

NICL AO Prelims 2024 Memory Based Paper

Q1. What is the author's primary point of view regarding fasting?

Read the following passage and answer the given questions.

Recent research from the National University of Ireland (NUI) has presented sharp insights into the connection between fasting and diabetes control. The study focused on individuals who adopted intermittent fasting as a lifestyle choice. Participants who fasted for specific hours each day showed a marked reduction in body fat levels. Interestingly, this fat loss was not just cosmetic—it significantly impacted insulin sensitivity, the key hormone involved in blood sugar regulation.

The study's findings are hard to ignore, especially in the context of increasing global diabetes cases. The controlled fasting regimen helped stabilize glucose levels, which is critical for both preventing and managing Type 2 diabetes. According to NUI researchers, fasting helps the body shift from burning glucose to using stored fat, which also eases the

burden on pancreatic cells. Furthermore, the study noted improved mitochondrial function and cellular development. Unlike sharp weight loss from unsustainable diets, this approach to fasting promotes metabolic efficiency and sugar regulation over the long term.

Doctors are increasingly recommending fasting as a pre-diabetic intervention. The potential is impressive. Consistent fasting behaviors, though, are essential. For instance, structured methods like 16:8 fasting, where one fasts for 16 hours and eats within an 8-hour window, have shown potential cognitive benefits and improved insulin sensitivity reported by some participants.

However, research also indicates that chronic stress can induce insulin resistance, which may counteract the benefits of fasting. A guided scientific approach, such as time-restricted eating, may further enhance its efficacy and safety. The study concludes that fasting, when done correctly, can induce metabolic changes that improve blood sugar control. Fasting method remains the key, with time-restricted eating being a popular choice. Fasting schedules, based on age, health status, and daily activities, may further enhance its effectiveness and safety.

(a) Fasting is most effective when paired with high-intensity exercise routines.

(b) Fasting is most effective when paired with low-intensity exercise routines.

(c) Fasting is most effective when paired with moderate-intensity exercise routines.

(d) Fasting, when done correctly, can induce metabolic changes that improve blood sugar control.

(e) Fasting is most effective when paired with a high-protein diet.

Q2. Which of the following best explains why fasting is said to benefit insulin sensitivity in the body?

Read the following passage and answer the given questions.

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The study's findings are hard to ignore, especially in the context of increasing global diabetes cases. The controlled fasting regimen helped stabilize glucose levels, which is critical for both preventing and managing Type 2 diabetes. According to NUI researchers, fasting helps the body shift from burning glucose to utilizing fat stores as energy, which not only reduces fat accumulation but also eases the burden on pancreatic function.

Furthermore, fasting appears to trigger metabolic rewiring. This change encourages improved mitochondrial activity and reduced inflammation, two factors often linked to diabetes development. Unlike sharp dietary restrictions that cause nutrient deficiencies, strategic fasting offers a sustainable approach to health. It demands discipline but rewards the individual with better metabolic efficiency and sugar regulation.

Doctors are now considering time-restricted eating as a non-pharmacological tool for pre-diabetic individuals. The potential is impressive.

behaviors that lead to high glucose readings, fasting may be a key. Some studies reported by some participants that fasting is required to

confirm this. However, research shows that fasting can induce stress response, which may affect metabolic balance. A fasting method remains the subject of debate. Its full benefits and risks, based on age, health status, and other factors, must be carefully evaluated for safety.

- (a) Because fasting increases glucose levels and increases glucose tolerance.
- (b) Because fasting reduces glucose levels and increases glucose tolerance.
- (c) Because fasting increases glucose levels and decreases glucose tolerance.
- (d) Because fasting reduces glucose levels and decreases glucose tolerance.
- (e) Because fasting replaces metabolism entirely with fat metabolism.

Q3. Which of the following statements is/are correct according to the passage?

- (I) Fasting reduces glucose levels and increases glucose tolerance.
- (II) Intermittent fasting reduces glucose levels and decreases glucose tolerance.
- (III) Time-restricted eating replaces metabolism entirely with fat metabolism.

Read the following passage and answer the given questions.

Recent research from the National University of Ireland (NUI) has presented sharp insights into the connection between fasting and diabetes control. The study focused on individuals who adopted intermittent fasting as a lifestyle choice. Participants who fasted for specific hours each day showed a marked reduction in body fat levels. Interestingly, this fat loss was not just cosmetic—it significantly impacted insulin sensitivity, the key hormone involved in blood sugar regulation.

The study's findings are hard to ignore, especially in the context of increasing global diabetes cases. The controlled fasting regimen helped stabilize glucose levels, which is critical for both preventing and managing Type 2 diabetes. According to NUI researchers, fasting helps the body shift from burning glucose to utilizing fat stores as energy, which not only reduces fat accumulation but also eases the burden on pancreatic function.

Furthermore, fasting appears to trigger metabolic rewiring. This change encourages improved mitochondrial activity and reduced inflammation, two factors often linked to diabetes development. Unlike sharp dietary restrictions that cause nutrient deficiencies, strategic fasting offers a sustainable approach to health. It demands discipline but rewards the individual with better metabolic efficiency and sugar regulation.

Doctors are now considering time-restricted eating as a non-pharmacological tool for pre-diabetic individuals. While fasting may not replace medications in chronic cases, its preventive potential is impressive. It also encourages a sharper focus on eating windows, thereby eliminating erratic eating behaviors that often worsen blood sugar instability. For individuals with consistently high glucose readings, fasting may offer a safe and structured method to regain control. The mental clarity reported by some participants also indicates potential cognitive benefits, although more research is required to confirm this.

However, research suggests that stress responses can induce metabolic changes, and fasting may not be suitable for everyone. Consulting a healthcare provider remains the best approach to determine if fasting is safe and effective, based on age, health status, and current medications.

- (a) Only (I)
- (b) Only (III)
- (c) Both (I) & (II)
- (d) Both (II) & (III)
- (e) All of the above

Q4. Why do sharp dietary restrictions often fail as a sustainable approach to health?

Read the following passage and answer the given question.

Recent research from the University of Illinois (NU) sheds light into the connection between intermittent fasting and metabolic health. Individuals who adopted intermittent fasting for a period of 12 weeks showed a marked reduction in blood sugar levels. Interestingly, this fasting was not just a simple restriction but a structured approach that involved meal timing and portion control. The study's findings are hard to ignore, especially in the context of rising global diabetes cases. The controlled fasting regimen helped in maintaining stable blood sugar levels, which is critical for preventing and managing Type 2 diabetes. This approach also eases the burden on pancreatic cells, allowing them to rest and regenerate.

Furthermore, fasting appears to trigger metabolic rewiring. This change encourages improved mitochondrial activity and reduced inflammation, two factors often linked to diabetes development. Unlike sharp dietary restrictions that cause nutrient deficiencies, strategic fasting offers a sustainable approach to health. It demands discipline but rewards the individual with better metabolic efficiency and sugar regulation.

Doctors are now considering time-restricted eating as a non-pharmacological tool for pre-diabetic individuals. While fasting may not replace medications in chronic cases, its preventive potential is impressive. It also encourages a sharper focus on eating windows, thereby eliminating erratic eating behaviors that often worsen blood sugar instability. For individuals with consistently high glucose readings, fasting may offer a safe and structured method to regain control. The mental clarity reported by some participants also indicates potential cognitive benefits, although more research is required to confirm this.

However, researchers warn against overdoing fasting, as extremely hard fasting routines can induce stress responses that may disrupt hormonal balance. A guided, scientifically backed fasting method remains the safest path toward leveraging its full benefits. Personalization of fasting schedules, based on age, health status, and daily activity levels, may further enhance its efficacy and long-term safety.

- (a) It relies on complete food elimination during peak hours
- (b) It focuses on strict calorie counting rather than natural eating
- (c) It prevents nutrient deficiency by not drastically changing food types
- (d) It avoids all external medications that might affect diet
- (e) It forces individuals to give up carbs permanently, unlike dieting

Q5. Choose the synonym of the word “sharp” as used in the passage.

Read the following passage.

Recent research has shed new light into the connection between fasting and metabolic health. Individuals who adopted intermittent fasting schedules may showed a marked reduction in weight, which significantly impacted insulin sensitivity. The study's findings suggest that fasting may involve a metabolic shift in the body, leading to lower glucose levels. This controlled fasting method is seen as a promising tool for managing Type 2 diabetes. The research also indicates that fasting may help reduce glucose to levels that are only rarely achieved by medication, which also eases the burden on patients. Furthermore, fasting may trigger metabolic rewiring, leading to improved mitochondrial function and cellular energy production. Unlike sharp weight loss, this approach to fasting is sustainable and does not lead to the individual with better metabolic efficiency and sugar regulation. Doctors are now considering time-restricted eating as a non-pharmacological approach for pre-diabetic individuals. While fasting may not replace medications in chronic cases, its preventive potential is impressive. By encouraging healthier eating behaviors that avoid high glucose readings, fasting may contribute to the longevity reported by some participants also indicates potential cognitive benefits, although more research is required to confirm this.

However, researchers warn against overdoing fasting, as extremely hard fasting routines can induce stress responses that may disrupt hormonal balance. A guided, scientifically backed fasting method remains the safest path toward leveraging its full benefits. Personalization of fasting schedules, based on age, health status, and daily activity levels, may further enhance its efficacy and long-term safety.

- (a) Indirect
- (b) Vague
- (c) Soft
- (d) Dull
- (e) Keen

Q6. What warning do researchers give about “extremely hard fasting routines”?

Read the following passage and answer the given questions.

Recent research from the National University of Ireland (NUI) has presented sharp insights into the connection between fasting and diabetes control. The study focused on individuals who adopted intermittent fasting as a lifestyle choice. Participants who fasted for specific hours each day showed a marked reduction in body fat levels. Interestingly, this fat loss was not just cosmetic—it significantly impacted insulin sensitivity, the key hormone involved in blood sugar regulation.

