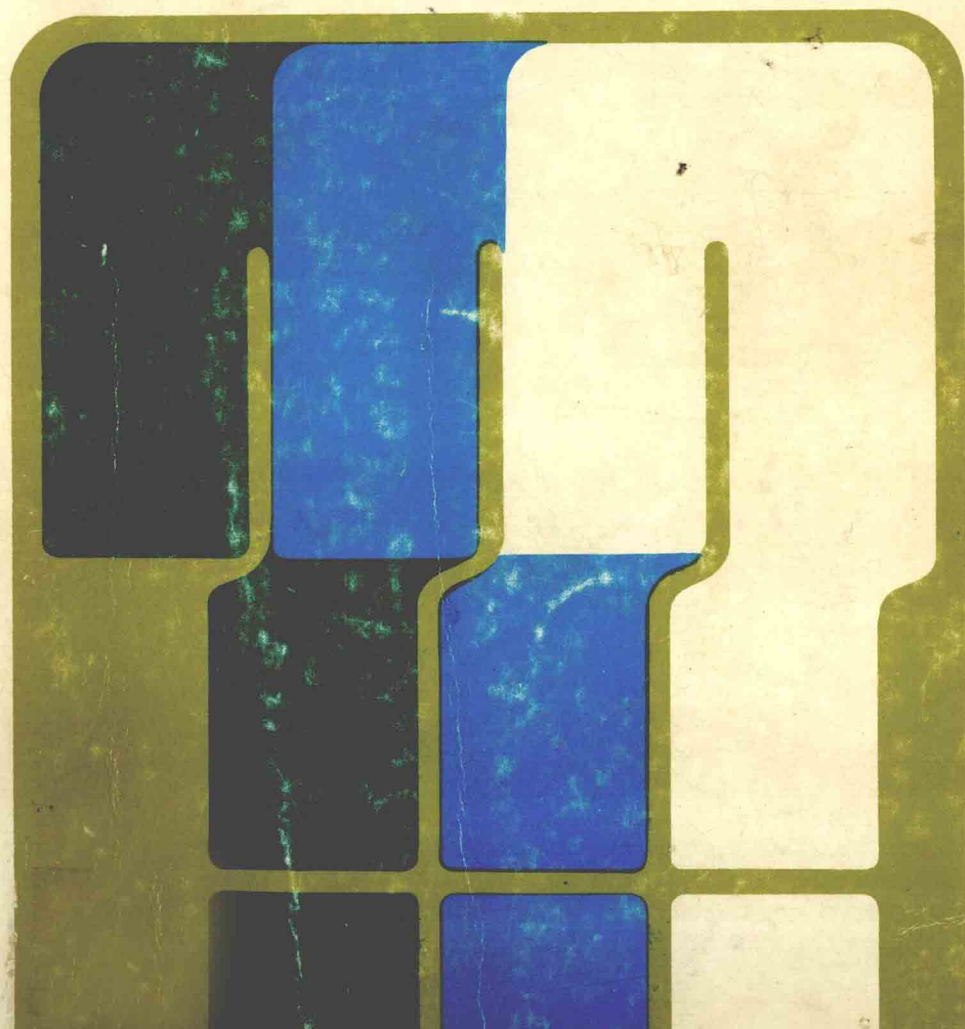


# MULTIPLE CHOICE QUESTIONS IN ENGLISH

TEST PASSAGES WITH QUESTIONS  
AND ANSWERS ON COMPREHENSION  
VOCABULARY AND GRAMMAR  
SUITABLE FOR THE CAMBRIDGE  
FIRST CERTIFICATE IN ENGLISH

**JOHN EYNON**



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# MULTIPLE CHOICE QUESTIONS IN ENGLISH

*Twenty-five test passages with questions and answers on  
comprehension, vocabulary and grammar suitable for students  
preparing for the Cambridge First Certificate in English and  
other examinations of a similar standard*



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## *Author's Foreword*

*Multiple Choice Questions in English* is first and foremost a practice manual intended for students preparing for the Cambridge First Certificate, the London Chamber of Commerce Examinations in English and other examinations of a similar standard in which the Multiple Choice principle has been adopted or *précis* work is required.

But apart from its direct application to examination work, this book can be used as a straightforward aid to English language comprehension. The passages have already been tested and found extremely effective in broadening the student's vocabulary and knowledge of idioms; it has also been found that all the passages and certain groups of questions following each passage provide many interesting starting-points for grammar work. Furthermore, the passages have proved to contain material eminently suitable for dictation and reading practice.

