

ECAT Pre Engineering MCQ's Test For English Full Book

C _r	Ougstions	Anguara Chair-
Sr	Questions	Answers Choice
1	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.	A. Duration of the course B. Competence of the course teachers C. Diversity of the topics covered D. Real grasp of matter or skill
2	SKEPTICAL : BELIEF	A. unpopular : wealth B. homeless : shelter C. polite : power D. nervous : stress
3	Abbreviate:	A. Abridge B. Expand C. Achieve D. Accept
4	Antipathy	A. hostility B. disliking C. sympathy D. apathy
5	Courteous	A. Slack B. Loose C. Insolent D. Meticulous
6	Profusion	A. Penetration B. Abundance C. Scarcity D. Ordinance
7	Amnesty:	A. Pardon B. Penalty C. Justice D. Release
8	Choose correct word or phrase that is most opposite of the word given. Tactful	A. Unbound B. Boorish C. Lazy D. Renowned E. Polished
9	Bloated:	A. Privileged B. Emaciated C. Swollen D. Rapture
10	Choose correct word or phrase that is most opposite of the word given. Brazen	A. Red-handed B. Ironic C. Modest D. Trespass E. Fireplace
11	The killing of one man by another man:	A. Suicide B. Homicide

		C. Fillicide D. Insecticide
12	Choose correct word or phrase that is most opposite of the word given.	A. Active B. Agile C. Squanders D. Oppressive E. Discrete
13	Choose Relative Pair Of Word RACE: FATIGUE	A. Fasting: Hunger B. Round: boxing C. Flower: Color D. Hiking: Gangrene
14	Choose correct word or phrase that is most opposite of the word given. Succinct	A. Helpless B. Overbearing C. Felonious D. Long-winded E. Blemish
15	Identify Error I fear that they would have more trouble in reaching there than us. No error	A. A B. B C. C D. D E. E

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.

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.

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 advance countries
- D. Not practical

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17 Bizzare:

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A. Normal

B. Strange C. Logical

D. Tense

Q.2 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 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. The growing salaried class is provided job security regular income and percent insulation against these gains of development have not percolated down to the vast majority of our working population. If one 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-

A. It will abolish the imbalance of urban and rural sector

B. It will remove poverty

C. It will give food to the poorest without additional cost

D. It will motivate the target group population to work more

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employed and those in the unorganized sector of the economy. It is true that subsidies should not become a permanent feature except for the destitute disabled widows and the old it is also true 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.

j. What according to the passage would be the outcome of making the PDS target group oriented

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 the 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 cities. (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 recongnizably 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 enviable pinnacle of being considered controversial.

The passage suggest that twentieth-century Marxists would have admired Jane

Austen's novels more if the novels, as the Marxists understood them, had

A. Described the values of uppermiddle class society

B. Avoided moral instruction and sermonizing

C. Depicted ordinary society in a more flattering light

D. Portrayed characters from more than one class of society

A. quell

B. sham

C. gambol

D. manifest

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