

## ECAT Pre Engineering MCQ's Test For English Full Book

Sr	Questions	Answers Choice
1	Adulation:	<p>A. Praise B. Sarcasm C. Rebuke D. Purity</p>
2	Place where birds are kept	<p>A. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Zoo</span> B. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Apiary</span> C. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Aviary</span> D. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Armoury</span></p>
3	A gala day:	<p>A. A day of festivity B. A day of grief C. A rainy day D. A relevant story</p>

At the time Jane Austen's novels were published – between 1811 and 1818 – English literature was not part of any academic curriculum. In addition, fiction was under strenuous attack. Certain religious and political groups felt novels had the power to make so-called immoral characters so interesting that young readers would identify with them; these groups also considered novels to be of little practical use. Even Coleridge, certainly no literary reactionary, spoke for many when he asserted that “novel-reading occasions the destruction of the mind's powers.”

These attitudes towards novels help explain why Austen received little attention from early nineteenth-century literary critics. (In any case a novelist published anonymously, as Austen was, would not be likely to receive much critical attention.) The literary response that was accorded to her, however, was often as incisive as twentieth-century criticism. In his attack in 1816 on novelistic portrayals “outside of ordinary experience,” for example. Scott made an insightful remark about the merits of Austen's fiction.

Her novels, wrote Scott, “present to the reader an accurate and exact picture of ordinary everyday people and places, reminiscent of seventeenth-century Flemish painting.” Scott did not use the word ‘realism’, but he undoubtedly used a standard of realistic probability in judging novels. The critic Whately did not use the word ‘realism’, either, but he expressed agreement with Scott's evaluation, and went on to suggest the possibilities for moral instruction in what we have called Austen's ‘realistic method’ her characters, wrote Whately, are persuasive agents for moral truth since they are ordinary persons “so clearly evoked that we feel an interest in their fate as if it were our own.” Moral instruction, explained Whately, is more likely to be effective when conveyed through recognizably human and interesting characters than when imparted by a sermonizing narrator. Whitely especially praised Austen's ability to create character who “mingle goodness and villainy, weakness and virtue, as in life they are always mingled. “Whitely concluded his remarks by comparing Austen's art of characterization to Dickens', starting his preference for Austen's.

Yet, the response of nineteenth-century literary critics to Austen was not always so laudatory, and often anticipated the reservations of twentieth-century literary critics.

An example of such a response was Lewes complaint in 1859 that Austen's range of subject and characters was too narrow. Praising her verisimilitude, Lewes added that, nonetheless her focus was too often only upon the unlofty and the commonplace. (Twentieth-century Marxists, on the other hand, were to complain about what they saw as her exclusive emphasis on a lofty upper middle class.) In any case having being rescued by literary critics from neglect and indeed gradually lionized by them, Austen steadily reached, by the mid-nineteenth century, the

- A. Inclusion of the writer's work in an academic curriculum
- B. Publication of the writer's work in the writer's own name
- C. Existence of debate among critics about the writers's work
- D. Praise of the writer's work by religious and political groups

enviable pinnacle of being considered controversial.

The author would most likely agree to which of the following as the best measure of a writer's literary success?

5	Anything written in a letter after it is signed	A. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Postscript</span> B. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Postdiction</span> C. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Corrigendum</span> D. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Posterity</span>
6	<b>Choose correct word or phrase that is most opposite of the word given.</b> Prone	A. Excessive B. Secret C. Upright D. Cutting E. Visible
7	The old woman said to the porter, "You are a nice boy,"	A. The old woman told the porter that he has been a nice boy B. The old woman told the porter that he were a nice boy C. <span style="color: green;">The old woman told the porter that he was a nice boy</span> D. The old woman told the porter that he is a nice boy
8	The students said to their proctor, "Have you some spare money for farewell party"?	A. The students asked their proctor if he has any spare fund for farewell party B. <span style="color: green;">The students asked their proctor if he had any spare fund for farewell party</span> C. They students asked their proctor if he have any spare fund for farewell party D. The students asked their proctor whether he had any spare fund for farewell party
9	Point : Line	A. Circle : Degrees B. <span style="color: green;">Instant : Time</span> C. Vertical : Horizontal D. Computer : Interface
10	Q.1 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 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 adding 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 often necessary to communicate with persons who were some distance away and it was necessary to communicate with persons who were some distance away and it was necessary to protect ones 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. <span style="color: green;">To record and communicate</span>
11	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 adding 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 often necessary to communicate with person who were some distance away and it was necessary to protect one's property by making tools. cattle and so on. in some distinctive manner. So man taught himself to	A. <span style="color: green;">Added something of its own to the stock</span> B. Blindly repeated the songs and prayers C. Composed its own songs and prayers D. Repeated what has handed down

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.

