

NAT I Computer Science

Sr	Questions	Answers Choice
1	Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.n. Which of the following is most opposite in meaning to the phrase-a far cry as used in the passage?	A. A reality B. A theoretical suggestion C. Very funny D. Next to impossible
2	Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.m. Which of the following is most opposite in meaning to the word integral as used in the passage?	A. Essential B. Independent C. Major D. Minor
3	Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.l. Which of the following is most nearly the same in meaning as the word meeting as used in the passage?	A. Approaching B. Contacting C. Introducing D. Satisfying
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5	Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.j. Integrating the concepts of lifelong learning with the educational structure would imply	A. Closing down conventional schools and colleges B. Longer duration's for all formal courses C. Simple rearrangement of present educational organizations D. More weight for actual performance than real understanding
6	Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.i. According to the author the concept of lifetime education is	A. As old as traditional education B. Still in formative stages C. In vogue in advanced countries D. Not practical
7	Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as	A. Lifelong learning is a recent concept B. Worker's knowledge and skills also need to be updated constantly C. Learning to Be defends that there is a terminal point to education D. Schools and colleges should open extension services

libraries museums municipal recreational programs health services etc.h. Which of the following is not true in context of the given passage?

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

- A. Duration of the course
- B. Competence of the course teachers
- C. Diversity of the topics covered
- D. Real grasp of matter or skill

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

- A. Develop various programs for adult learners
- B. Open more colleges on traditional lines
- C. Cater to the needs of those who represent core
- D. Primary education should be under the control of open universities

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

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

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

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

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

- 14 following best describes the purpose of the author
- Educational planning should aim at meeting the educational needs of the entire population of all age groups while the traditional structure of education as a three hierarchy from the primary stage to the university represents the core we should not overlook the periphery which is equally important under modern conditions workers need to rewind or renew their enthusiasm or strike out in a new direction or improve their skills as much as any university professor the retired and the aged have their needs as well Educational planning in their words should take care of the needs of everyone. Our structures of education have been built up on the assumption that there is a terminal point to education This basic defect has become all the more harmful today A UNESCO report entitled Learning to Be prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various form of self-learning A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents And performance not the period of study should be the basis for credentials The writing is already on the wall. In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries the possibility of the idea becoming an integral part of educational thinking seems to be a far cry for to move in that direction means such more than some simple rearrangement of the present organization of education but a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools Also these institutions should learn to cooperate with the numerous community organizations such as libraries museums municipal recreational programs health services etc.a. What is the main thrust of the author?
- A. Traditional systems should be strengthened
 - B. Formal education is more important than non-formal
 - C. One should never cease to learn
 - D. It is impossible to meet the needs of everyone

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

15	mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balance. However with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful. e. Tolerable state of balance in the last sentence may mean	C. A tolerable state of government interference D. A reasonable check on economic power
16	Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balance. However with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful. d. Era of good feeling in the paragraph refers to	A. Time of prosperity B. Time of adversity C. Time without government D. Time of police atrocities
17	Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balance. However with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful. c. The growth of government is necessitated to	A. Make the rich and the poor happy B. Curb the accumulation of wealth in a few hands C. Monitor science and technology D. Deploy the police force wisely
18	Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balance. However with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful. b. A spirit of moderation on the economically sound people would make the less privileged	A. Unhappy with the rich people B. More interested in freedom and security C. Unhappy with their lot D. Clamorous
19	Democratic societies from the earliest times have expected their governments to protect the weak against the strong no era good feeling can justify discharging the police force or giving up the idea of public control over concentrated private wealth on the other hand it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality men are more interested in freedom and security than in an equal distribution of wealth the extent to which Government must interfere with business therefore is not exactly measured by the extent to which economic power is concentrated into a few hands the required degree of government interference depends mainly on whether economic powers are oppressively used and on the necessity of keeping economic factors in a tolerable state of balance. However with the necessity of meeting all these dangers and threats to liberty the powers of government are unavoidable increased whichever political party may be in office the growth of government is necessary result of the growth of technology and of the problems that go with the use of machines and science since the Government in our nation must take on more powers to meet is problem there is no way to preserve freedom except by making democracy more powerful. a. The advent of science and technology has increase the	A. Freedom of people B. Tyranny of the political parties C. Powers of the government D. Chances of economic inequality
20	The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own. As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written. f. The	A. Weight B. Rhythm C. Size D. Quantity

individuals who learned to write and only a few could read what was written.f. The word_measure in the context of the passage means

