

GAT-A Business and Engineering Verbal

Sr	Questions	Answers Choice
1	Choose the Word Which has Opposite Meaning Insouciant:	A. Nonchalance B. Unconcerned C. Deer D. Cheap E. Fretful
2	Choose the word/phrase related to given word/phrase PROCTOR: SUPERVISE	A. Prophet: Rule B. Prodigy: Wonder C. Profiteer: Consume D. Prodigal: Squander
3	Choose the Word Which has Opposite Meaning Malign:	A. Deny B. Lethal C. Answer D. Response E. Praise
4	Choose the Word Which has Opposite Meaning Precarious:	A. Dangerous B. Safe C. Cautious D. Easy E. Favourite
5	Choose the word/phrase related to given word/phrase' CHAIR: CARPENTER	A. Grass: Gardener B. Medicine: Doctor C. Bridge: Engineer D. Radio: Radiologis
6	Choose the Word Which has Opposite Meaning Zealot:	A. Devotee B. Bigot C. Moderate D. Pliant E. Fanatic
7	Choose the Word Which has Opposite Meaning Cascade:	A. Rapids B. Trickle C. Fall D. Diamond E. Bunch
8	Choose the Word Which has Opposite Meaning Pudgy:	A. Clabby B. Thin C. Plump D. Mental E. Difficult
9	Choose the Word Which has Opposite Meaning Vanquish:	A. Debase B. Withdraw C. Surrender D. Charge E. Defeat
10	Terse	A. Expressive B. Descriptive C. Concise D. Detailed
11	Choose the Word Which has Opposite Meaning Apocrypha:	A. False B. Genuine C. Loud-cry D. Portrait E. Approval
12	Complete Sentence I have come to see the loss, I wont see any one	A. Except B. Else C. Or else D. Other
13	Choose the word/phrase related to given word/phrase SUSPICION: FAITH	A. Prisoner: Punishment B. Court: Justice C. Rule: Serve D. Dawn: Morning

At first glance, it may seem trite to maintain that a classroom could be regarded as a network of interrelationships in which group members participate more intensely than they do in the

14	<p>interaction occurring at the same time beyond their classroom doors. On second thought, however, one might recognize that it is indeed a new and initially rather disconcerting way to look at a group of learners and teachers. We are in the habit of thinking of them as a number of individuals, merely gathered together momentarily within a particular room. A class is a group, we might want to insist, or a class represents a room in a school plant. Both these definitions are obvious. Of what possible use is it to confuse the obvious by defining a class as a "system"? But is the concept of "system" really that difficult? We encounter it often in our daily experience. We say that a football team has developed a system of working together in particular ways to foil its opponents. We worry about our digestive system when we suffer from stomach pains. We are familiar with the solar system. We argue about the public transportation system of our city, or the telephone system connecting remote corners of the country. What is common to all these usages is the idea of a pattern of interdependent relationships. A telephone system is characterized not so much by those little boxes scattered across the nation as by the interconnecting communication linkages or pathways that the technology makes possible. A solar system is not merely an aggregate of heavenly bodies; it represents bodies interacting in regular ways, on the basis of certain principles of relationship.</p> <p>Q: All of the following can be inferred from the passage EXCEPT</p>	<p>A. A classroom and a football match have a common factor that both are based on connected people</p> <p>B. A telephone is a source of connecting scattered entities of various communities</p> <p>C. When we feel stomach pain, we go in separation with other people</p> <p>D. Modern communication means provide medium to connect people</p>
15	<p>Choose the word/phrase related to given word/phrase ROGUE: RASCAL</p>	<p>A. Spendthrift: Extravagant B. Notorious: Famous C. Polite: Harsh D. Murderer: Cruelty</p>
16	<p>Ambition is one of those ----- which are never satisfied.</p>	<p>A. Passions B. Fancies C. Needs D. Ideas</p>
17	<p>Choose the Word Which has Opposite Meaning Hectic:</p>	<p>A. Infidel B. Disbeliever C. Frantic D. Feverish E. Calm</p>
18	<p>The past decade has upset many preconceptions about development and this, more than anything else, makes it difficult to be overly definite about what the next decade has in store. However, there are a few things that one can assert with some confidence. First, education, health, and productive employment are crucial both for growth and for equity. We have tended to assume that all of these are the consequences of rapid economic growth and that only growth can generate the resources required for these purposes. However, increasingly, it appears that these are better seen as the causes rather than as consequences of development. Virtually every case of successful development involves a prior improvement in literacy, technical skills, health status, and access to productive work. Second, technological competence is the most important resource endowment and it explains a far larger proportion of growth in output and trade than more conventional factors like natural resources or capital accumulation. The competence required is not just in research. In fact technological dynamism in the factory and the farm is more important than the presence of large research establishments. Third, the environmental imperative can no longer be ignored. Today, as an international issue, it is second only to disarmament. Nationally, the developmental consequences of environmental neglect are increasingly obvious. In the Pakistani context, there are at least two further factors, which reinforce the above propositions. The first is population growth. Given the pace of expansion of the population and the work force, human resource development acquires an added urgency. Population growth is also one, but not necessarily the most important factor, which underlines environmental stress in rural and urban areas. The second factor is that as a large country we cannot carve out an independent positioning in the global system without building up a substantial capacity for self-reliant growth. The acquisition of technical competence is crucial for this purpose. Until now, we have tended to treat human resource development, technology issues and environment as subsidiary to the main task of planning. The thrust has been on: quantitative expansion of infrastructure and production with a focus on production targets like tones of steel, kWh of electricity etc., capacity targets like road length, rail kilometer age; and coverage targets like number of schools and students, number of villages electrified etcetera, catching up with known technologies - Fuller use of natural resources - Maximum mobilization of financial resources. Q: According to the author, at the national level, with passage of time the effects of which of the following are being felt?</p>	<p>A. Expansion of work force of high quality B. Lack of attention and action for protecting environmental wealth C. Reduction in growth rate of population D. Progressive degradation of technological competence in urban areas</p>
19	<p>Choose the Word Which has Opposite Meaning Rueful:</p>	<p>A. Content B. Doleful C. Ambitious D. Active E. Passionate</p>
20	<p>Complete Sentence He seized control of the country</p>	<p>A. By using diplomacy and force B. By diplomacy and being forceful C. By being a diplomat and forceful D. Not only because of diplomacy but force</p>