

NAT II Biological Science Verbal

Sr	Questions	Answers Choice
1	<p>A great deal of discussion continues as to the real extent of global environment degradation and its implications. What few people challenge however is that the renewable natural resources of developing countries are today subject to stresses of unprecedented magnitude. These pressures are brought about, in part, by increased population and the quest for an ever expanding food supply. Because the health, nutrition and general well-being of the poor majority are directly dependent on the integrity and productivity of their natural resources, the capability of government to manage them effectively over the long term becomes of paramount important.</p> <p>Developing countries are becoming more aware of the ways in which present and future economic development must built upon a sound and sustainable natural resource base. Some are looking at our long tradition in environmental protection and are receptive to U.S. assistance which recognizes the uniqueness of the social and ecological system in these tropical countries. Developing countries recognize the need to improve their capability to analyze issues and their own natural resource management. In February 1981, for example, AID funded a national Academy of Sciences panel to advise Nepal on its severe natural resource degradation problems. Some countries such as Senegal, India, Indonesia and Thailand, are now including conservation concerns in their economic development planning process.</p> <p>Because so many governments of developing nations have recognized the importance of these issues, the need today is not merely one of raising additional consciousness, but for carefully designed and sharply focused activities aimed at management regimes that are essential to the achievement of sustained development.</p> <p>Q: Technical know-how developed in the USA</p>	<p>A. Cannot be easily assimilated by the technocrats of the developing countries</p> <p>B. Can be properly utilized on the basis of developing countries being able to launch an in-depth study of their specific problems</p> <p>C. Can be easily borrowed by the developing countries to solve the problem of environmental degradation</p> <p>D. Can be very effective in solving the problem of resource management in tropical countries</p>
2	<p>Who was the representative of Pakistan in the Boundary commission of Punjab.</p>	<p>A. Justice Abu Salih</p> <p>B. Justice S.A Rehman</p> <p>C. Din Muhammad</p> <p>D. Even Jinkins</p>
3	<p>Anthropologists who study orangutans, distant cousins of the human race, find in the animals behavior hints of how our earliest ancestors may have lived. It has long been accepted that primates originally dwelt in the treetops and only migrated to the ground as forests began to dwindle. While to a certain extent, all primates except humans spend at least some time dwelling in trees, the orangutans, can grow as heavy as 330 pounds and live for decades, requiring copious amounts of fruits simply to stay alive. Thus, they become very jealous of the territory where they find their food. Compounding his territoriality are the breeding habits of orangulants, since females can only breed every few years and, like humans, give birth not to litters but single off-spring.</p> <p>Consequently, orangutans are solitary, territorial animals who have difficulty foraging in an part of the forest where they were not raised. Orangutans take from poachers by costumes 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 then orangutans, the latter provide anthropologists with useful information about the behavior of prehomimid primates and how apelike behavior influenced out ancestors search for the food and family beneath the forest canopy.</p> <p>According to the author, anthropologists study the behavior of orangutans in order to</p>	<p>A. Prevent orangutans from becoming the target of poaching</p> <p>B. Assist customs agents in the relocation of orangutans</p> <p>C. Analyse the causes and consequences of contemporary human behavior</p> <p>D. Prevent larger orangutans from eliminating their weaker rivals</p> <p>E. Better understand the factors that influenced human evolution</p>
4	<p>BIBLIOGRAPHER : LIBRARY</p>	<p>A. Apple : Shelf</p> <p>B. Student : Examination Hall</p> <p>C. Goldsmith : Gold</p> <p>D. Teacher : Classroom</p> <p>E. Preacher : Road</p>
		<p>A. Clever : Shroud</p>

5	SLIPHOD : ORGANIZATION:	B. Cringing : Obsequious C. Prodigal : Generosity D. Phelgmatic : Emotion
6	ABRUPT	A. Above B. Sudden C. Noisy D. Calm E. Agnation
7	The chairperson is a scintillating speaker whose lectures completely _____ students	A. Entertain B. Absorb C. Enthral D. Alienate
8	The Quaid-e-Azam got the degree of Bar at Law at the age of.	A. 16 years B. 20 years C. 18 years D. 24 years
9	COMPLACET	A. Notorious B. Normalized C. Extemporaneous D. Distressed E. Mammalian
10	Where are my spectacles?	A. There are they, on your nose! B. There they are, on your nose! C. Here are they, on your nose! D. Here they are, on your nose!
11	He always stammers in public meetings, but his today's speech_____	A. Was not liked by the audience B. Was not received satisfactorily C. Was surprisingly fluent D. Was fairly audible to everyone present in the hall E. Could not be understood properly

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

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

Q: What is the main thrust of the author?

13	SECULAR	A. Safe B. Worldly C. Religious state D. Powerful personality
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14	<p>tuture adult for various forms of self-learning. A viable education system of the tuture 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 much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.Q: Which of the following is most opposite in meaning to the word "integral" as used in the passage?</p>	<p>A. Essential B. Independent C. Major D. Minor</p>
15	SIMULATED	<p>A. Sequential B. Authentic C. Discouraged D. Mixed E. Depressed</p>
16	BLITHE	<p>A. Despondent B. Mutinous C. Angelic D. Rigid E. Opaque</p>
17	BRISK	<p>A. Engrossed B. Occupied C. Diligent D. Swift E. Listless</p>
18	RESOLVE	<p>A. Mull B. Normalize C. Decide D. Unstable E. Involve</p>
19	Immaculate: Spotless	<p>A. Fastidious: Punctilious B. Careless: Carefree C. Mitigate: Pain D. Allay: Aggravate E. Ally: Lesson</p>
20	He very successfully _____ all the allegations leveled against him	<p>A. Retaliated B. Rebutted C. Extricated D. Eradicated E. Protected</p>