In these 25 passages, graded in approximate order of difficulty, the author's aim has been to offer as wide a variety as possible of everyday English. He has steered clear of anything too exclusively literary, and, while attempting to give examples of formal vocabulary and constructions, has included numerous phrasal verb idioms—'let down', 'cut out for', etc.—together with a wide range of less easily classifiable forms of idiomatic English and colloquialisms.

Each passage is accompanied by a series of questions grouped into four Sections. The following remarks are intended mainly for the guidance of the student who finds he is running into difficulties with the questions: they consist of notes and comments on the general features of these questions together with some hints as to the best ways of tackling them. For the benefit of students who may be working on their own there is a Key containing the correct answers to Sections 1, 2 and 3 at the back of the book. (Teachers who find this Key a distraction can ask the students to remove it.)

### **SECTION 1**    *Comprehension and Vocabulary*

(i) ONE answer only is required. This answer should be given in the

form of the letter A, B, C or D, and NOT in the form of a word or phrase.

(ii) The answer MUST render the exact meaning of the appropriate part of the passage.

(iii) The choice of the 'best' answer may depend just as much on a clear and logical analysis of the sense as it does on a more purely linguistic awareness, though of course the two processes of logic and language are very closely interrelated.

(iv) Intentional slips in syntax, vocabulary and usage will occasionally be found among the choices of answer. These are intended to encourage students to keep their eyes open for the questions of this type that have been known to turn up in actual examinations.

## SECTION 2 *Grammar and Use of English*

(i) The sentence should always be checked back to its context so as to discover the exact sense *in its context* of the word or phrase omitted.

(ii) There may be only one correct answer, but, on the other hand, there may very well be more than one that will give the same meaning as the word or phrase in the passage. THEY MUST ALL BE NOTED DOWN.

(iii) As with Section 1 (see Section 1, note (i) above), the answers should be given in the form of the *letters* (A, B, C, D or E) and not as words and phrases.

(iv) When there is more than one correct answer, the letters should be written down in alphabetical order, e.g. AC or BDE and not CA or BED.

## SECTION 3 *Alternative Constructions*

(i) As the student makes the prescribed changes in the sentence, he must be on the watch for any additional changes that the new sentence structure may require. Small changes in one part of a sentence sometimes necessitate the recasting of another part.

(ii) On the other hand, the student should not make any changes in the words or the word order that are not strictly necessary in view of the new construction he is using.

## SECTION 4    *The Summary*

The student is given an 80-word limit, and told exactly what it is in the passage that he is expected to summarize. He is then given a brief Guide as to how best to select the material he needs for the summary and how to avoid the more obvious pitfalls. The commonest warnings in the Guide are against irrelevance, though it will sometimes offer ideas as to word-forms that could be useful in helping the student to keep the number of words down. The Guide usually reminds the student that he must decide first of all in what parts of the passage he can find the material he needs. It will also tell him to check back every now and then on what the question is actually requiring him to do, and to make sure he is doing *ONLY* what the question asks and *NOTHING ELSE*. It is all too easy to let oneself get carried away! The Guides cannot, in their nature, follow much of a pattern, since the Summary questions, like the passages themselves, differ greatly from one another: they should, however, be found self-explanatory.

The teacher is of course at liberty to set additional summary work where more practice in this field is considered desirable. And there is no magic about the number 80. Students may acquire additional flexibility in the use of English if they set themselves other limits (say 40 or 100) from time to time. But whatever the limit imposed, a student should *ALWAYS* write down at the end of his summary the number of words he has used.

The most popular way of tackling summary work seems to be through note-making. The drawback about this method is that the student generally has to go through three written stages—the notes themselves, the rough copy, and the final version. The Guides in this book are intended to foster a slightly different method, one that needs a little more concentration, but one that can save time and cut down on all those tedious word-counts. But every student should experiment with different methods until he finds the one best suited to his individual needs and to the particular features of the summary he is trying to make.

Let us take a concrete example. A student was asked to make an 80-word summary of the narrative section of a longer passage. His first step was to decide what parts of the passage concerned him so that he could subsequently ignore all the rest of it. Then, using the ruled lines in his exercise book and drawing the columns in in pencil,

he drew himself a box of 80 spaces for his rough work. Into the spaces in his box he began to write down the words of the story as he found them in the passage, without trying to cut down too much at this stage, and without spending too much time thinking of his own words or trying to remember any of the elegant turns of phrase he had previously learnt. He purposely let himself overrun the confines of his box in the manner shown on the opposite page.