TO IL

As for the war songs and prayers and prayers each generation

- 12
- Herschel was a Great Dane, which was a big dog. He was actually a puppy, but he was big enough that he looked like a full-size dog. He was bigger than Todd, his owner. The problem with Herschel was that he wasn't housebroken yet. He was six months old, but his original owner had kept him on a porch, where he could go to the bathroom whenever he wanted. That owner hadn't had a lot of time to take care of a dog, but he'd wanted one anyway. When he'd moved to another state for work, he'd given up his untrained puppy. It was sad story, but it looked like it might have a good end. Todd loved dogs, and he liked to spend time with them. He liked to train them, so he'd adopted Herschel. If it was going to work out, it would take lots of patience, love, and training. So, Todd woke up early every day. He walked Herschel immediately. They went for a long walk so Herschel could empty his bladder and use the bathroom. While Todd was at school, his mother let the dog out in the back yard every hour. When he returned home, Todd walked Herschel again. He'd put in another walk before they went to bed, too. With enough opportunities to go to the bathroom outside, Herschel didn't need to go inside. Still, he had accidents. He wasn't used to going only outside. It took a lot of patience to clean up his messes, but Todd did it anyway. Dedication was needed with an animal. They walked and walked every day, and Herschel started walking better on a leash. He respected his owner. They got along well together, and there were less and less messes inside. After several weeks, Herschel made it through a day without any trouble. Todd gave Herschel a hug and a special treat. Then, they went for another walk. It was great exercise for both of them, and it gave them time together. Todd hoped they would have many years together. His new friend meant a lot to him.
- Question
- How does Todd celebrate Herschel's first day without an accident?
- A. with a new collar  
B. with a good brush and nail clipping  
C. with a trip to the vet  
D. with another walk

- 13
- Identify Error**
- He forget that he had to go to meet his friend. No error
- A. A  
B. B  
C. C  
D. D  
E. E

- 14
- 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 enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the age 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 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 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.
- Which of the following is not true in context of the given passage?
- A. Lifelong learning is a recent concept  
B. Workers' 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

- 15
- WIZARD : MAGICAL
- A. king : royal  
B. nun : silent  
C. teacher : ordinary  
D. chef : delicious

The public distribution system, which provides food at low prices, is a subject of vital concern. There is a growing realization that though Pakistan has enough food to feed its masses three square meals a day, the monster of starvation and food insecurity continues to haunt the poor in our country.

Increasing the purchasing power of the poor through providing productive employment leading to rising income, and thus good standard of living is the ultimate objective of public policy. However, till then, there is a need to provide assured supply of food through a restructured more efficient and decentralized public distribution system (PDS).

Although the PDS is extensive – it is one of the largest such systems in the world – it has yet to reach the rural poor and the far off places. It remains an urban phenomenon, with the majority of the rural poor still out of its reach due to lack of economic and physical access. The poorest in the cities and the migrants are left out, for they generally do not possess ration cards. The allocation of PDS supplies in big cities is larger than in rural areas. In view of such deficiencies in the system, the PDS urgently needs to be streamlined. In addition, considering the large food grains production combined with food subsidy on one hand and the continuing slow starvation and dismal poverty of the rural population on the other, there is a strong case for making PDS target group oriented.

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The growing salaried class is provided job security, regular income, and percent insulation against inflation. These gains of development have not percolated down to the vast majority of our working population. If one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years, the rising food subsidy is insignificant to the point of inequity. The food subsidy is a kind of D.A. to the poor, the self-employed and those in the unorganized sector of the economy. However, what is most unfortunate is that out of the large budget of the so – called food subsidy, the major part of it is administrative cost and wastages. A small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need.

- A. Vigor
- B. Energy
- C. Influence
- D. Capacity

It is true that subsidies should not become a permanent feature except for the destitute, disabled widows and the old. It is also true that subsidies often create a psychology of dependence and hence is habit – forming, killing the general initiative of the people. By making PDS target group oriented, not only the poorest and neediest would be reached without additional cost, but it will actually cut overall costs incurred on large cities and for better off localities. When the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies. The PDS should be closely linked with programs of employment generation and nutrition improvement.

Which of the following words is the same in meaning as 'power' as used in the passage?

17

Abbreviation

- A. short form
- B. long form
- C. medium form
- D. para phrase

18

Brittle

- A. Insignificant
- B. Favorite
- C. Skeletal
- D. Tough

Yellowstone National Park is the U.S. States of Wyoming, Idaho and Montana. It became the first National Park in 1872. There are geysers and hot springs at Yellowstone. There are also many animals at Yellowstone. There are elk, bison, sheep, grizzly, black bears, moose, coyotes, and more.

More than 3 million people visit Yellowstone National Park year. During the winter, visitors can ski or go snowmobiling there. There are also snow coaches that give tours. Visitors can see **steam** (vapor water) come from the geysers. During other seasons, visitors can go boating or fishing. People can ride horses there. There are nature trails and tours. Most visitors want to see Old Faithful, a very **predictable** geyser at Yellowstone. Visitors can check a schedule to see the exact time that Old Faithful is going to erupt. There are many other geysers and boiling springs in the area. Great Fountain Geyser erupts every 11 hours. Excelsior Geyser produces 4,000 gallons of **boiling** water each minute! Boiling water is 100 degrees Celsius, or 212 degrees Fahrenheit – that's very hot! People also like to see the Grand Prismatic Spring. It is the largest hot spring in the park. It has many beautiful colors. The beautiful colors are caused by **bacteria** in the water. These are forms of life that have only one cell. Different bacteria live in different water **temperatures**. Visiting Yellowstone National Park can be a week – long vacation or more. It is beautiful and there are activities for everyone.

19

Steam is

- A. Snow
- B. Running water.
- C. Freezing water
- D. Water in vapor form

Identify Error

- A. A
- B. B

Adam and eve walked out of paradise hanging their heads in sorrow.No error

- C. C
- D. D
- E. E