The study’s findings are hard to ignore, especially in the context of increasing global diabetes cases. The controlled fasting regimen helped stabilize glucose levels, which is critical for both preventing and managing Type 2 diabetes. According to NUI researchers, fasting helps the body shift from burning glucose to using stored fat, which also eases the

burden on pancreatic cells. Furthermore, the study observed improved mitochondrial function and cellular development. Unlike sharp, unsustainable dieting, this approach to eating promotes metabolic efficiency and sugar regulation. The research suggests a path toward sustainable health.

Doctors are cautious about eating as a pre-diabetic individuals. The study’s findings are impressive. The research focuses on sustainable eating behaviors that prevent glucose instability. For individuals with high glucose readings, fasting is a structured method to regulate blood sugar levels. Some participants reported a need to confirm this

However, researchers warn against overdoing fasting, as it can induce stress responses that may disrupt hormonal balance. A guide to scientific fasting method remains the best path toward leveraging its full benefits. Personalization of fasting schedules, based on age, health, and lifestyle, is essential for long-term safety.

- (a) They perceive fasting as a sustainable lifestyle choice
- (b) They suppress their hunger through willpower
- (c) They reduce body fat levels, which improves insulin sensitivity
- (d) They eliminate useful fat reserves needed for energy balance
- (e) They might introduce hormonal imbalance through stress reactions

Q7. Select the antonym of the word “high” as used in the passage.

Read the following passage and answer the given questions.

Recent research from the National University of Ireland (NUI) has presented sharp insights into the connection between fasting and diabetes control. The study focused on individuals who adopted intermittent fasting as a lifestyle choice. Participants who fasted for specific hours each day showed a marked reduction in body fat levels. Interestingly, this fat loss was not just cosmetic—it significantly impacted insulin sensitivity, the key hormone involved in blood sugar regulation.

The study's findings are hard to ignore, especially in the context of increasing global diabetes cases. The controlled fasting regimen helped stabilize glucose levels, which is critical for both preventing and managing Type 2 diabetes. According to NUI researchers, fasting helps the body shift from burning glucose to utilizing fat stores as energy, which not only reduces fat accumulation but also eases the burden on pancreatic function.

Furthermore, fasting appears to trigger metabolic rewiring. This change encourages improved mitochondrial activity and reduced inflammation, two factors often linked to diabetes development. Unlike sharp dietary restrictions that cause nutrient deficiencies, strategic fasting offers a sustainable approach to health. It demands discipline but rewards the individual with better metabolic efficiency and sugar regulation.

Doctors are now considering time-restricted eating as a non-pharmacological tool for pre-diabetic individuals.

impressive. The potential is strategic eating behaviors that high glucose readings, fasting method reported by some participants required to confirm this.

However, research can induce stress response balance. Fasting method remains the full benefits of fasting on age, health, and safety.

(a) Raised (b) Fluctuating (c) Balanced (d) Low (e) Average

- (a) Raised
- (b) Fluctuating
- (c) Balanced
- (d) Low
- (e) Average

Q8. According to the passage, how does fasting benefit mitochondria activity?

Read the following passage and answer the given questions.

Recent research from the University of Illinois (UIU) has presented compelling evidence into the connection between fasting and metabolic health. A study involving participants who adopted intermittent fasting showed a marked reduction in inflammation, which significantly

impacted insulin sensitivity, the key hormone involved in blood sugar regulation.

The study's findings are hard to ignore, especially in the context of increasing global diabetes cases. The controlled fasting regimen helped stabilize glucose levels, which is critical for both preventing and managing Type 2 diabetes. According to NUI researchers, fasting helps the body shift from burning glucose to utilizing fat stores as energy, which not only reduces fat accumulation but also eases the burden on pancreatic function.

Furthermore, fasting appears to trigger metabolic rewiring. This change encourages improved mitochondrial activity and reduced inflammation, two factors often linked to diabetes development. Unlike sharp dietary restrictions that cause nutrient deficiencies, strategic fasting offers a sustainable approach to health. It demands discipline but rewards the individual with better metabolic efficiency and sugar regulation.

Doctors are now considering time-restricted eating as a non-pharmacological tool for pre-diabetic individuals. While fasting may not replace medications in chronic cases, its preventive potential is impressive. It also encourages a sharper focus on eating windows, thereby eliminating erratic eating behaviors that often worsen blood sugar instability. For individuals with consistently high glucose readings, fasting may offer a safe and structured method to regain control. The mental clarity reported by some participants also indicates potential cognitive benefits, although more research is required to confirm this.

However, researchers warn against overdoing fasting, as extremely hard fasting routines can induce stress responses that may disrupt hormonal balance. A guided, scientifically backed fasting method remains the safest path toward leveraging its full benefits. Personalization of fasting schedules, based on age, health status, and daily activity levels, may further enhance its efficacy and long-term safety.

- (a) It enhances
- (b) It promotes
- (c) It leads to
- (d) It decreases
- (e) It helps in

Q9. Which of the following is incorrect?

- (I) Fasting helps in weight loss
- (II) Doctors recommend fasting for all individuals
- (III) Mental clarity is reported by some participants

Read the following passage and answer the questions that follow.
Recent research from the University of Ireland (NI) has shed light on the connection between intermittent fasting and metabolic health. The study, which involved participants with pre-diabetes, found that those who adopted a 16:8 fasting schedule showed a marked reduction in blood sugar levels. This is significant because high blood sugar has impacted insulin sensitivity, the key hormone involved in regulating glucose. The study's findings are particularly encouraging in the context of increasing obesity cases. The controlled fasting regimen helped stabilize glucose levels, which is critical for preventing and managing Type 2 diabetes. By reducing the constant demand on the body to burn glucose to produce energy, fasting helps ease the burden on the pancreas. Furthermore, the study also observed improved mitochondrial activity and reduced inflammation, two factors often linked to diabetes development. Unlike sharp dietary restrictions that cause nutrient deficiencies, strategic fasting offers a sustainable approach to health. It demands discipline but rewards the individual with better metabolic efficiency and sugar regulation.

Doctors are now considering time-restricted eating as a non-pharmacological tool for pre-diabetic individuals. While fasting may not replace medications in chronic cases, its preventive potential is impressive. It also encourages a sharper focus on eating windows, thereby eliminating erratic eating behaviors that often worsen blood sugar instability. For individuals with consistently high glucose readings, fasting may offer a safe and structured method to regain control. The mental clarity reported by some participants also indicates potential cognitive benefits, although more research is required to confirm this.

However, researchers warn against overdoing fasting, as extremely hard fasting routines can induce stress responses that may disrupt hormonal balance. A guided, scientifically backed fasting method remains the safest path toward leveraging its full benefits. Personalization of fasting schedules, based on age, health status, and daily activity levels, may further enhance its efficacy and long-term safety.

- (a) Both (I) and (II)
- (b) Only (II)
- (c) Only (I)
- (d) Both (II) and (III)
- (e) All of these

Q10. Choose the most appropriate synonym for the word “hard” as used in “extremely hard fasting routines.”

Read the following passage.

Recent research has shed new light into the connection between intermittent fasting and metabolic health. A study involving 100 participants who adopted intermittent fasting for 12 weeks showed a marked reduction in insulin resistance, significantly impacting insulin sensitivity. The study's findings suggest that intermittent fasting may be a viable strategy for managing Type 2 diabetes by helping regulate glucose levels and preventing and managing Type 2 diabetes. UI researchers found that intermittent fasting from burning glucose to use for energy, which potentially reduces the burden on pancreatic cells. Furthermore, the study suggests that intermittent fasting may improve mitochondrial function, leading to better energy production and overall health. Unlike sharp calorie restriction, intermittent fasting is a sustainable approach to weight loss that doesn't require discipline but rewards the individual with better metabolic efficiency and sugar regulation. Doctors are increasingly considering time-restricted eating as a non-pharmacological approach for pre-diabetic individuals. The study's findings are impressive. Intermittent fasting behaviors that lead to high glucose readings, fasting blood sugar levels, and weight loss reported by some participants also indicates potential cognitive benefits, although more research is required to confirm this.

However, researchers warn against overdoing fasting, as extremely hard fasting routines can induce stress responses that may disrupt hormonal balance. A guided, scientifically backed fasting method remains the safest path toward leveraging its full benefits. Personalization of fasting schedules, based on age, health status, and daily activity levels, may further enhance its efficacy and long-term safety.

- (a) Pleasant
- (b) Rigorous
- (c) Confusing
- (d) Casual
- (e) Efficient

Q11. Which of the following statements should be the FIRST statement after rearrangement?
Six sentences are given which are not arranged in coherent manner. Rearrange them to answer the following questions.

- (A) One major reason why people migrate is the search for better economic opportunities.
- (B) In many developing regions, lack of employment and low wages push individuals to move abroad.
- (C) Another significant reason for migration is the need to escape conflict or persecution.
- (D) Many migrants flee war-torn areas in hopes of finding safety and stability elsewhere.
- (E) Migration has always been a part of human history, driven by a variety of social, political, and economic factors.
- (F) Whether for economic improvement or personal safety, the decision to migrate often involves considerable

- (a) A
- (b) B
- (c) C
- (d) F
- (e) E

Q12. Which of the following statements should be the SECOND statement after rearrangement?
Six sentences are given which are not arranged in coherent manner. Rearrange them to answer the following questions.

- (A) One major reason why people migrate is the search for better economic opportunities.
- (B) In many developing regions, lack of employment and low wages push individuals to move abroad.
- (C) Another significant reason for migration is the need to escape conflict or persecution.
- (D) Many migrants flee war-torn areas in hopes of finding safety and stability elsewhere.
- (E) Migration has always been a part of human history, driven by a variety of social, political, and economic factors.
- (F) Whether for economic improvement or personal safety, the decision to migrate often involves considerable

- (a) A
- (b) B
- (c) C
- (d) D
- (e) E

Q13. Which of the following statements should be the THIRD statement after rearrangement?
Six sentences are given which are not arranged in coherent manner. Rearrange them to answer the following questions.

- (A) One major reason why people migrate is the search for better economic opportunities.
- (B) In many developing regions, lack of employment and low wages push individuals to move abroad.
- (C) Another significant reason for migration is the need to escape conflict or persecution.
- (D) Many migrants flee war-torn areas in hopes of finding safety and stability elsewhere.