He then looked for ways to eliminate the nineteen superfluous words, adopting several different techniques for this. Here are three of them:

(i) He crossed out unnecessary words such as 'his feet' after 'stamped' (since 'to stamp' and 'to stamp one's feet' have the same meaning), and two of the pronouns in the last sentence but one.

(ii) In some cases he was able to find one word which would do the work of two or more. He remembered, for instance, that 'a riverside path' and 'smallish' were shorter than 'a path by the river' and 'rather small' (and just as effective!).

(iii) He changed constructions and joined up sentences and clauses: 'and seemed to be asking' became 'probably asking'. He remembered how very useful that *-ing* form (which, for the sake of convenience, is referred to throughout this book as a GERUND) can be, and he replaced 'and left' with 'leaving'. And, as he was eliminating the words from his box, he noted the number of eliminations at the right-hand side of each line. This enabled him to keep a running total and saved making a new count at every stage.

His next step was to polish up the style, improving the aptness of the vocabulary where he could ('encountered' for 'met', etc.) and generally tidying up the word order and the flow of the sentences. And once he had got his word-count down to about 80, he found he did not need to use his box any more. He started to write out his final copy, thinking all the time whether there were any further adjustments he could make. He wrote slowly and carefully, and he needed to make very few crossings out on the new sheet because he was checking his grammar all the time. He would really have liked to add one or two more words in order to improve the English still further, but unfortunately he had not managed to get the number of words down far enough to have anything left to play with. His final draft ran:

One night a handsome old man encountered a smallish man on a

One	night	an	old	good-looking	man	met	a
rather	small	man	on	a	path	by	the
river.	The	old	gentleman	spoke	to	the	other,
and	seemed	to	be	asking	the	way.	The
other	had	a	heavy	cane,	and	said	nothing.
He	seemed	cross.	Suddenly	he	lost	his	temper,
stamped	his	feet,	waved	the	cane,	behaved	as
a	madman.	The	old	man,	somewhat	shaken	and
upset,	began	to	retreat.	The	other	man	then
went	mad,	feeling	him,	trampling	on	him	and

(80 words)

and  
of

fled  
half

then  
and

murderer  
dead

The  
victim

him.  
battered  
behind.

beating  
his  
cane

horribly  
left  
his

(99 words)



riverside path. The old gentleman spoke to the other, probably asking the way. The other, holding a heavy-looking cane, did not reply and seemed cross. Suddenly he lost his temper, stamping, waving his cane and raving. The old man, somewhat perturbed, stepped backwards, whereupon the other went mad, felling, trampling on and almost flaying him. The assailant then fled, leaving a battered corpse and half the cane behind.

(80 words)

The word 'answer' should be taken variously in the sense of 'completion', 'solution', 'replacement', 'continuation', or whatever similar meaning seems appropriate in the context.

The phrases 'best answer' and 'correct answer' should not be understood too normatively. The degree of 'best' and 'most correct' will naturally have to be established by teachers, some of whom will veer towards a permissive approach while others will favour a more literal one. The author has tried to steer a middle course in his Key, although he is well aware that teachers using the book may not be in entire agreement. On the whole he has tried to exclude what he personally considers slipshod or otherwise unacceptable English.

## *Passage 1*

The weather was splendid, and Inspector Treadmere was looking forward to his day off. He had made an appointment for 10.30 with his tailor and shirtmaker, Coutts of Dover Street, W1. You may well raise an eyebrow: Coutts numbers amongst its customers business tycoons, press barons, the top brass in the services, millionaires of the pop-world, and several members of the aristocracy, not to mention Royalty. A Coutts suit may cost anything up to £300, while their shirts range from £25 to £30. Inspector Treadmere must be one of the best-dressed men in any force in the world. 'I enjoy  
10 the best things in life, and I appreciate quality,' he says. He dresses elegantly; he drives elegantly too. He runs a Mercedes Benz—and not a second-hand one either. (His wife must content herself with a Mini.) No doubt his superiors know where it all comes from, for they know that the Inspector's integrity is above reproach. When asked how he can afford it, he invariably looks at you and, with tongue in cheek, says: 'Crime!' Perhaps he writes thrillers under a pseudonym, or has cornered the shares in some booming company, or even composes pop-songs in his spare time. Who knows?

In any event, he went for a fitting, and, this done, was cruising  
20 home at about 11.15, when he had occasion to overtake four men in a Ford Cortina. The occupants of the car were complete strangers to him, and although they were doing nothing to arouse suspicion, he took an immediate dislike to their appearance, particularly to the cut of their clothes and their long hair. Just a hunch, he thought. There was probably nothing in it, but it was just as well to jot down the car number. This he did on the paper wrapping of the shirt he had earlier on collected from the laundry. As for the four men, they did not give him a second glance. No wonder!

