, ancient Rome had many lasting accomplishments. The following three paragraphs give examples of the accomplishments.

Ans. 6 (d): In the fourth paragraph, it is explicitly stated that despite its political innovations, Rome was "far from being a democracy." All of the other choices are touched upon somewhere in the passage.

PASSAGE 2

Anthropologists who study orangutans, distant cousins of the human race, find in the animals behaviour 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 orangutan hardly ever ventures to the forest floor. Adult orangutans can grow as heavy as 330 pounds and live for decades, requiring copious amounts of fruit 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 single offspring.

Consequently, orangutans are solitary, territorial animals who have difficulty foraging in any part of the forest where they were not raised. Orangutans take 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 behaviour of prehomnid primates and how apelike behaviour influenced our ancestors' search for the food and family beneath the forest's canopy.

Note: This is science passage. Paragraph one says the orangutan, studied by scientists for its resemblance to early humans, lives in trees and is very territorial. Paragraph two describes the orangutan's solitary territorial behaviour, which resembled that of early humans.

1. The primary purpose of this passage is to:
 - (a) Describe some behavioural and evolutionary characteristics of orangutans
 - (b) Analyse the reasons why early primates left their forest dwellings
 - (c) Illustrate the dangers posed to orangutans by poachers
 - (d) Show how orangutan behaviour differs from that of other primates
 - (e) Criticise anthropologists who misinterpret orangutan behaviour
2. 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 behaviour of orangutans with that of other apes
 - (e) Emphasize the consequences of orangutan territoriality

3. The passage indicates that it is difficult to return orangutans to the wild for which of the following reasons?
- A. The threat posed by newcomers to other orangutans' territory
 - B. The conflict between males over available females
 - C. The scarcity of available food in the orangutan's environment
- (a) A only (b) A and B only (c) A and C only (d) B and C only
(e) A, B and C
4. Which of the following can be inferred about differences between the behaviour of orangutans and that of other ape species?
- (a) While orangutans spend much of their time in 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 the 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
5. According to the author, anthropologists study the behaviour 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 behaviour
 - (d) Prevent larger orangutans from eliminating their weaker rivals
 - (e) Better understand the factors that influenced human evolution
6. 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 orangutan's 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 protect itself from them
 - (d) The difficulties that orangutans face when compelled to socialize with other species such as chimpanzees
 - (e) The constant dangers that present themselves whenever one orangutan encounters another
7. It can be inferred from the passage that one development responsible for the evolution of distinct ape species was:
- (a) Early primates inability to survive in the forest
 - (b) The shrinking of the available primitive forest
 - (c) The growth of human and chimpanzee communities
 - (d) The orangutan's eventual dominance of the treetops
 - (e) The encroachment of other species into the primitive forest

Answers

- Ans. 1 (a) The answer to this general question came from understanding the main idea. The passage did not analyse the reasons primates left trees (b), or devote itself to a discussion of poachers (c), nor do a point-by-point comparison of orangutans with other primates (d), or criticize anthropologists (e). The correct answer is choice (a).
- Ans. 2 (e) The specific question has a line number. Remember to read a bit above and below the line numbers. The answer to this question actually came just *below* the quote. The poacher example is simply a further illustration of orangutans' territorial nature. The correct answer is choice (e).
- Ans. 3 (b) In this case, the question is discussing the same topic you were just reading about for *above* question number 16. Both statements I and II were mentioned in lines ... Statement III was not mentioned. The correct answer is choice (b).
- Ans. 4 (d) This is a specific question with no line number, and, really, no lead word. We're looking for differences between orangutans and other types of apes. The only other type of monkey mentioned is the chimpanzee who is said to be more gregarious. The correct answer is choice (d).
- Ans. 5 (e) The specific question also has a good lead word: "anthropologists." It is found in two places, in the very beginning and the very end of the passage. You were probably down to choices (c) and (e). Why was (c) wrong? Because anthropologists only see parallels with *early* man.
- Ans. 6 (b) The specific question also has a good lead word: "Territoriality," you'll find it in the second half of the first paragraph, which discusses two cases: the need for large amounts of food, and breeding habits. You were probably down to (a) or (b). Why was (a) wrong? It didn't discuss both food and breeding habits. Choice (b) was correct.
- Ans. 7 (b) The second sentence of the first paragraph ends, "...only migrated to the ground as forests began to dwindle." That gives us choice (b).
