

ECAT Pre Engineering MCQ's Test For English Full Book

Sr	Questions	Answers Choice
1	<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>k. In the context of the passage what is the meaning of the sentence the writing is already on the wall</p>	<p>A. Everything is uncertain now-a-days B. Changes have already taken place C. The signs of change are already visible D. You cannot change the future</p>
2	Appease	<p>A. sympathise B. irritate C. peaceful D. apart</p>
3	The students said to their proctor, "Have you some spare money for farewell party"?	<p>A. The students asked their proctor if he has any spare fund for farewell party B. The students asked their proctor if he had any spare fund for farewell party 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</p>
4	Choose Relative Pair Of Word Earth: Planet	<p>A. Mars: Earth B. Sun: Galaxy C. Moon: Satellite D. Star: Sun</p>
5	Choose Relative Pair Of Word ARCHITECT : BLUE PRINT	<p>A. Mason : Wall B. Knight : rider C. High : Low D. Pugilist : Victory</p>
6	Choose Relative Pair Of Word Violin: Bow	<p>A. Flute: encore B. Reed: woodwind C. Trumpet: mute D. Guitar: pick</p>
7	Identify Error Everyday <u>the</u> watchman <u>would lock</u> the door and <u>walking</u> around the <u>building</u> No error	<p>A. A B. B C. C D. D E. E</p>
8	Choose correct word or phrase that is most opposite of the word given. Animosity	<p>A. Friendliness B. Anxiety C. Eagerness D. Reliability E. Slender</p>
9	(Complete the sentence with suitable words)	<p>A. To keep low ground B. Keeping low to the ground</p>

	_____ prevents you smoke inhalation	C. Low to the ground keeping D. Keeping low to the ground that
10	The accused _____ having make any statement.	A. Refused B. denied C. rejected D. declaimed
11	Choose correct word or phrase that is most opposite of the word given. Curtail	A. Lengthen B. Falsify C. Credible D. Fall into E. Determine
12	Choose the correctly spelt word	A. RELIGIAN B. RILIGION C. RELIGION D. RELIGEN
13	Sporadic	A. Epidemic B. Whirling C. Occasional D. Stagnant
14	SUNSCREEN : SKIN	A. magic : children B. grass : house C. armor : body D. faith : country
15	At the time of difficulty, do not turn _____ your friend when he seeks your help.	A. into B. upon C. up D. down
16	Adamant:	A. Flexible B. Abominate C. Adhere D. Awkward

But I do recommend some game as a part of recreation. As long as I could see to play and sufficient tennis, I enjoyed immensely the game of real or court skill, a very ancient game, requiring activates as well as some pride, because for the first time, at any rate in the recent history of the game, an amateur is champion of the sometimes criticized for paying too much attention to games. Football is a national game of America as well as in England but I do not suppose that either you or we think that our soldiers fought any worse in the war of having been fond of football. I put games definitely as a desirable part of recreation, and I would say: have one or more games of which you are fond, but let them have any rate in youth be activity of the whole body, as well as skill,

- 17 Sport shall be mentioned next. I have had a liking for more than one form of sport, but an actual passion for salmon and trout fishing. Salmon fishing, as I have enjoyed it, fishing not from a boat but from one's feet, either on the bank or wading deep in the stream, is a glorious and sustained exercise for the whole body, as well as being an exciting-sport; but many of my friends do not care for it. To them, I say, as one who was fond of George Meredith's Novels once said to be man who complained that he should not read them, 'why should you?' if you do not care for fishing, do not fish. Why should you? But if we are to be one equal term and you are be one the same happy level as I hav3e been, then find something for yourself which you like as much as I like fishing.

- A. Activity only
B. Skill only
C. Recreation
D. Earning

According to the writer, games are a part of:

- 18 When Greg went to the giant aquarium near his house, he had one type of animal that he loved to watch. He liked dolphins and manatees, but he loved whales. Baluga whales from the arctic were really neat, but it was the Killer Whales especially that had his heart. For hours, from the park opening untill closing, he could watch them. Their black-and-white patterned skin reminded him of a tuxedo, a penguin, or even a zebra, but on the whales it seemed even more special. It made them stand out in the water. Their playfulness and intelligence amazed him, too. He liked to watch the trainers coax them through jumps, leaps, and other tricks. They talked and squawked at the trainers. One time the trainer even got launched into the air off the whale's nose. It was an impressive feat. It always surprised him now fast and agile such a massive creature could be. He always expected them to be slow and lumbering, but they were fast like a bullet, darting through their huge tanks and exploding from the water. In the park, they were fast like a bullet, darting through their huge tanks and exploding from the water. In the park, they ate fish and other snacks, and lots of them. In the wild, he understood why they had their fierce name. They could eat seals, sea lions, small whales, and just about anything they could catch. Their teeth were sharp and predatory. They were the top of the food chain - even more dangerous than sharks. The Killer Whales were amazing animals. They inspired him to learn more about the sea. He thought that some day he might want to be a marine biologist. Then, he could learn about his favourite animals as a job. For now, he'd have to settle for watching them through the tank's glass and reading about them. However, there was always the future.

- A. their speed and power
B. their colors
C. their slowness
D. their intelligence

Question:

Which of these is NOT a reason why Greg likes killer whales?

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. Whately especially praised Austen's ability to create character who “mingle goodness and villainy, weakness and virtue, as in life they are always mingled.” Whately 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 upper-middle 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

19

Choose correct word or phrase that is most opposite of the word given.

20 Viable

- A. Feasible
- B. Motionless
- C. Corrective
- D. Unworkable
- E. Nomadic