

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

Sr	Questions	Answers Choice
1	Deriving pleasure from inflicting pain on others	A. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">&gt;Bigotry</span> B. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">&gt;Sadism</span> C. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">&gt;Malevolence</span> D. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">&gt;Masochism</span>
2	Take you application to the _____ you think can help you	A. Person whom B. Peron C. person who D. Person which
3	<p>Chocolate – there's nothing quite like it, is there? Chocolate is simply delicious. What is chocolate? Where does it come from?</p> <p>Christopher Columbus was probably the first to take cacao beans from the New World to Europe in around 1502. But the history of chocolate goes back at least 4,000 years! The Aztecs, who lived in America, through that their bitter cacao drink was a <b>divine</b> gift from heaven. In fact, the scientist Carolus Linnaeus named the plant Theobroma, which means “food of the gods”</p> <p>The Spanish explorer Hernando Cortez went to America in 1519. He visited the Mexican emperor Montezuma. He saw that Montezuma drank cacao mixed with vanilla and spices. Cortez took some cacao home as a gift to the Spanish King Charles. In Spain, people began to drink Cortez's chocolate in drink with chili peppers. However, the natural taste of cacao was too bitter for most people. To sweeten the drink, Europeans added sugar to the cacao drink. As a sweet drink, it became more popular. By the 17<sup>th</sup> century, rich people in Europe were drinking it.</p> <p>Later, people started using chocolate in <b>pastries</b>, like pies and cakes. In 1828, Dutch chocolate makers started using a new process for removing the fat from cacao beans, and getting to the center of the cacao bean. The Dutch chocolate maker Conrad J. Van Houten made a machine that pressed the fat from the bean. The resulting powder mixed better with water than cacao did. Now, some call van Houten's chocolate “Dutch chocolate.”</p> <p>It was easy to mix Dutuch chocolate powder with sugar. So other chocolate makers started trying new <b>recipes</b> that used powdered chocolate. People started mixing sweetened chocolate with cocoa butter to make solid chocolate bars. In 1849, an English chocolate maker made the first chocolate bar. In the 19<sup>th</sup> century, the Swiss started making milk chocolate by mixing powdered milk with sweetened chocolate. Milk chocolate has not changed much since this process was invented.</p> <p>Today, two countries – Brazil and Ivory Coast – account for almost half the world's chocolate. The United States imports most of the chocolate in the world, but the Swiss eat the most chocolate per person. The most chocolate eaten today is sweet milk chocolate, but people also eat white chocolate and dark chocolate.</p> <p>Cocoa and dark chocolate are believed to help <b>prevent</b> heart attacks, or help keep from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain, which is not good for people's health. Other health claims for chocolate have not been proven, but some research shows that chocolate could be good for the brain.</p> <p>Chocolate is a popular holiday gift. A popular Valentine's Day gift is a box of chocolate candies with a card and flowers. Chocolate is sometimes given for</p>	A. Herbs and Spices B. Countries C. Machines D. Food ingredients

Christmas and birthdays. Chocolate eggs are sometimes given at Easter.

Chocolate is **toxic** to some animals. An ingredient in chocolate is poisonous to dogs, cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.

What are recipes?

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Although cynics may like to see the government's policy for women in terms of the party's internal power struggles, it will nevertheless be churlish to deny that it represents a pioneering effort aimed at bringing about sweeping social reforms. In its language, scope and strategies, the policy documents displays a degree of understanding of women's needs that is uncommon in government pronouncements. This is due in large part to the participatory process that marked its formulation, seeking the active involvement right from the start of women's groups, academic institutions and non-government organizations with grass roots experience. The result is not just a lofty declaration of principles but a blueprint for a practical program of action. The policy delineates a series of concrete measures to accord women a decision-making role in the political domain and greater control over their economic status. Of especially far-reaching import are the devolution of control of economic infrastructure to women, notably at the gram panchayat level, and the amendment proposed in the Act of 1956 to give women comparcenary rights.