(E) Migration has always been a part of human history, driven by a variety of social, political, and economic factors.

(F) Whether for economic improvement or personal safety, the decision to migrate often involves considerable risk and uncertainty.

- (a) A
- (b) F
- (c) D
- (d) C
- (e) B

Q14. Which of the following statements should be the FIFTH statement after rearrangement?

Six sentences are given which are not arranged in coherent manner. Rearrange them to answer the following question.

- (A) One major reason for migration is the search for better opportunities.**
- (B) In many cases, people migrate in search of better jobs and to move abroad.**
- (C) Another significant reason for migration is the need to escape conflict or persecution.**
- (D) Many migrants flee war-torn areas in hopes of finding safety and stability elsewhere.**
- (E) Migration has always been a part of human history, driven by a variety of social, political, and economic factors.**
- (F) Whether for economic improvement or personal safety, the decision to migrate often involves considerable risk and uncertainty.**

- (a) D
- (b) F
- (c) B
- (d) E
- (e) A

Q15.. Which of the following statements should be the LAST statement after rearrangement?

Six sentences are given which are not arranged in coherent manner. Rearrange them to answer the following question.

- (A) One major reason for migration is the search for better opportunities.**
- (B) In many cases, people migrate in search of better jobs and to move abroad.**
- (C) Another significant reason for migration is the need to escape conflict or persecution.**
- (D) Many migrants flee war-torn areas in hopes of finding safety and stability elsewhere.**
- (E) Migration has always been a part of human history, driven by a variety of social, political, and economic factors.**
- (F) Whether for economic improvement or personal safety, the decision to migrate often involves considerable risk and uncertainty.**

- (a) D
- (b) C
- (c) B
- (d) F
- (e) A

Q16. The injured firefighter showed (A)/ resilience when him continued (B)/ rescuing people despite his (C)/ own pain and exhaustion. (D)

Read the sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer. If the given sentence is grammatically and contextually correct, then choose option “No error” as your answer response. (Ignore errors of punctuation, if any).

- (a) A
- (b) B
- (c) C
- (d) D
- (e) No error

Q17. Plastic waste has degraded marine habitats and caused / degraded

Read the sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer. If the given sentence is grammatically and contextually correct, then choose option “No error” as your answer response. (Ignore errors of punctuation, if any).

- (a) A
- (b) B
- (c) C
- (d) D
- (e) No error

Q18. The northeastern states underscore cultural sensitivity (A)/ policies have been / concerns in adaptation (B)/ and need for region-specific (C)/

Read the sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer. If the given sentence is grammatically and contextually correct, then choose option “No error” as your answer response. (Ignore errors of punctuation, if any).

- (a) A
- (b) B
- (c) C
- (d) D
- (e) No error

Q19. Most coaches on the (A)/ team expect you to (B)/ being respectful to both your (C)/ teammates and the opposing players. (D)

Read the sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer. If the given sentence is grammatically and contextually correct, then choose option “No error” as your answer response. (Ignore errors of punctuation, if any).

- (a) A
- (b) B
- (c) C
- (d) D
- (e) No error

Q20. Sometimes, silent speaks (A)/ louder than words, (B)/ revealing emotions that (C)/ language fails to express. (D)

Read the sentence to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer. If the given sentence is grammatically and contextually correct, then choose option "No error" as your answer.

- (a) A
- (b) B
- (c) C
- (d) D
- (e) No error

Q21. LAG

(I) The project was delayed due to unforeseen circumstances.
 (II) The unexpected delay was a significant setback for the team's recovery.
 (III) There was a significant delay in the speaker's presentation during the live stream.

In the question, a sentence is given with three parts (I), (II) and (III). Each part contains a word or phrase. One or more of these parts may contain a grammatical error. Choose the correct usage of the word or phrase from the options given below.

- (a) Only (I)
- (b) Only (II)
- (c) Only (III)
- (d) All (I), (II) and (III)
- (e) Both (I) and (II)

Q22. After finishing the morning duties, he take some rest on chair near the corridor.

Which of the following phrases given below the sentence should replace the phrase printed in bold letters to make the sentence grammatically correct? Choose the best option among the five given alternatives that reflect the correct use of phrase in the context of the grammatically correct sentence. If the sentence is correct as it is, mark "No correction required" as the answer.

- (a) takes a rest in chair
- (b) took some rest on chair
- (c) took some rest on the chair
- (d) take some rests on chair
- (e) No correction required

Q23. The worker was seen keep the bucket under tap to collect water.

Which of the following phrases given below the sentence should replace the phrase printed in bold letters to make the sentence grammatically correct? Choose the best option among the five given alternatives that reflect the correct use of phrase in the context of the grammatically correct sentence. If the sentence is correct as it is, mark "No correction required" as the answer.

- (a) keeps the bucket under the tap
- (b) keeps the bucket below tap
- (c) kept the bucket under tap
- (d) keeping the bucket under the tap
- (e) No correction required

Q24. Since

Which of the following phrases given below the sentence should replace the phrase printed in bold letters to make the sentence grammatically correct? Choose the best option among the five given alternatives that reflect the correct use of phrase in the context of the grammatically correct sentence. If the sentence is correct as it is, mark "No correction required" as the answer.

- (a) were submerged
- (b) was submerged
- (c) were submerging
- (d) has been submerged
- (e) No correction required

Q25. He cle

Which of the following phrases given below the sentence should replace the phrase printed in bold letters to make the sentence grammatically correct? Choose the best option among the five given alternatives that reflect the correct use of phrase in the context of the grammatically correct sentence. If the sentence is correct as it is, mark "No correction required" as the answer.

- (a) without a mark
- (b) without a mark
- (c) without a mark
- (d) without a mark
- (e) No correction required

Q26. They ____ off the lights before leaving the room to ____ energy.

In the following question, a sentence has been given with two blanks. For the question, five options are given, each containing two words. Choose the most suitable option that fits both the blanks grammatically and contextually in the respective order.

- (a) fixed, bring
- (b) painted, show
- (c) turned, save
- (d) broke, lose
- (e) opened, take

Q27. The teacher's sudden decision to cancel the test was seen as _____ by the students, who had _____ for days.

In the following question, a sentence has been given with two blanks. For the question, five options are given, each containing two words. Choose the most suitable option that fits both the blanks grammatically and contextually in the respective order.

- (a) kind, played
- (b) nice, shouted
- (c) boring, watched
- (d) easy, waited
- (e) unfair, studied

Q28. The new policy was _____ just a few months.

In the following question, a sentence has been given with two blanks. For the question, five options are given, each containing two words. Choose the most suitable option that fits both the blanks grammatically and contextually in the respective order.

- (a) lenient, relaxed
- (b) stringent, strict
- (c) visionary, forward
- (d) temporary, short
- (e) careless, hasty

Q29. The artist's work was _____ for its _____ complex emotions that it evoked.

In the following question, a sentence has been given with two blanks. For the question, five options are given, each containing two words. Choose the most suitable option that fits both the blanks grammatically and contextually in the respective order.

- (a) erratic, random
- (b) harmonious, balanced
- (c) clashing, contrasting
- (d) bold, surprising
- (e) chaotic, disordered

Q30. She was _____ when she heard the news, but soon she _____ down and made a plan.

In the following question, a sentence has been given with two blanks. For the question, five options are given, each containing two words. Choose the most suitable option that fits both the blanks grammatically and contextually in the respective order.

- (a) happy, flew
- (b) tired, ate
- (c) angry, jumped

-
- (d) shocked, calmed
(e) ready, shouted

Q31. If Box B is related to Box C in the same way Box G is related to Box B, then which box is related to Box F?

Study the following information carefully and answer the questions given below.

Eight boxes are stacked above one another. Box B is placed two boxes above Box H. Three boxes are placed between Box H and Box D. Box C is placed two boxes above Box F but immediately above Box D. Three boxes are placed between Box F and Box G. Box E is placed below Box G but not above Box C. Not more than two boxes are placed between Box E and Box A.

- (a) Box G
(b) Box E
(c) Box B
(d) Box A
(e) Box H

Q32. Which of the following statements is false?

- I. Box H is placed below Box A
II. Two boxes are placed between Box B and Box D
III. Box C is placed immediately above Box F

Study the following information carefully and answer the questions given below.

Eight boxes are stacked above one another. Box B is placed two boxes above Box H. Three boxes are placed between Box H and Box D. Box C is placed two boxes above Box F but immediately above Box D. Three boxes are placed between Box F and Box G. Box E is placed below Box G but not above Box C. Not more than two boxes are placed between Box E and Box A.

