

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

| Sr | Questions   | Answers Choice   |
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| 1  | <p>Where does chocolate come from? Believe it or not, it grows on trees. Not as a sweet chocolate candy bar wrapped in foil, but as a cocoa bean. These cocoa beans grow on a cacao tree, which is found in tropical areas such as Central and South America. The fruit of these are called pods, and they are long and hard. Inside the pods is a soft, white pulp that surrounds the thirty or so seeds. These seeds are what we call cocoa beans. They are very hard and bitter to the taste. To make chocolate, people start by carefully taking the beans out of the pods, still covered in the white pulp, and leaving them in a bucket. The bucket is often covered with banana leaves and left for anywhere from a few days to a few weeks. This process is called fermenting. Then the beans are left to dry in the sun. Fermenting and drying the beans makes them less bitter. Then the beans are shipped to a factory to be turned into chocolate. At the factory, beans are roasted in ovens to bring out their flavor. After roasting, the outer covering of the bean is removed. The inner bean is then crushed to form a paste known as chocolate liquor. From this paste, people can either make cocoa powder or the chocolate we buy in stores. To make cocoa powder, the paste is crushed and pressed repeatedly to remove the fat, leaving behind only a dry, ground powder. To make chocolate, people need to add other ingredients to the paste such as milk, sugar, and cocoa butter. They then mix and heat the concoction several times to create a substance we would recognize as chocolate. It may even have fruit, nuts, or candy added to it before it is molded into a shape. Considering all that must happen to turn a bitter cocoa bean into a chocolate bar, a dollar seems like a small price to pay for such a delicious sweet treat.</p> <p>Question:<br/>After reading this passage, what can the reader conclude about chocolate?</p> | <p>A. Chocolate is only made in Central and South America<br/>           B. People could make their own chocolate at home<br/> <b>C. There are many steps involved in making chocolate</b><br/>           D. It is too expensive to make chocolate</p> |
| 2  | Clumsy  | <p>A. mercy<br/>           B. dull<br/>           C. bright<br/> <b>D. dexterous</b></p>   |
| 3  | Indulgent   | <p>A. Energetic<br/>           B. Pious<br/>           C. Brilliant<br/> <b>D. Austere</b></p>   |
| 4  | Choose Relative Pair Of Word<br>Anecdote: Short Story   | <p><b>A. Snack: banquet</b><br/>           B. Famine: feast<br/>           C. Muddy: river<br/>           D. Sentence: fragment</p>  |
| 5  | OPTIMISM : PESIMISSM  | <p><b>A. success : failure</b><br/>           B. food : hunger<br/>           C. motivation : dedication<br/>           D. maturity : youth</p>  |
| 6  | Rahim had a reputation for being a <b>prudent</b> businessman,  | <p><b>A. clever</b><br/>           B. wealthy<br/>           C. careful<br/>           D. dishonest</p>  |
| 7  | Copious   | <p>A. Grand<br/>           B. Affluence<br/> <b>C. Meager</b><br/>           D. Weird</p>  |
| 8  | Riddle : Sphinx   | <p>A. Luxury : Limousine<br/>           B. Love : Loathe<br/> <b>C. Fire : Prometheus</b><br/>           D. Scylla : Ore</p>   |
| 9  | Blush:  | <p>A. Bloom<br/>           B. Tolerate<br/> <b>C. Effrontery</b><br/>           D. Beat</p>  |
| 10 | Accolade  | <p>A. balcony<br/>           B. garment<br/>           C. drink<br/> <b>D. praise</b></p>  |
| 11 | Torpor  | <p>A. Rankle<br/>           B. Impeach<br/>           C. Commentator<br/> <b>D. Vigor</b></p>  |

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| 12 | A person who hates women: | A. Misogamist<br>B. Gynaecologist<br>C. Monogamy<br>D. Misogynis |
| 13 | Busy:                     | A. Bully<br>B. Curb<br>C. Indolence<br>D. Occupied               |

Educational planning should aim at meeting the educational needs of the entire population of all age group. 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.

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| 14 | 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. | A. Train the people at the core<br>B. Encourage conventional schools and colleges<br>C. Decide a terminal point to education<br>D. Fulfill the educational needs of everyone |
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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.

According to the author, educational plan should attempt to

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| 15 | Choose Relative Pair Of Word<br>AGENDA : CONFERENCE | A. Teacher : Class<br>B. Agency : Assignment<br>C. Map : Trip<br>D. Man : Woman      |
| 16 | SCISSORS : SEVER                                    | A. scales : average<br>B. barrel : rolls<br>C. stapler : cu<br>D. milestone : grinds |
| 17 | Annihilation  | A. total destruction<br>B. digestion<br>C. insult<br>D. sanitation                   |

Philadelphia is a city known for many things. It is where the Declaration of independence was signed in 1776, and it was also the first capital of the United States. But one fact about Philadelphia is not so well-known: it is home to nearly 3,000 murals painted on the sides of homes and buildings around the city. In fact, it is said that Philadelphia has more murals than any other city in the world, with the exception of Rome. How did this come to be?

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| 18 | More than 20 years ago, a New Jersey artist named Jane Golden started a program pairing troubled youth with artists to paint murals on a few buildings around the city. Form this small project, something magical happened. The young people involved helped to create magnificent pieces of art, but there were other, perhaps more important benefits. The young people learned to collaborate and get along with many different kinds of people during the various steps required to paint and design a mural. They learned to be responsible, because they needed to follow a schedule to make sure the murals were completed. They also learned to take pride in their community. It is hard for any resident to see the spectacular designs and not feel proud to be a part of Philadelphia. | A. Rome has fewer murals than Philadelphia<br>B. Philadelphia has fewer murals than Rome<br>C. Rome has the most beautiful murals of all<br>D. Rome and Philadelphia are the only cities with murals |
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Take a walk around some of the poorest neighborhoods I Philadelphia, neighborhoods full of broken windows and littered front steps, and you will find beautiful works of art on the sides and fronts of buildings. Of course they murals are

not just in poor neighborhoods, but more affluent ones as well. Special buses take tourists to different parts of the city to see the various murals, which range from huge portraits of historical heroes, to cityscapes, to scenes depicting the diverse ethnic groups that call Philadelphia home.

As a result of its success, the mural program created by Jane Golden has now become the nation's largest public art program and a model for troubled youth.

As used in paragraph 1, the phrase "with the exception Rome" means that

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| 19 | <b>Choose correct word or phrase that is most opposite of the word given.</b><br>Glorify | A. Rectify<br>B. Appraise<br>C. Extol<br>D. Kneel Down<br>E. Exalt    |
| 20 | <b>Choose correct word or phrase that is most opposite of the word given.</b><br>Paucity | A. Treachery<br>B. Profusion<br>C. Vixen<br>D. Tincture<br>E. Envious |
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