4 And enlightened aspect of the policy is its recognition that actual change in the status of women cannot be brought about by the mere enactment of socially progressive legislation. Accordingly, it focuses on reorienting development programs and sensitizing administrations to address specific situations as, for instance, the growing number of households headed by women, which is a consequence of rural-urban migration. The proposal to create an equal-opportunity police force and give women greater control of police stations is an acknowledgement of the biases and callousness displayed by the generally all-male law-enforcement authorities in case of dowry and domestic violence. While the mere enunciation of such a policy has the salutary effect of sensitizing the administration as a whole, it does not make the task of its implementation any easier. This is because the changes it envisages in the political and economic status of woman strike at the root of power structures in society and the basis of man-woman relationship. There is also the danger that reservation for women in public life, while necessary for their greater visibility, could lapse into tokenism or become a tool in the hands of vote seeking politicians. Much will depend on the dissemination of the policy and the ability of elected representatives and government agencies to reorder their priorities.

A. This is another pronouncement by the government  
B. It is a pioneering effort  
C. It is not based on the understanding of woman's needs  
D. It has made many big declarations

Which of the following is true about the policy?

5 When the chairman became very ill, his wife began to take a more active role in business activities, and many people believed that \_\_\_\_\_ and the chairman shared his responsibilities

A. Her  
B. She  
C. Herself  
D. Hers

6 Choose Relative Pair Of Word

A. Cockroach : Antenna  
B. Instrument : pencil  
C. hard disk : keyboard  
D. Bread : Butter

7 The lady in the dinning room is an \_\_\_\_\_ woman

A. Extremely pleasant  
B. Extreme pleasantly  
C. Extreme pleasant  
D. Pleasant extremely

8 A person living permanently in a certain place

A. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Resident</span>  
B. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Subject</span>  
C. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Native</span>  
D. <span style="color: rgb(0, 0, 0); font-family: monospace; font-size: medium; white-space: pre-wrap;">Domicile</span>

A. Manage  
B. Adroit

9	Adept:	C. <b>Divert</b> D. <b>Attach</b>
10	Aggression	A. <b>attack</b> B. revenge C. lazy D. hardworking
11	<p>Q.4 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 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 should consist of modules with different kinds of functions serving a diversity of constituent 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 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 municipal recreational programs health services etc.</p> <p>f.According to the author what measures should Open University adopt to meet modern conditions</p>	<p>A. <b>Develop various programs for adult learners</b> 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</p>
12	<b>Choose correct word or phrase that is most similar to the word given</b> DISCONCERT	<p>A. Sing in harmony B. Pretend C. Cancel program <b>D. Confuse</b> E. Interrupt</p>
13	<b>Choose correct word or phrase that is most opposite of the word given.</b> Obsolete	<p>A. Hyrum <b>B. Modern</b> C. Act D. Paramount E. Hesitant</p>
14	<p>Have you ever wondered what keeps a hot air balloon flying? The same principal that keeps food frozen in the open chest freezers at the grocery store allows hot air balloons to fly. It's very basic principle: Hot air rises and cold air falls. So while the super-cooled air in the grocery store freezer settles down around the food , the hot air in a hot air in a hot air balloon pushes up, keeping the balloon floating above the ground. In order to understand more about how this principal works in hot air balloons, it helps to know more about hot air balloons themselves.&lt;div&gt;A hot air balloon has three major parts: the basket, the burner, and the envelope. The basket is where passengers ride. The basket is usually made of wicker. This ensures that it will be comfortable and add little extra weight. The burner is positioned above the passenger's heads and produced a huge flame to heat the air inside the envelope. The envelope is the colorful fabric balloon that holds the hot air. When the air inside the envelop is heated, the balloon rises.&lt;/div&gt;&lt;div&gt;The pilot can control the up-and-down movements of the hot air balloon by regulating the heat in the envelope. To ascend, the pilot heats the air in the envelope. When the pilot is ready to land, the air in the balloon is allowed to cool and the balloon becomes heavier than air. This make the balloon descend.&lt;/div&gt;&lt;div&gt;Before the balloon is launched, the pilot knows which way the wind is blowing. This means that she has a general idea about which way the balloon will go. But, sometimes the pilot can actually control the direction that the balloon flies while in flight. This is because the air above the ground is sectioned into layers in which the direction of the wind may be different. So even though the pilot can't steer the balloon, she can fly higher or lower into a different layer of air. Some days the difference between the directions of the wind between layers is negligible. But other days the difference is so strong that it can actually push the balloon in a completely different directionif the hot air balloon pilot wants to change directions during flight, what might he or she do to accomplish this?</p>	<p>A. head toward a mountain peak B. wait for it to rain C. fly into a cloud <b>D. fly higher</b></p>
15	<p>Q.4 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 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 should consist of modules with different kinds of functions serving a diversity of constituent 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 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</p>	<p>A. As old as traditional education B. Still in formative stages C. In vogue in advanced countries <b>D. Not practical</b></p>