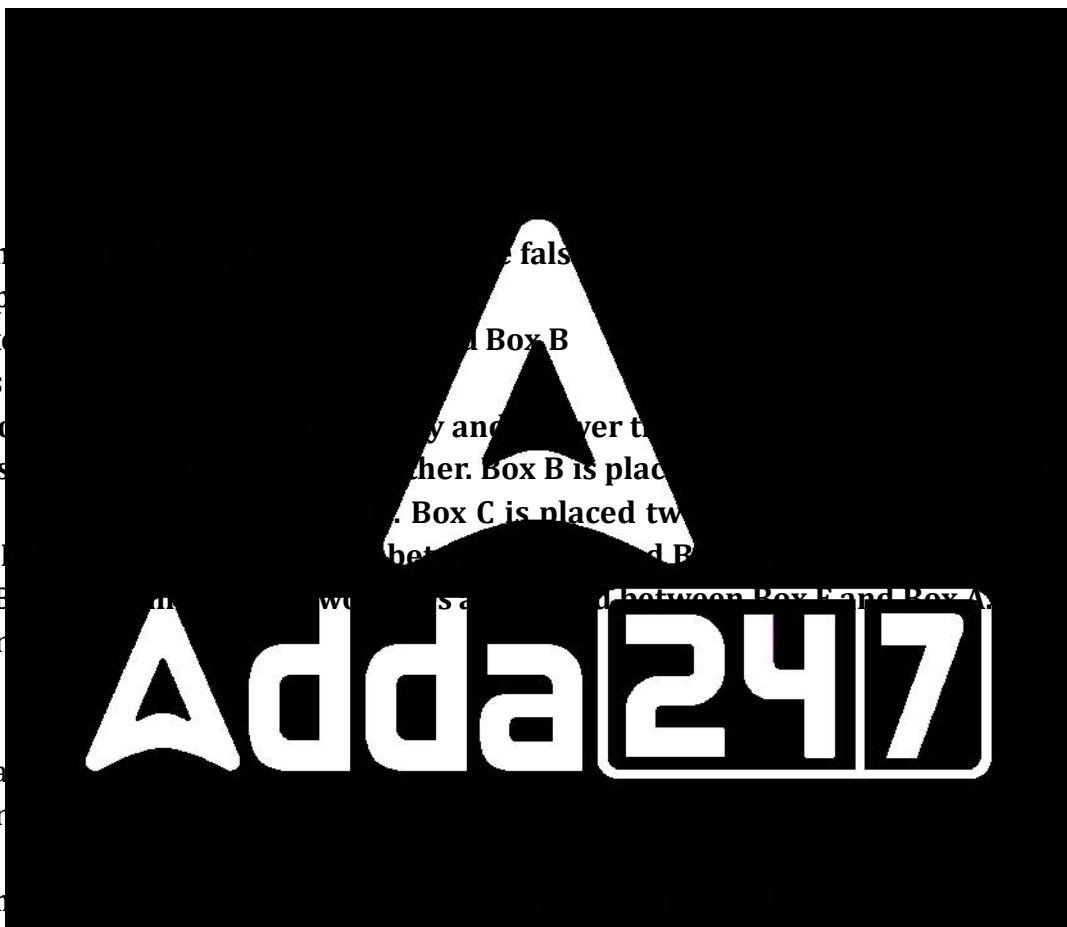
- (a) Both I and II are true
(b) Only II is true
(c) Only III is true
(d) Both II and III are true
(e) Both I and III are true

Q33. Which of the following pairs of boxes has the same number of boxes placed below Box H?

Study the following information carefully and answer the questions given below.

Eight boxes are stacked above one another. Box B is placed two boxes above Box H. Three boxes are placed between Box H and Box D. Box C is placed two boxes above Box F but immediately above Box D. Three boxes are placed between Box F and Box G. Box E is placed below Box G but not above Box C. Not more than two boxes are placed between Box E and Box A.

- (a) Box A and Box B
(b) Box D and Box E
(c) Box G and Box F
(d) Box B and Box C
(e) None of these



Q34. Which box is placed exactly between Box A and Box C in the stack?

Study the following information carefully and answer the questions given below.

Eight boxes are stacked above one another. Box B is placed two boxes above Box H. Three boxes are placed between Box H and Box D. Box C is placed two boxes above Box F but immediately above Box D. Three boxes are placed between Box F and Box G. Box E is placed below Box G but not above Box C. Not more than two boxes are placed between Box E and Box A.

- (a) Box D
- (b) Box H
- (c) Box B
- (d) Box F
- (e) Box E

Q35. Four of the boxes are placed above Box A. Find the one pair which is placed immediately above Box A.

Study the following information carefully and answer the questions given below.

Eight boxes are stacked above one another. Box B is placed two boxes above Box H. Three boxes are placed between Box H and Box D. Box C is placed two boxes above Box F but immediately above Box D. Three boxes are placed between Box F and Box G. Box E is placed below Box G but not above Box C. Not more than two boxes are placed between Box E and Box A.

- (a) Box C and Box D
- (b) Box H and Box D
- (c) Box B and Box H
- (d) Box D and Box F
- (e) Box G and Box F

Q36. How A is related to Z?
Study the following information carefully and answer the questions given below.
There are eight members in a three – generation family. A is the brother of X. X is married to Y. Y is the mother of Z. S is the daughter of W. W is daughter-in-law of X. Y has only one child. N is the son of M. A is married.

- (a) Sibling
- (b) Cousin
- (c) Uncle
- (d) Nephew
- (e) Can't be determined

Q37. How many male members are there in the family?

Study the following information carefully and answer the questions given below.

There are eight members in a three – generation family. A is the brother of X. X is married to Y. Y is the mother of Z. S is the daughter of W. W is daughter-in-law of X. Y has only one child. N is the son of M. A is married.

- (a) Three
- (b) One
- (c) Four
- (d) Five
- (e) Can't be determined

Q38. How M is related to X?

Study the following information carefully and answer the questions given below.

There are eight members in a three – generation family. A is the brother of X. X is married to Y. Y is the mother of Z. S is the daughter of W. W is daughter-in-law of X. Y has only one child. N is the son of M. A is married.

- (a) Mother
- (b) Sister
- (c) Brother – in-law
- (d) Sister-in-law
- (e) None of these

Q39. If we take the first four letters from the left end of the word and the last four letters from the right end of that word, how many meaningful words can be formed more than one?

- (a) 0
- (b) 1
- (c) 2
- (d) 3
- (e) 4

Q40. Who sits at the extreme left end of the row? Study the following information carefully and answer the questions given below.
Six persons — L, M, N, O, K and T—sit in a row and face north, but not necessarily in the same order. Each person likes a different fruit — Mango, Banana, Apple, Grapes, Orange, and Pear.

One person sits between L and the one who likes orange. M sits immediate right of the one who likes orange. K sits two places away from M. The one who likes orange and K are not immediate neighbours. The one who likes apple sits third to the left of O. The one who likes Mango sits immediate right of O. N sits exactly between the one who likes Grapes and Pear. T sits immediate right of the one who likes Grapes.

- (a) L
- (b) O
- (c) The one who likes Apple
- (d) M
- (e) The one who likes Pear

Q41. Which of the following persons sit next to each other?

Study the following information carefully and answer the questions given below:

Six persons — L, M, N, O, K and T—sit in a row and face north, but not necessarily in the same order. Each person likes a different fruit — Mango, Banana, Apple, Grapes, Orange, and Pear.

One person sits between L and the one who likes orange. M sits immediate right of the one who likes orange. K sits two places away from M. The one who likes orange and K are not immediate neighbours. The one who likes apple sits third to the left of O. The one who likes Mango sits immediate right of O. N sits exactly between the one who likes Grapes and Pear. T sits immediate right of the one who likes Grapes.

- (a) O and the one who likes Orange
 (b) T and the one who likes Grapes
 (c) M and T
 (d) The one who likes Apple and M
 (e) None of these

Q42. What is the position of N with respect to the one who likes Mango?

Study the following information carefully and answer the questions given below:

Six persons — L, M, N, O, K and T—sit in a row and face north, but not necessarily in the same order. Each person likes a different fruit — Mango, Banana, Apple, Grapes, Orange, and Pear.

One person sits between L and the one who likes orange. M sits immediate right of the one who likes orange. K sits two places away from M. The one who likes orange and K are not immediate neighbours. The one who likes apple sits third to the left of O. The one who likes Mango sits immediate right of the one who likes Grapes.

- (a) Immediate right
 (b) Second to the right
 (c) Third to the right
 (d) Third to the left
 (e) Immediate left

Q43. How many persons sit between the one who likes Orange and the one who likes Pear?

Study the following information carefully and answer the questions given below:

Six persons — L, M, N, O, K and T—sit in a row and face north, but not necessarily in the same order. Each person likes a different fruit — Mango, Banana, Apple, Grapes, Orange, and Pear.

One person sits between L and the one who likes orange. M sits immediate right of the one who likes orange. K sits two places away from M. The one who likes orange and K are not immediate neighbours. The one who likes apple sits third to the left of O. The one who likes Mango sits immediate right of O. N sits exactly between the one who likes Grapes and Pear. T sits immediate right of the one who likes Grapes.

- (a) Two
 (b) Four
 (c) One
 (d) None
 (e) Three

Q44. . If T and K interchanged their positions, then who sits second to the left of T?

Study the following information carefully and answer the questions given below:

Six persons — L, M, N, O, K and T—sit in a row and face north, but not necessarily in the same order. Each person likes a different fruit — Mango, Banana, Apple, Grapes, Orange, and Pear.

One person sits between L and the one who likes orange. M sits immediate right of the one who likes orange. K sits two places away from M. The one who likes orange and K are not immediate neighbours. The one who likes apple sits third to the left of O. The one who likes Mango sits immediate right of O. N sits exactly between the one who likes Grapes and Pear. T sits immediate right of the one who likes Grapes.

-
- (a) M
(b) The one who likes Apple
(c) N
(d) The one who likes Pear
(e) L

Q45. In the word 'VIGOROUS', how many pairs of the letters have the same number of letters between them (both forward and backward direction) in the word as in the English alphabet?

- (a) Four
(b) Two
(c) One
(d) Three
(e) More than three

Q46. What is the missing letter?
Study the following series and find the missing letter.