A week later, four armed men, wearing stockings over their faces,  
30 held up a security van carrying the takings of a bank in Streatham. They got away with £10,000, after coshing the guards and cutting through the rear doors with an acetylene welder. Though he was not

assigned to the case, Inspector Treadmere decided to check on the owner of the Cortina he had seen the previous week, but he just couldn't recall the number. It was only after he and his wife had made a thorough search of their house (not far from Streatham Common) that she found the shirt wrapping in the dustbin.

This led to the appearance in the dock at the Central Criminal Court yesterday of the four men, who were all charged with armed robbery and assault. Three had pleaded not guilty and one had confessed and turned Queen's Evidence. They were convicted and sentenced to varying gaol terms. Their arrest was the direct result of the Inspector's hunch, for when he had noticed them they were rehearsing the crime.

Congratulating him after the trial, the Crown prosecutor commented: 'It was a splendid piece of intuitive detective work.'

(512 words)

## SECTION 1

### CHOOSE THE BEST ANSWER

- i Inspector Treadmere was fond of
- A mixing with wealthy people.
  - B buying expensive cars.
  - C wearing fine clothes.
  - D composing pop songs.
- ii His superiors would want to know how he could afford to live expensively because
- A they had to make sure their officers were honest.
  - B everybody is interested in money.
  - C they disapproved of policemen being well off.
  - D his integrity was above reproach.
- iii Treadmere seems to be wealthy;
- A he must be a crook.
  - B he has large investments.
  - C that's his business.
  - D we don't know where he gets his money from.

- iv He took down the car number because
- A the occupants were robbers.
  - B it was a Ford Cortina.
  - C he had a hunch.
  - D the occupants were badly dressed.
- v The car occupants did not give him a second glance because
- A they were busy planning the robbery.
  - B they didn't expect the driver of a Mercedes to be a policeman.
  - C they had to avoid arousing suspicion.
  - D they couldn't see clearly through their long hair.
- vi A week later, a hold-up took place:
- A a Ford Cortina was used.
  - B Inspector Treadmere was in charge of the case.
  - C fortunately no-one was killed.
  - D Inspector Treadmere made enquiries about the Cortina's owner.
- vii Which statement is true?
- A Inspector Treadmere arrested the robbers.
  - B The prison sentences were not all the same.
  - C The robbers all received identical sentences.
  - D One robber was acquitted.
- viii 'appreciate' (line 10) means
- A realize
  - B value
  - C regard
  - D congratulate
- ix If your integrity is 'above reproach' (line 14),
- A no-one must question it.
  - B you cannot make a mistake.
  - C it is beyond criticism.
  - D you need to do something about it.

- x 'booming' (line 17) means
- A loud
  - B big
  - C flourishing
  - D bankrupt
- xi 'arouse' (line 22) is the same as
- A wake up
  - B awaken
  - C rise
  - D prevent

## SECTION 2

*WRITE DOWN EVERY CORRECT ANSWER*

- i A Coutts suit may cost anything up to £300, ... their shirts range from £25 to £30.
- A although
  - B but
  - C and
  - D as
  - E even
- ii Inspector Treadmere ... one of the best dressed men in any force in the world.
- A has to be
  - B undoubtedly
  - C needn't be
  - D is surely
  - E can't help being
- iii ... how he can afford it, he invariably looks at you and, with tongue in cheek, says: 'Crime!'
- A If you asked him
  - B When you had asked him

- C Asked
- D On being asked
- E When questioning

iv Although the occupants of the car were doing nothing that . . . suspicion, he took an immediate dislike to their appearance.

- A arouses
- B might not arouse
- C would arouse
- D will arouse
- E was likely to arouse

v . . . he was not assigned to the case, Inspector Treadmere decided to check on the owner of the Cortina he had seen the previous week.

- A Because
- B Yet
- C When
- D Despite
- E Although

vi Inspector Treadmere just . . . recall the number.

- A wasn't able to
- B didn't manage
- C finds it impossible to
- D unable to
- E failed to

vii He jotted down the car number on the paper wrapping of the shirt he had

- A earlier on picked from the laundry up.
- B from the laundry earlier on picked up.
- C picked up from the laundry earlier on.
- D up picked earlier on from the laundry.
- E picked up earlier on from the laundry.