21	The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.e. Man invented writing because he wanted	A. To be artistic B. To write war song C. To write literature D. To record and communicate
22	The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.d. The war song evolved out of	A. Creative inspiration B. There was no literature C. Artistic urge D. Yelling and shouting
23	The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.c. The first war-song	A. Was inspired by God B. Developed spontaneously C. Was a song traditionally handed down D. Was composed by leading dancers
24	The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.b. As for the war songs and prayers each generation.	A. Added something of its own to the stock B. Blindly repeated the songs and prayers C. Composed its own songs and prayers D. Repeated what has handed down to it
25	The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another each generation something of its own.As man slowly grew more civilized he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which therefore had to be recorded it was necessary to protect one's property by making tools cattle and so on in some distinctive manner so man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers of course among these ancient peoples there were only a very few individuals who learned to write and only a few could read what was written.a.Before man invented writing	A. Literature was passed on by word of month B. Prayers were considered literature C. Literature was just singing and dancing D. There was no literature
26	Choose the words or phrases that is most opposite in meaning to the word. COMMEND	A. Censure B. Condemn C. Defy D. Defame
27	Choose the words or phrases that is most opposite in meaning to the word. TEDIOUS	A. Pleasant B. Lovely C. Lively D. Gay
Choose the words or phrases that is most opposite in meaning to the word.		A. Admire

28	CHALLENGE	B. Accept C. Favour D. Praise
29	Choose the words or phrases that is most opposite in meaning to the word. SANCTIFY	A. Dedicate B. Patronise C. Venerate D. Pollute
30	Choose the words or phrases that is most opposite in meaning to the word. OPULENT	A. Wealthy B. Poor C. Sumptuous D. Drooping
31	Choose the words or phrases that is most opposite in meaning to the word. CLARITY	A. Exaggeration B. Candour C. Confusion D. Reserve
32	Choose the words or phrases that is most opposite in meaning to the word. AMICABLE	A. Cunning B. Shy C. Hostile D. Crazy
33	Choose the words or phrases that is most opposite in meaning to the word. METICULOUS	A. Slovenly B. Meretricious C. Shaggy D. Mutual
34	Choose the words or phrases that is most opposite in meaning to the word. DEPRAVED	A. Great B. Enhanced C. Moral D. Prosperous
35	Choose the words or phrases that is most opposite in meaning to the word. UNREALISTIC	A. Natural B. Visionary C. Reasonable D. Actual E. Intelligent
36	Choose the words or phrases that is most opposite in meaning to the word. VIVACIOUS	A. Quarrelsome B. Sober C. Notorious D. Drunken
37	Choose the words or phrases that is most opposite in meaning to the word. AROMATIC	A. Tart B. Disagreeable C. Sour D. Odorous
38	Choose the words or phrases that is most opposite in meaning to the word. GLUT	A. Dearth B. Limit C. Drain D. Supply
39	Choose the words or phrases that is most opposite in meaning to the word. LEVITY	A. Stupidity B. Gravity C. Lofty D. Absurdity
40	Choose the words or phrases that is most opposite in meaning to the word. CONSPICUOUS	A. Indifferent B. Harmless C. Insignificant D. Unknown
41	Choose the words or phrases that is most opposite in meaning to the word. RELINQUISH	A. Withdraw B. Attack C. Assume D. Conquer
42	Choose the words or phrases that is most opposite in meaning to the word. DEVOUT	A. Irreverent B. Sincere C. Homely D. Magnificent
43	Choose the words or phrases that is most opposite in meaning to the word. FLEXIBLE	A. Brittle B. Rigid C. Hard D. Solid
..	Choose the words or phrases that is most opposite in meaning to the word.	A. Sensuous B. Spiritual

44	CARNAL	C. Visionary D. Imaginary
45	ROBUST	Choose the words or phrases that is most opposite in meaning to the word. A. Thin B. Emaciated C. Light D. Strong
46	ILLEGIBLE	Choose the words or phrases that is most opposite in meaning to the word. A. Clear B. Imitable C. Clean D. Readable
47	WANE	Choose the words or phrases that is most opposite in meaning to the word. A. Swell B. Prosper C. Fatten D. Widen
48	STRENUOUS	Choose the words or phrases that is most opposite in meaning to the word. A. Unfaltering B. Irresolute C. Unwavering D. Lazy
49	VANITY	Choose the words or phrases that is most opposite in meaning to the word. A. Modesty B. Kindness C. Compassion D. Moderation
50	PATCHY	Choose the words or phrases that is most opposite in meaning to the word. A. Clear B. Simple C. Uniform D. Attractive
51	PROPEL	Choose the words or phrases that is most opposite in meaning to the word. A. Hide B. Shove C. Hesitate D. Check
52	MUSTY	Choose the words or phrases that is most opposite in meaning to the word. A. Fresh B. Expensive C. Clean D. Fine
53	ADVERSITY	Choose the words or phrases that is most opposite in meaning to the word. A. Enmity B. Severity C. Prosperity D. Calamity
54	TURBULENT	Choose the words or phrases that is most opposite in meaning to the word. A. Turbid B. Violent C. Steady D. Critical
55	REDOLENT	Choose the words or phrases that is most opposite in meaning to the word. A. Pesticised B. Sticky C. Yellowish D. Stinking
56	FRANTIC	Choose the words or phrases that is most opposite in meaning to the word. A. Calm B. Hopeful C. Active D. Bitter
57	DEFICIT	Choose the words or phrases that is most opposite in meaning to the word. A. Superfluous B. Surplus C. Explicit D. Implicit
58	VIRULENT	Choose the words or phrases that is most opposite in meaning to the word. A. Harmless B. Malignant C. Hostile D. Vicious
59	EXPLICIT	Choose the words or phrases that is most opposite in meaning to the word. A. Inspiring B. Plain C. Invigorating D. Implied
60	ACUMEN	Choose the words or phrases that is most opposite in meaning to the word. A. Intelligence B. Imbecility C. Potentiality D. Unfamiliarity