In a certain code language:

"Shine quickly day light" is coded as "tg os fw jk"
"Quickly star shine away" is coded as "jk gb vf tg"
"Day star tranquil moon" is coded as "gb os hg nk"
"Tranquil moon rise shine" is coded as "tg hg ob nk"

- (a) jk os
(b) jk tg
(c) os tg
(d) fw os
(e) Can't be determined

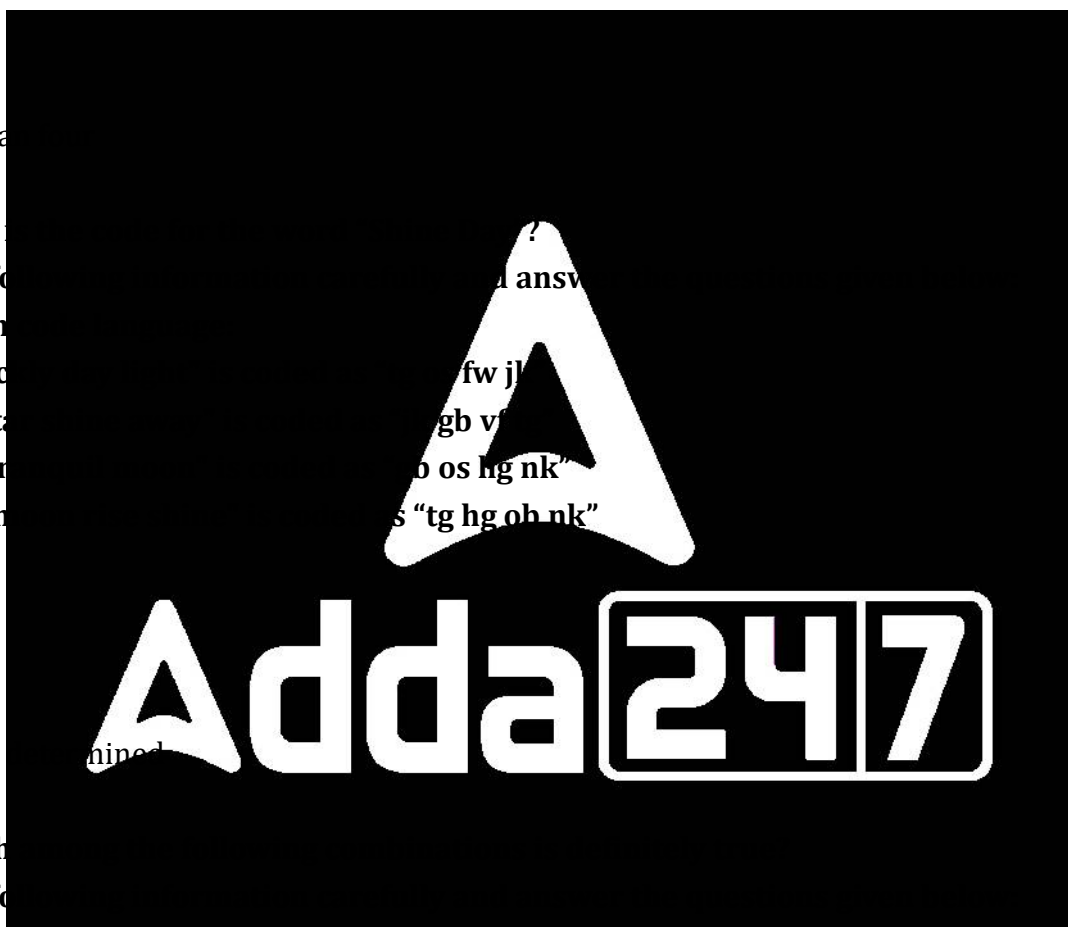
Q47. Which letter is missing?

Study the following series and find the missing letter.

In a certain code language:

"Shine quickly day light" is coded as "tg os fw jk"
"Quickly star shine away" is coded as "jk gb vf tg"
"Day star tranquil moon" is coded as "gb os hg nk"
"Tranquil moon rise shine" is coded as "tg hg ob nk"

- (a) Light- jk
(b) Star - nk
(c) Tranquil - hg
(d) Away-vf
(e) Moon - fw



Q48. What is the definite code for the word pair “Rise Moon”?

Study the following information carefully and answer the questions given below:

In a certain code language:

"Shine quickly day light" is coded as “tg os fw jk”

"Quickly star shine away" is coded as “jk gb vf tg”

"Day star tranquil moon" is coded as “gb os hg nk”

"Tranquil moon rise shine" is coded as “tg hg ob nk”

- (a) ob hg
- (b) vf hg
- (c) ob nk
- (d) nk hg
- (e) Can't be

Q49. Which of the following is the code for the word “Moon”?

Study the following information carefully and answer the questions given below:

In a certain code language:

"Shine quickly day light" is coded as “tg os fw jk”

"Quickly star shine away" is coded as “jk gb vf tg”

"Day star tranquil moon" is coded as “gb os hg nk”

"Tranquil moon rise shine" is coded as “tg hg ob nk”

- (a) Peaceful
- (b) Moon Light
- (c) Rise Light
- (d) Shine Rise
- (e) Away Moon

Q50. If Moon is coded as “hg nk” then what will be the code for the word “Rise”?

Study the following information carefully and answer the questions given below:

In a certain code language:

"Shine quickly day light" is coded as “tg os fw jk”

"Quickly star shine away" is coded as “jk gb vf tg”

"Day star tranquil moon" is coded as “gb os hg nk”

"Tranquil moon rise shine" is coded as “tg hg ob nk”

- (a) ob nk
- (b) hg nk
- (c) vf mn
- (d) mn nk
- (e) nk hg

Q51. In which among the following floor and flat does R live?

Study the following information carefully and answer the questions given below:

Eight persons – P, Q, R, S, T, U, V and W live in a four-storey building (but not necessarily in the same order), where the lowermost floor is numbered as one and the floor immediately above it is numbered as two and so on.

Note-I: Each floor has two types of flats i.e., Flat-A and Flat-B, where Flat A is to the west of Flat B.

Note-II: Flat B of floor 2 is immediately above Flat B of floor 1 and immediately below Flat B of floor 3 and so on. Similarly, Flat A of floor 2 is immediately above Flat A of floor 1 and immediately below Flat A of floor 3 and so on.

Note-III: The area of each flat is the same.

Note-IV: Only

Q lives two floors above V. Q and V lives in different named flat. V lives to the north of W. One floor gap is there between W's floor and U's floor. R lives two floors below T in different named flat. R lives above P's floor. S lives to the north-east of P.

- (a) Floor 1, Flat A
- (b) Floor 2, Flat A
- (c) Floor 3, Flat A
- (d) Floor 4, Flat A
- (e) Floor 2, Flat B

Q52. Four of the persons live in a certain way and the one who doesn't belong to that category is

Study the following information carefully and answer the questions given below:

Eight persons – P, Q, R, S, T, U, V and W live in a four-storey building (but not necessarily in the same order), where the lowermost floor is numbered as one and the floor immediately above it is numbered as two and so on.

Note-I: Each floor has two types of flats i.e., Flat-A and Flat-B, where Flat A is to the west of Flat B.

Note-II: Flat B of floor 2 is immediately above Flat B of floor 1 and immediately below Flat B of floor 3 and so on. Similarly, Flat A of floor 2 is immediately above Flat A of floor 1 and immediately below Flat A of floor 3 and so on.

Note-III: The area of each flat is the same.

Note-IV: Only two persons live on each floor, and only one person lives in each flat.

Q lives two floors above V. Q and V lives in different named flat. V lives to the north of W. One floor gap is there between W's floor and U's floor. R lives two floors below T in different named flat. R lives above P's floor. S lives to the north-east of P.

- (a) T
- (b) Q
- (c) R
- (d) U
- (e) P

Q53. Who among the following person doesn't live to the south-west of T?

Study the following information carefully and answer the questions given below:

Eight persons – P, Q, R, S, T, U, V and W live in a four-storey building (but not necessarily in the same order), where the lowermost floor is numbered as one and the floor immediately above it is numbered as two and so on.

Note-I: Each floor has two types of flats i.e., Flat-A and Flat-B, where Flat A is to the west of Flat B.

Note-II: Flat B of floor 2 is immediately above Flat B of floor 1 and immediately below Flat B of floor 3 and so on. Similarly, Flat A of floor 2 is immediately above Flat A of floor 1 and immediately below Flat A of floor 3 and so on.

Note-III: The area of each flat is the same.

Note-IV: Only two

Q lives two floors above V. Q and V lives in different named flat. V lives to the north of W. One floor gap is there between W's floor and U's floor. R lives two floors below T in different named flat. R lives above P's floor. S lives to the north-east of P.

- (a) U
- (b) R
- (c) Q
- (d) P
- (e) Both R and P

Q54. If R and T interchange their flats with each other and V and W interchange their flats with each other, who will live in Flat A?

Study the following information carefully and answer the questions given below:

Eight persons – P, Q, R, S, T, U, V and W live in a four-storey building (but not necessarily in the same order), where the lowermost floor is numbered as one and the floor immediately above it is numbered as two and so on.

Note-I: Each floor has two types of flats i.e., Flat-A and Flat-B, where Flat A is to the west of Flat B.

Note-II: Flat B of floor 2 is immediately above Flat B of floor 1 and immediately below Flat B of floor 3 and so on. Similarly, Flat A of floor 2 is immediately above Flat A of floor 1 and immediately below Flat A of floor 3 and so on.

Note-III: The area of each flat is the same.

Note-IV: Only two persons live on each floor, and only one person lives in each flat.

Q lives two floors above V. Q and V lives in different named flat. V lives to the north of W. One floor gap is there between W's floor and U's floor. R lives two floors below T in different named flat. R lives above P's floor. S lives to the north-east of P.

- (a) S
- (b) U
- (c) V
- (d) R
- (e) Can't be determined

Q55.. What is the total number of floors which are below V's floor and between 'Q's floor and W's floor'?

Study the following information carefully and answer the questions given below:

Eight persons – P, Q, R, S, T, U, V and W live in a four-storey building (but not necessarily in the same order), where the lowermost floor is numbered as one and the floor immediately above it is numbered as two and so on.

Note-I: Each floor has two types of flats i.e., Flat-A and Flat-B, where Flat A is to the west of Flat B.

Note-II: Flat B of floor 2 is immediately above Flat B of floor 1 and immediately below Flat B of floor 3 and so on. Similarly, Flat A of floor 2 is immediately above Flat A of floor 1 and immediately below Flat A of floor 3 and so on.

Note-III: The

Note-IV: On

Q lives two floors above the floor on which W. One floor gap is there between the floor on which R lives and the floor on which S lives.

