ECAT Pre Engineering MCQ's Test For English Full Book

Sr	Questions	Answers Choice
1	Fragile : Break	A. Flexible : Bend B. Vital : Differentiated C. Hostile : Invite D. Vivid : Grow
2	Active:	A. Animated B. Adjust C. Passive D. Agile
3	Appease	A. sympathise B. irritate C. peaceful D. apart
4	Riddle : Sphinx	A. Luxury : Limousine B. Love : Loathe C. Fire : Prometheus D. Scylla : Ore
5	Choose Relative Pair Of Word GYMNASIUM : EXERCISE	A. Diseases : diagnose B. Birthday : Celebrate C. Store : Shop D. Army : discharge E. Building : construct
6	Cindy liked parks. She liked the trees and grass and nature. She liked the birds and squirrels she say in parks. She also liked walking down wooded trails or riding bikes along gravel paths. Parks were a lot more fun to exercise in than just walking down the street. because there was so much to see.She had been to many kinds of parks. Some were in mountains, with rivers and hiking. Some were open areas with broad stretches of green grass to play on. Others were in the forest, with paths running beneath towering trees with sweeping branches overhead. Cindy's favorite parks were near lakes.There was a lake park not far form her house. It had a boardwalk trail that was set on pilings across a shallow lake.That was the best part. She loved to walk along the brown wood path and stop along the way, looking in the water for frogs and turtles. There were a few pavilions to stop and sit under in the shade. The water was deeper near them, so she could see fish sometimes. Occasionally, she would even see long-legged water birds, like cranes. The fall was the best time to visit the lake parks. With the leaves changing color, it was very beautiful. The sun would be out in the cloudy sky, and then cool breezes would blow through the reeds and water grasses.Spring was nice, too, because all the butterflies were out. The flowers and blossoming trees along the wooded paths were fragrant and beautiful. The lake grasses were tall and green, rustling in the wind. Cattails bobbed among the reeds. It was a good time to visit. Summer was okay. It was still pretty, but too hot. At least in winter things were pretty, if in a stark and cold way. The white dusting of snow that covered everything gave the park a clean look. It was fun to follow other people's footprints in the snow, or to go out on the boardwalk and look at the frozen top of the lake.If Cindy had her way, she would visit the park every day. Come to think of it, she did it was also a great place to do homework or read. Question: Which season was Cindy's most favourite to visit the park?	A. Spring B. Summer C. Fall D. Winter
7	The thief was apprehended, but his accomplice had disappeared	A. People who saw him B. Guns and knives C. Person who helped him D. Stolen goods
8	Docile	A. Vague B. Gentle C. Stupid D. Stubbed
9	Choose Relative Pair Of Word ELM: Tree	A. Snake: reptile B. Cart: Horse C. Cloud: Rain D. Painting: Artist
10	Likely : Probability	A. Sailor : Mutineer B. Bright : Radiance C. Funereal : Eulogy D. Defying : Enemy
11	Choose Relative Pair Of Word FOODER : STEER	A. Goddess : Valentine B. Pesticide : beetle C. Sloe : hog

FODDER : STEER

C. Slop : Hog
D. Roe : Cupid

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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 primary purpose of the passage is to

A. Demonstrate the nineteenth-century preference for realistic novels rather than romantic ones
B. Explain why Jane Austen's novel were not included in any academic curriculum in the early nineteenth century?
C. Urge a reassessment of Jane Austen's novels by twentieth-century literary critics
D. Describe some of the responses of nineteenth-century critics to Jane Austen's novels as well as fiction in general

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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.
d.What should be the major characteristic of the future educational system

A. Different modules with same function
B. Same module for different groups
C. No modules but standard compulsory program for all
D. None of these

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

Stifle

A. Volley
B. Encore
C. Triplet
D. Promote
E. Dapple

A. Proliferate

15	Accumulate	B. Abuse C. Congress D. Rally
16	PARK : RECREATION	A. Kitchen : Cooking B. Fence : Sitting C. Tree : Climbing D. Yard : Playing
17	Choose the correctly spelt word.	A. PARIMETER B. PERIMETER C. PERIMOTOR D. PARIMETRE
18	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. k. In the context of the passage what is the meaning of the sentence the writing is already on the wall	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
19	The officer should deal _____ equal justice to all his subordinates.	A. Out B. Of C. On D. in
20	**Identify Error** He tried to prove to his own satisfaction that he was as shrewd as she. No error	A. A B. B C. C D. D E. E