### SECTION 3

#### RE-WRITE THE SENTENCES AS INSTRUCTED

- i Inspector Treadmere dresses elegantly; he drives elegantly too.  
Begin: Not only . . .
- ii Although they were doing nothing to arouse suspicion, he took an immediate dislike to their appearance.  
Change *although* to *despite*.
- iii Inspector Treadmere's wife found the shirt wrapping. Her husband was able to check on the owner of the Cortina.  
Begin: If Inspector Treadmere's wife hadn't found the shirt wrapping . . .

### SECTION 4

In not more than 80 words describe the events that led to the arrest of the hold-up men. Use your own words.

#### Guide :

Use the simple past tense. Where will you begin and end? This is a straightforward question, but be careful not to bring in unnecessary material. Should you describe Inspector Treadmere? Is it important that the shirt had been to the laundry? Are you able to give *details* of the robbery?

Try to mention *briefly* in some way the fact that the robbery took place in the district where the Inspector lived.

When you use your own words, try to avoid making your phrases longer than the ones in the passage, longer, for instance, than *took an immediate dislike to*, *made a thorough search of*. Indeed, these two could be shortened to *immediately disliked*, *thoroughly searched*, could they not? Don't forget to put the number of words at the end.

## Passage 2

14 Jardine Square  
Bayswater  
London W2  
Thursday, 14th July

Dear Lotte,

Many thanks for your letter, and I'm glad to hear you are coming to England soon. It will certainly be good for you. I'm leaving for the States shortly, as you know, so in this letter I'll give you a few tips on how to avoid making the mistakes I made.

You'll be coming here to brush up your English, so you'll want to make as much conversation as possible. Whatever you do, don't stay in a place full of overseas students, especially if they come from our country. This is fatal. Don't believe all the stories you hear about how unfriendly the English are. It's just that many of them are a little shy, and they have this idea about minding their own business. In a train or restaurant, for example, or anywhere really, they will talk to you; but you must break the ice first. Then see them talk! Any subject will do—the weather, their dogs, the Common Market, food. Pardon me, not any subject. Don't be nosy about their private life, their incomes and expenditure, or their ages. These English worship their privacy. Avoid religion too. The best place to talk is in pubs, but as you are a girl go with someone else, and don't go to the pubs in Piccadilly, Leicester Square and so on—they are full of foreigners. No, find one near where you are living, and go there regularly. Someone's bound to talk to you. Oh, do make sure to let them see you are a foreigner. Pretend to have difficulty in ordering, or something. That should be easy enough.

Now, Lotte, pay attention. The English like to queue. My goodness! They queue everywhere: for the bus, at the cinema, in shops, everywhere. I simply must tell you what happened to me when I first arrived. I had to catch a bus. I saw it coming, ran, and hopped on. The conductor, looking daggers at me, told me to get off. He said I had jumped the queue! Well, I scratched my head, and it took me quite a time to realize what the matter was. I got off, anyway, and got dirty looks from the people waiting. Was my face red! Lotte, never jump the queue. Anyway, always use the Tube for getting about. It's much faster. You'll find it very handy indeed.



Now tipping. This is something of a problem, especially when eating out. Some restaurants put 10 per cent on the bill, others don't. If they do, it's usually written on the menu, at the bottom. For heaven's sake, do check it, or sometimes you will walk out leaving long-faced waiters behind you. Tip taxi-drivers and barbers (sorry, the hairdresser for you), but don't tip the barman. Give a little more than 10 per cent if the bill is small. Don't just leave a few  
40 small coins.

As for clothes, you can wear what you like—except your birthday suit. Make sure to bring one or two thick coats and dresses, and a stout rain-hat. Never trust the weather. But don't bring loads of clothes with you. The shops are full of very attractive things to wear at reasonable prices, and you'll no doubt want to buy something British. While I'm on clothes, you'll have to laugh at some of the outfits people wear, but don't laugh too loud, and don't stare too much, otherwise they'll say: 'What are you staring at?' Nobody here  
50 minds what anybody has on.

I won't go into the sights. You'll have plenty of time for them yourself when you get here.

Well, Lotte, I'm sure you'll have a good time here, and I hope the few do's and don't's will be helpful. I must run along to school now. That's another thing: always be punctual.

All the best,  
Karl

(646 words)

## SECTION 1

### CHOOSE THE BEST ANSWER

- i Karl is giving Lotte information
- A because she asked him for it.
  - B so that she won't learn incorrect English.
  - C because he won't be in London to help her.
  - D so that she can earn a few tips in London.
- ii The English
- A can't stand foreigners.