- (a) 1
- (b) 2
- (c) 3
- (d) 4
- (e) 5

Q56. Statement

Some books are

Some books are

Conclusion

I. Some pens are finite. II. Not pens are

II. No pencils are pens.

In each question, two statements are given followed by two conclusions numbered as I and II. You have to take the statements as true, even if they seem to be at variance with commonly known facts and decide which of the conclusions logically follow from the statements. Give the answer-

- (a) If only conclusion I follows
- (b) If only conclusion II follows
- (c) If either conclusion I or II follows
- (d) If neither conclusion I nor II follows
- (e) If both conclusions I and II follow

Q57. Statements: All ride is transport

Only a few vehicles are transport

Only a few passengers are vehicles

Conclusions:

I. No ride is passengers

II. All ride is passengers

In each question below some statements are given followed by two conclusions numbered as I and II. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements, disregarding commonly known facts. Give answer-

- (a) If only conclusion I follows
- (b) If only conclusion II follows
- (c) If either conclusion I or II follows
- (d) If neither conclusion I nor II follows
- (e) If both conclusions I and II follow

Q58. Statements: Only a few Perk is Kitkat

No Kitkat is

Only a few S

Conclusion

I. All perk a

II. Some Sn

In each question below some statements are given followed by two conclusions numbered as I and II. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements, disregarding commonly known facts. Give answer-

- (a) If only conclusion I follows
- (b) If only conclusion II follows
- (c) If either conclusion I or II follows
- (d) If neither conclusion I nor II follows
- (e) If both conclusions I and II follow

Q59. Statements: All Movie are suspense

All suspense

No thriller

Conclusion

I. Some mo

II. All Movie are drama

In each question below some statements are given followed by two conclusions numbered as I and II. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements, disregarding commonly known facts. Give answer-

- (a) If only conclusion I follows
- (b) If only conclusion II follows
- (c) If either conclusion I or II follows
- (d) If neither conclusion I nor II follows
- (e) If both conclusions I and II follow

Q60. Find the odd one out.

- (a) MOR
- (b) GIL
- (c) HJL
- (d) TVY
- (e) CEH

Q61. The number of persons sit between F and H when counting right of F is one more than the number of persons sit between ____ and A when counting left of A.

Study the following information carefully and answer the questions given below.

Eight persons – A, B, C, D, E, F, G, and H – sit around a square-shaped table. Four of them sit at the corners of the table and face inward, while the other four sit at the middle of the sides and face outward.

G sits fifth to the right of E. D sits two places away from E. B sits immediate right of D. One person sits between H and A. H is an immediate neighbour of B. C doesn't face inside. F is not an immediate neighbour of A.

- (a) C
- (b) D
- (c) B
- (d) H
- (e) G

Q62. If B and D face outward, then who sits immediate right of A?

Study the following information carefully and answer the questions given below.

Eight persons – A, B, C, D, E, F, G, and H – sit around a square-shaped table. Four of them sit at the corners of the table and face inward, while the other four sit at the middle of the sides and face outward.

G sits fifth to the right of E. D sits two places away from E. B sits immediate right of D. One person sits between H and A. H is an immediate neighbour of B. C doesn't face inside. F is not an immediate neighbour of A.

- (a) A
- (b) B
- (c) D
- (d) G
- (e) F

Q63. Which of the following is/are true?

Study the following information carefully and answer the questions given below.

Eight persons – A, B, C, D, E, F, G, and H – sit around a square-shaped table. Four of them sit at the corners of the table and face inward, while the other four sit at the middle of the sides and face outward.

G sits fifth to the right of E. D sits two places away from E. B sits immediate right of D. One person sits between H and A. H is an immediate neighbour of B. C doesn't face inside. F is not an immediate neighbour of A.

- (a) A and F sits opposite to each other
- (b) B and G sit immediately next to each other
- (c) D doesn't sit at one of the corners
- (d) F faces inward
- (e) E sits to the immediate right of F

Q64. If A is related to the person who sits immediate right of B, and in the same way, B is related to C, then who is related to F?

Study the following information carefully and answer the questions given below.

Eight persons – A, B, C, D, E, F, G, and H – sit around a square-shaped table. Four of them sit at the corners of the table and face inward, while the other four sit at the middle of the sides and face outward.

G sits fifth to the right of F. One person sits between F and H. F is not an immediate neighbour of A.

- (a) The person who sits opposite to F
- (b) The person who sits to the immediate right of F
- (c) The person who sits to the immediate left of F
- (d) E
- (e) None of these

Q65. Who sits opposite to F?
Study the following information carefully and answer the questions given below.

Eight persons – A, B, C, D, E, F, G, and H – sit around a square-shaped table. Four of them sit at the corners of the table and face inward, while the other four sit at the middle of the sides and face outward.

G sits fifth to the right of F. One person sits between F and H. F is not an immediate neighbour of A. H sits two places away from E. E sits immediately to the right of D. D does not face inward.

- (a) E
- (b) B
- (c) A
- (d) G
- (e) F

Q66. I. $7m + 13n = 212$

II. $15n + 216 = 396$

In each of the following questions two equations are given. Solve these equations and give answer:

- (a) $m > n$
- (b) $m < n$
- (c) $m = n$ or No relation
- (d) $m \geq n$
- (e) $m \leq n$

Q67. I. $(m - 16) = 32/(m - 12)$

II. $6n^3 + 928 = 4000$

In each of the following questions two equations are given. Solve these equations and give answer:

- (a) $m > n$
- (b) $m < n$
- (c) $m = n$ or No relation
- (d) $m \geq n$
- (e) $m \leq n$

Q68. I. $m^2 - 16m + 64 = 0$

II. $n^2 - 32n + 256 = 0$

In each of the following questions two equations are given. Solve these equations and give answer:

- (a) $m > n$
- (b) $m < n$
- (c) $m = n$ or No relation
- (d) $m \geq n$
- (e) $m \leq n$

Q69. I. $m^2 + 16m + 64 = 0$

II. $4n^2 + 24n + 36 = 0$

In each of the following questions two equations are given. Solve these equations and give answer:

- (a) $m > n$
- (b) $m < n$
- (c) $m = n$ or No relation
- (d) $m \geq n$
- (e) $m \leq n$

Q70. I. $5m^2 + 2m - 24 = 0$

II. $n^2 + 3n - 54 = 0$

In each of the following questions two equations are given. Solve these equations and give answer:

- (a) $m > n$
- (b) $m < n$
- (c) $m = n$ or No relation
- (d) $m \geq n$
- (e) $m \leq n$

Q71. Find the difference between the total number of Atlas sold by D and the total number of Dictionaries sold by C.

The table shows the difference between number of books (dictionary + atlas) sold and it also shows the ratio of dictionary to atlas sold by these shops.

Shops	Difference between Dictionaries and Atlas sold	Ratio of Dictionaries to Atlas
A	200	8:3
B	40	15:13
C	190	27:8
D	100	9:7
E	170	56:39

- (a) 40
- (b) 90
- (c) 60
- (d) 50
- (e) 80

Q72. The total number of books sold by all five companies is 1000. What percentage of the total number of Dictionaries sold by all five companies is the number of Dictionaries sold by C?
The table shows the difference between number of books (dictionary + atlas) sold and it also shows the ratio of dictionary to atlas sold by these shops.

Shops	Difference between Dictionaries and Atlas sold	Ratio of Dictionaries to Atlas
A	200	8:3
B	40	15:13
C	190	27:8
D	100	9:7
E	170	56:39

- (a) 60%
- (b) 45%
- (c) 35%
- (d) 30%
- (e) 50%

Q73. Find the average number of Atlas sold by all five companies.

The table shows the difference between number of books (dictionary + atlas) sold and it also shows the ratio of dictionary to atlas sold by these shops.

Shops	Difference between Dictionaries and Atlas sold	Ratio of Dictionaries to Atlas
A	200	8:3
B	40	15:13
C	190	27:8
D	100	9:7
E	170	56:39

- (a) 180
(b) 360
(c) 120
(d) 240
(e) 200

Q74. If the price of each Atlas and each Dictionary sold by B is Rs 15000 and Rs 200, respectively, then find the total revenue generated by B.

The table shows the difference between number of books (dictionary + atlas) sold and it also shows the ratio of the total books sold by each shop.

Shops	Difference between number of books (dictionary + atlas) sold	Ratio of total books sold
A	20	
B	40	
C	190	
D	100	
E	170	

- (a) Rs 39600
(b) Rs 12850
(c) Rs 32450
(d) Rs 45650
(e) Rs 123450

Q75. Find the ratio of the total atlas sold by A to the total Dictionary sold by E.
The table shows the difference between number of books (dictionary + atlas) sold and it also shows the ratio of the total books sold by each shop.

Shops	Difference between number of books (dictionary + atlas) sold	Ratio of total books sold
A	20	
B	40	15:13
C	190	27:8
D	100	9:7
E	170	56:39

- (a) 1:9
(b) 1:7
(c) 2:3
(d) 4:9
(e) 4:1

Q76.

$$\frac{21.1}{6.99} + \frac{71.01}{13.99} = ?$$

What approximate value should come in place of the question mark (?) in the following questions?

- (a) 8
- (b) 6
- (c) 4
- (d) 5
- (e) 1

Q77. $19.99\% \text{ of } 799 - 2^? = 299\% \text{ of } 2^5$

What approximate value should come in place of the question mark (?) in the following questions?

- (a) 3
- (b) 5
- (c) 4
- (d) 1
- (e) 6

Q78. 130%

What approximate value should come in place of the question mark (?) in the following questions?

- (a) 900
- (b) 960
- (c) 922
- (d) 980
- (e) 1000

Q79. $? + 3 \times 108 = 108\% \text{ of } 999$

What approximate value should come in place of the question mark (?) in the following questions?