61	Choose the words or phrases that is most opposite in meaning to the word. PERTINENT	A. Indifferent B. Detached C. Determined D. Irrelevant
62	Choose the words or phrases that is most opposite in meaning to the word. SELDOM	A. Rarely B. Daily C. Often D. Never
63	Choose the words or phrases that is most opposite in meaning to the word. KILL	A. Azure B. Relief C. Execute D. Animate
64	Choose the words or phrases that is most opposite in meaning to the word. EXTENSION	A. Condensation B. Subtraction C. Deletion D. Weakening
65	Choose the words or phrases that is most opposite in meaning to the word. CONCEAL	A. Unfold B. Reveal C. Open D. Discover
66	Choose the words or phrases that is most opposite in meaning to the word. MAMMOTH	A. Dull B. Weak C. Tiny D. Bright
67	Choose the words or phrases that is most opposite in meaning to the word. CONTENTED	A. Rash B. Narrow-minded C. Gloomy D. Disappointed
68	Choose the words or phrases that is most opposite in meaning to the word. APPOINTMENT	A. Disappointment B. Suspension C. Dismissal D. Discharge
69	Choose the words or phrases that is most opposite in meaning to the word. COMMODIOUS	A. Limited B. Expensive C. Numerous D. Leisurely
70	Choose the words or phrases that is most opposite in meaning to the word. DENSITY	A. Brightness B. Clarity C. Intelligence D. Rarity
71	Choose the words or phrases that is most opposite in meaning to the word. MALICE	A. Honour B. Ecstasy C. Goodwill D. Happiness
72	Choose the words or phrases that is most opposite in meaning to the word. WONDER	A. Stock B. Amusement C. Expect action D. Surprise
73	Choose the words or phrases that is most opposite in meaning to the word. MISERLY	A. Generous B. Liberal C. Spend thrift D. Charitable
74	Choose the words or phrases that is most opposite in meaning to the word. LIBERALISM	A. Humaniam B. Dynamism C. Sectarianism D. Totalitarianism
75	Choose the words or phrases that is most opposite in meaning to the word. EXONERATE	A. Compel B. Accuse C. Imprison D. Boldness
76	Choose the words or phrases that is most opposite in meaning to the word. ROUGHLY	A. Exactly B. Completely C. Pointedly D. Largely
	Choose the words or phrases that is most opposite in meaning to the word.	A. Derive

77	Choose the words or phrases that is most opposite in meaning to the word. BASHFUL	A. Daring B. Boastful C. Upright D. Confident
78	Choose the words or phrases that is most opposite in meaning to the word. EMBRACE	A. Suspect B. Harm C. Reject D. Hurt
79	Choose the words or phrases that is most opposite in meaning to the word. PROHIBIT	A. Accept B. Permit C. Agree D. Grant
80	Choose the words or phrases that is most opposite in meaning to the word. FRAILITY	A. Emaciation B. Strength C. Health D. Boldness
81	Choose the words or phrases that is most opposite in meaning to the word. PLACATE	A. Embroil B. Antagonize C. Amuse D. Pacify
82	Choose the words or phrases that is most opposite in meaning to the word. ADEQUATE	A. Profuse B. Abounding C. Scanty D. Abundant
83	Choose the words or phrases that is most opposite in meaning to the word. BEAUTIFUL	A. Ugly B. Dark C. Rough D. Dirty
84	Choose the words or phrases that is most opposite in meaning to the word. JEER	A. Mourn B. Praise C. Mock D. Sneer
85	Choose the words or phrases that is most opposite in meaning to the word. HINDRANCE	A. Agreement B. Cooperation C. Persuasion D. Aid
86	Choose the words or phrases that is most opposite in meaning to the word. DEGENERATE	A. Create B. Progress C. Restore D. Reproduce
87	Choose the words or phrases that is most opposite in meaning to the word. KNOWLEDGE	A. Ignorance B. Illiteracy C. Foolishness D. Backwardness
88	Choose the words or phrases that is most opposite in meaning to the word. MALFORMED	A. Fetid B. Sketchy C. Curvaceous D. Shapely
89	Choose the words or phrases that is most opposite in meaning to the word. ECLIPSE	A. Shine B. Enlarge C. Goggle D. Gleam
90	Choose the words or phrases that is most opposite in meaning to the word. GRATUITY	A. Annuity B. Stipend C. Discount D. Wages