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 municipal recreational programs health services etc.

i. According to the author the concept of lifetime education is

First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew. The cover of each volume of The Hardy Boys states that the author of the series is Franklin W. Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W. Dixon and Carolyn Keene are not real people. If Franklin W. Dixon and Carolyn Keene never existed, then who wrote The Hardy Boys and Nancy Drew mysteries?

The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting. A ghostwriter writes a book according to a specific formula. While ghostwriters are paid for writing the books, their authorship is not acknowledged, and their names do not appear on the published books. Ghostwriters can write books for children or adults, the content of which is unspecific. Sometimes they work on book series with a lot of individual titles, such as The Hardy Boys and the Nancy Drew series.

The initial idea for both The Hardy Boys and the Nancy Drew series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's book.

Stratemeyer noticed the increasing popularity of mysteries among adults, and surmised that children would enjoy reading mysteries about younger detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghostwriter to convert it into a book of slightly over 200 pages. After the ghostwriter had written a draft of a book, he or she would send it back to Stratemeyer, who would make a list of corrections and mail it back to the ghostwriter. The ghostwriter would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.

16

Because each series ran for so many years, Nancy Drew and The Hardy Boys both had a number of different ghostwriters producing books; however, the first ghostwriters for each series proved to be the most influential. The initial ghostwriter for The Hardy Boys was a Canadian journalist named Leslie McFarlane. A few years later, Mildred A. Wirt, a young writer from Iowa, began writing the Nancy Drew books. Although they were using prepared outlines as guides, both McFarlane and Wirt developed the characters themselves. The personalities of Frank and Joe Hardy and Nancy arose directly from McFarlane's and Wirt's imaginations. For example, Mildred Wirt had been a star college athlete and gave Nancy similar athletic abilities. The ghostwriters were also responsible for numerous plot and setting details. Leslie McFarlane used elements of his small town's fictional hometown.

- A. Disapproved of mystery stories
- B. Thought the books were too expensive
- C. Believed the books were not quality literature
- D. Disliked Edward Stratemeyer's questionable business

Although The Hardy Boys and Nancy Drew books were very popular with children, not everyone approved of them. Critics thought their plots were unrealistic and even far-fetched, since most teenagers did not experience the adventures Frank and Joe Hardy or Nancy Drew did. The way the books were written also attracted criticism. Many teachers and librarians objected to the ghostwriting process, claiming it was designed to produce books quickly rather than create quality literature. Some libraries – including the New York Public Library – even refused to include the books in their children's collections. Ironically, this decision actually helped sales of his books, because children simply purchased them when they were unavailable in local libraries.

Regardless of the debates about their literary merit, each series of books has exerted an undeniable influence on American and even global culture. Most Americans have never heard of Edward Stratemeyer, Leslie McFarlane, or Mildred Wirt, but people throughout the world are familiar with Nancy Drew and Frank and Joe Hardy.

According to the passage, some teachers and librarians objected to ghostwritten books such as The Hardy Boys and Nancy Drew Mystery Stories because they

17

A corporation would stand to lose a great deal of money if agreements \_\_\_\_\_ followed

- A. Have not been
- B. Had not been
- C. Are not being

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18	Ebullient	A. Feminine B. Dull C. Oily D. Salient
19	Choose Relative Pair Of Word Scream: whisper	A. Staircase: Elevator B. Pedal: bicycle C. Blaze: spark D. Repel: attract
20	Feeling <b>irritable</b> may be a side effect of too much medication.	A. drowsy B. grouchy C. <b>dizzy</b> D. silly

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