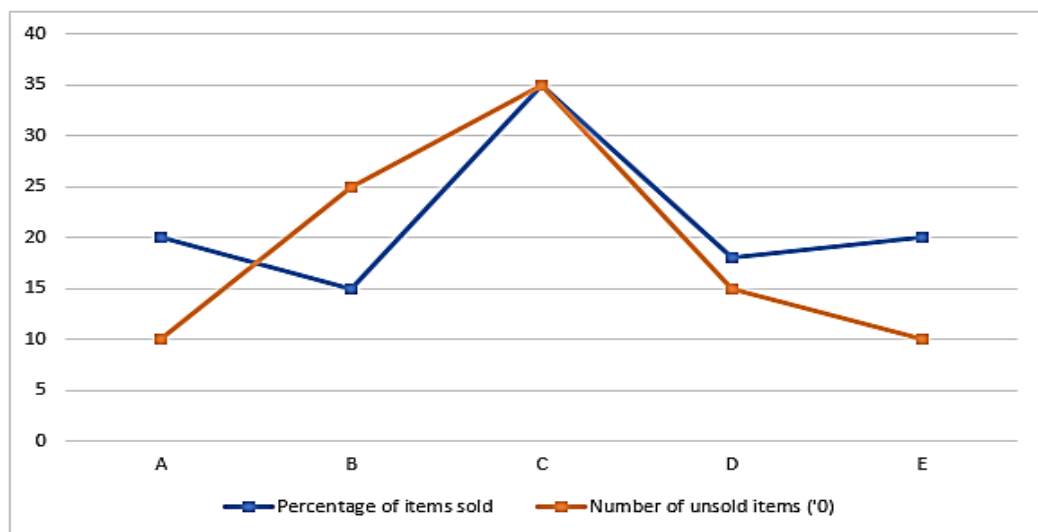
- (a) 224
- (b) 432
- (c) 128
- (d) 439
- (e) 324

Q80. $1254.99 + 1312.98 - ? = 1420.99$

What approximate value should come in place of the question mark (?) in the following questions?

- (a) 1166
- (b) 1156
- (c) 1126
- (d) 1136
- (e) 1147

Q81. Find the difference between the total items sold by A and E together and unsold items of B. The line graph shows the percentage of items sold and unsold items in five different shops.



Note - (i) Total

(ii) Total items

(a) 1450

(b) 1510

(c) 1480

(d) 1550

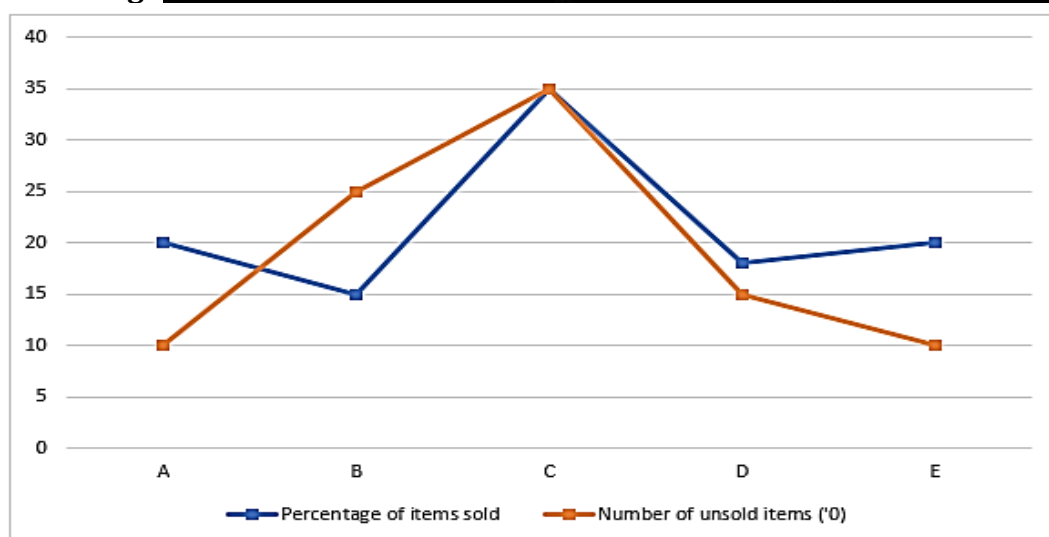
(e) 1520

Q82. Total

The line graph

percentage of total items
of items unsold

shops.



Note - (i) Total items = sold + unsold

(ii) Total items sold = 5500

(a) 8.33

(b) 1.85

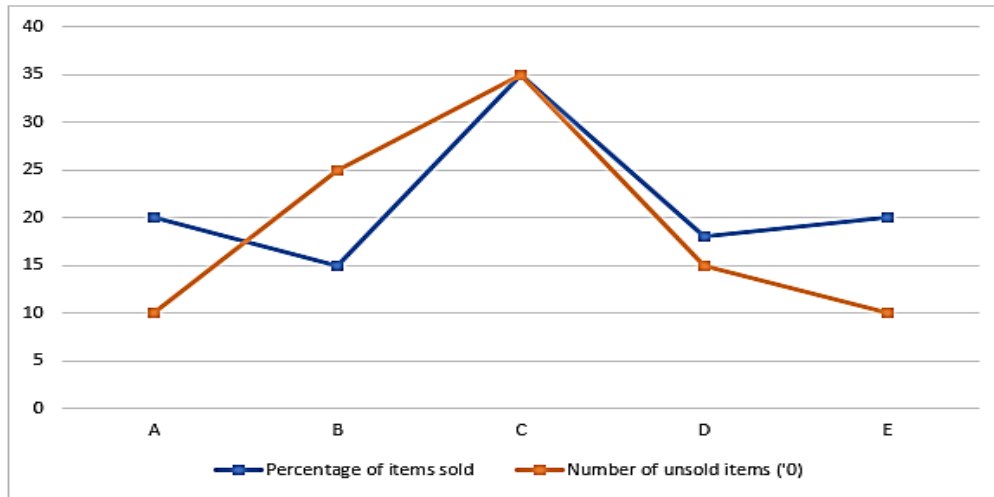
(c) 19.45

(d) 8

(e) 12.12

Q83. The total items unsold by F is the average of the total items sold by D and E. If the total items manufactured (sold and unsold) by F is 25% more than the total items sold by A, then find the difference between the total items sold by C and F.

The line graph shows the percentage of items sold and unsold items in five different shops.



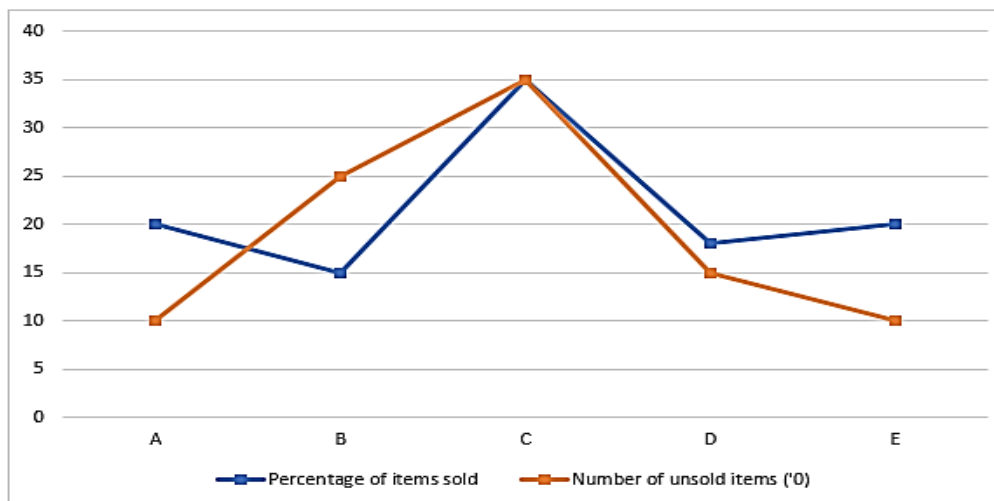
Note - (i) Total items = sold + unsold

(ii) Total items sold = 5500

- (a) 1935
- (b) 1185
- (c) 1245
- (d) 1375
- (e) 1090

Q84. Find the difference between the total items sold by D and E.

The line graph shows the percentage of items sold and unsold items in five different shops.



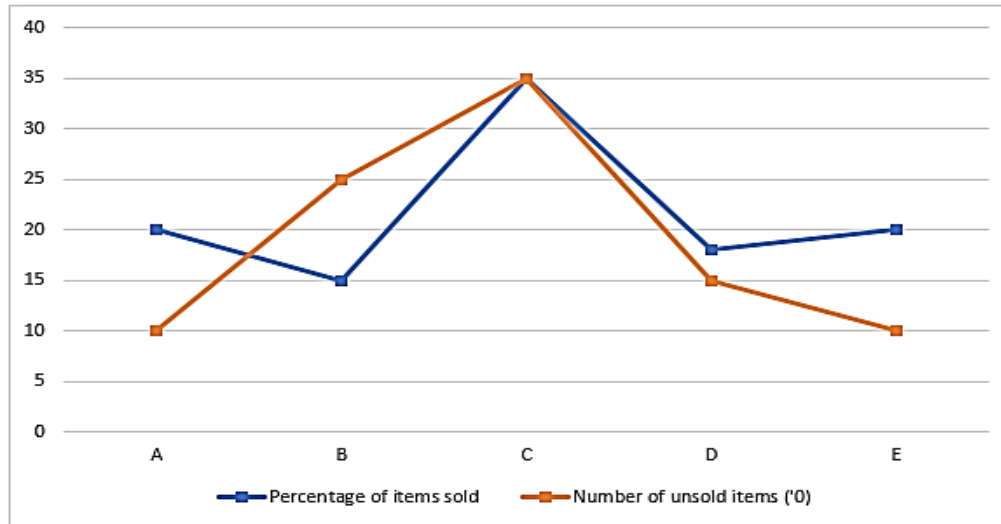
Note - (i) Total items = sold + unsold

(ii) Total items sold = 5500

- (a) 110
- (b) 140
- (c) 150
- (d) 113
- (e) 160

Q85. Find the ratio of items sold by D and E together to total items of A.

The line graph shows the percentage of items sold and unsold items in five different shops.



Note - (i) Total items

(ii) Total items

- (a) 1:10
- (b) 14:15
- (c) 11:8
- (d) 11:3
- (e) 16:11

Q86. Number of boys in class III are what percentage more or less than number of boys in class V.

Read the data carefully and answer the following questions based on it.

No. of boys in class II and III are 120 and 150 respectively. Ratio of boys and girls in class II is 2:3. Ratio of boys and girls in class III is 1:2. No. of boys in class V is 90% of no. of girls in class IV which is 20 less than no. of boys of class IV. Average no. of students in class II, III, IV and V is 100.

- (a) $16\frac{2}{3}\%$
- (b) 25%
- (c) $33\frac{1}{3}\%$
- (d) 12.5%
- (e) 20%

Q87. Find the ratio between the no. of boys in class II and IV together to the no. of girls in class III and IV together.

Read the data give carefully and answer the following questions based on it.

No. of boys in class II are 65% more than no. of girls of same class and difference between boys and girls in same class is 26. Total students in class III are 25 less than that in class II and total no. of boys in class II, III, IV and V together are 208. Respective ratio of boys and girls in class III is 1: 2. No. of boys in class V is 90% of no. of girls in class IV which is 20 less than no. of boys of class IV. Average no. of students in class II, III, IV and V is 100.

- (a) 3: 5
- (b) 4: 3
- (c) 1: 1
- (d) 3: 2
- (e) 5: 4

Q88. Number of students in class II is 10% more than that in class III. What is the percentage of girls in class II?

Read the data given below and answer the following questions based on it.

No. of boys in class II are 65% more than no. of girls of same class and difference between boys and girls in same class is 26. Total students in class III are 25 less than that in class II and total no. of boys in class II, III, IV and V together are 208. Respective ratio of boys and girls in class III is 1: 2. No. of boys in class V is 90% of no. of girls in class IV which is 20 less than no. of boys of class IV. Average no. of students in class II, III, IV and V is 100.

- (a) 25%
- (b) 30%
- (c) 32.5%
- (d) 22.5%
- (e) 27.5%

Q89. If the number of students in class II is 10% more than that in class III, find the number of girls in class II.

No. of boys in class II are 65% more than no. of girls of same class and difference between boys and girls in same class is 26. Total students in class III are 25 less than that in class II and total no. of boys in class II, III, IV and V together are 208. Respective ratio of boys and girls in class III is 1: 2. No. of boys in class V is 90% of no. of girls in class IV which is 20 less than no. of boys of class IV. Average no. of students in class II, III, IV and V is 100.

- (a) 105
- (b) 112
- (c) 90
- (d) 75
- (e) 100

Q90. Find the difference between average number of boys in class II, III & V and average number of students in class III & V.

Read the data give carefully and answer the following questions based on it.

No. of boys in class II are 65% more than no. of girls of same class and difference between boys and girls in same class is 26. Total students in class III are 25 less than that in class II and total no. of boys in class II, III, IV and V together are 208. Respective ratio of boys and girls in class III is 1: 2. No. of boys in class V is 90% of no. of girls in class IV which is 20 less than no. of boys of class IV. Average no. of students in class II, III, IV and V is 100.

- (a) 43
- (b) 45
- (c) 41
- (d) 49
- (e) 42

Q91. A 360 m long train can cross a pole in 12.5 seconds. Find the length of a long bridge.

- (a) 17
- (b) 15
- (c) 13
- (d) 11
- (e) 16

Q92. A and B can do a piece of work in 15 days, respectively. If B and C together can do the same work in 5 days, then find the time taken by C alone to do the work.

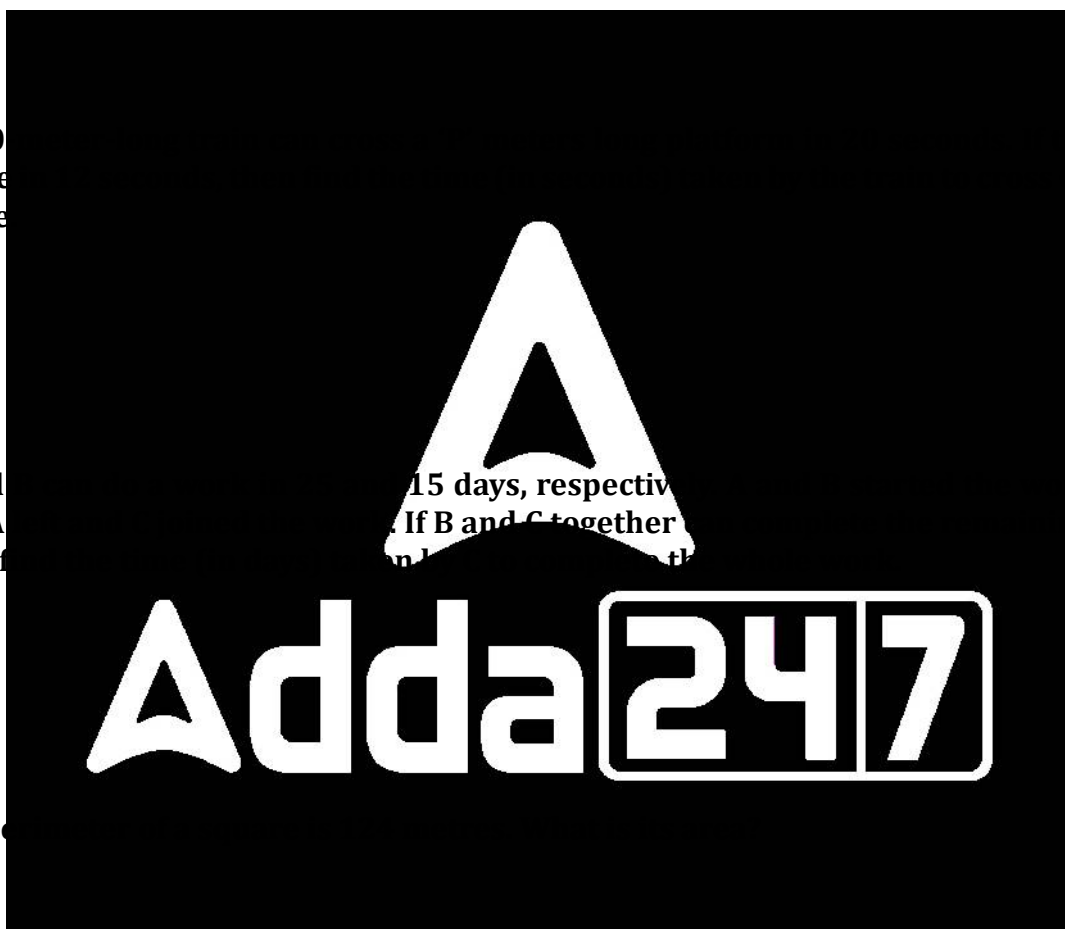
- (a) 22.5
- (b) 37.5
- (c) 25
- (d) 28.5
- (e) 32.5

Q93. The perimeter of a square is 448 m. Find the area of the square.

- (a) 448 m^2
- (b) 884 m^2
- (c) 764 m^2
- (d) 961 m^2
- (e) 400 m^2

Q94. Train A is running at speed of 144 km/hr crosses a pole in 12.5 seconds. Train A takes 12 seconds to cross train B which is running 18 km/hr faster than that of train A in opposite direction. Find the length of train B.

- (a) 490 m
- (b) 520 m
- (c) 370 m
- (d) 540 m
- (e) 300 m



Q95. A sum is lent at $x\%$ per annum on simple interest for two years, Instead, had it been lent at $2x\%$ per annum simple interest for y more years, than the interest would have been 400% more than the earlier interest. If an amount invested for $y-1$ years at rate of 10% p.a. on compound interest give interest of Rs 1155, then find the amount (in Rs.)?

- (a) 5000
- (b) 4500
- (c) 5500
- (d) 6500
- (e) 60000

Q96. A and B invested their capitals in the ratio of 3:1. After " x " months, A leaves and C joins with some capital. The ratio of A's capital to the capital of C was what % of the capital of B?

- (a) 45
- (b) 40
- (c) 30
- (d) 50
- (e) 48

Q97. The average weight of a group is 50 kg. If 40 kg leave the group, the average weight of the group is 60 kg, and 40 kg join the group, the average weight of the group is 55 kg. If 40 kg leave the group, the average weight of the group is 60 kg, and 40 kg join the group, the average weight of the group is 55 kg. If 40 kg leave the group, the average weight of the group is 60 kg, and 40 kg join the group, the average weight of the group is 55 kg.

- (a) 62
- (b) 65
- (c) 67
- (d) 61
- (e) 50

Q98. A man married five years ago. At present his age is 2 times of his wife's age. The time of marriage. If his wife is three years younger to him then find his wife's age at the time of marriage (in years)?

- (a) 27
- (b) 22
- (c) 21
- (d) 24
- (e) 25

Q99. A mixture of milk and water contains 75% milk. If 8 liter of mixture is taken out and 7 liters of milk is added, then ratio of milk to water becomes 7 : 2. Find the quantity of mixture initially.

- (a) 75 L
- (b) 64 L
- (c) 68 L
- (d) 56 L
- (e) 40 L

Q100. Ravi spent 8% on rent and 12% on groceries and 25% of the remaining on transportation of his monthly income. He spent 20% of the remaining on entertainment. If he saves Rs. 24000, find the monthly income of Ravi (in Rs).

- (a) 50000
- (b) 45000
- (c) 40000
- (d) 30000
- (e) 60000

Solutions

S1. Ans.(d)			
S2. Ans.(b)			
S3. Ans.(c)			
S4. Ans.(c)			
S5. Ans.(e)			
S6. Ans.(e)			
S7. Ans.(d)			
S8. Ans.(b)			
S9. Ans.(a)			
S10. Ans.(b)			
S11. Ans.(e)			
S12. Ans.(a)			
S13. Ans.(e)			
S14. Ans.(a)			
S15. Ans.(d)			
S16. Ans.(b)			
S17. Ans.(b)			
S18. Ans.(c)			
S19. Ans.(c)			
S20. Ans.(a)			
S21. Ans.(e)	S46. Ans.(c)	S71. Ans.(e)	S96. Ans.(d)
S22. Ans.(c)	S47. Ans.(d)	S72. Ans.(a)	S97. Ans.(a)
S23. Ans.(d)	S48. Ans.(e)	S73. Ans.(d)	S98. Ans.(b)
S24. Ans.(c)	S49. Ans.(c)	S74. Ans.(a)	S99. Ans.(b)
S25. Ans.(a)	S50. Ans.(d)	S75. Ans.(b)	S100. Ans.(a)