

## All India CAT Open Mock - 3 2019

Scorecard (procreview.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSun Jan 12 00:37:12 IST  
2020&qsetId=G9K4cKJLaWM=&qsetName=All India CAT Open Mock - 3 2019)

Accuracy (AccSelectGraph.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSun Jan 12 00:37:12 IST  
2020&qsetId=G9K4cKJLaWM=&qsetName=All India CAT Open Mock - 3 2019)

Qs Analysis (QsAnalysis.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSun Jan 12 00:37:12 IST  
2020&qsetId=G9K4cKJLaWM=&qsetName=All India CAT Open Mock - 3 2019)

Booster Analysis (BoosterAnalysis.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSun Jan 12 00:37:12 IST  
2020&qsetId=G9K4cKJLaWM=&qsetName=All India CAT Open Mock - 3 2019)

Video Attempt (VideoAnalysis.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSun Jan 12 00:37:12 IST  
2020&qsetId=G9K4cKJLaWM=&qsetName=All India CAT Open Mock - 3 2019)

Solutions (Solution.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSun Jan 12 00:37:12 IST  
2020&qsetId=G9K4cKJLaWM=&qsetName=All India CAT Open Mock - 3 2019)

Bookmarks (Bookmarks.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSun Jan 12 00:37:12 IST  
2020&qsetId=G9K4cKJLaWM=&qsetName=All India CAT Open Mock - 3 2019)

Toppers (Toppers.jsp?sid=aaaFOuj1h2PZo7o7VNG6wSun Jan 12 00:37:12 IST  
2020&qsetId=G9K4cKJLaWM=&qsetName=All India CAT Open Mock - 3 2019)

VARC

DILR

QA

Direction for questions (1-5): Read the given passage and answer the questions that follow.

[...] Only recently have most governments begun to worry about the consequences of global warming. They have responded mainly by asking scientists for more proof. This is understandable: it is hard to ask voters to make large changes in their behaviour on the basis of uncertain horrors that may afflict their children's children. But the risk is that, by the time scientists can produce evidence that satisfies politicians, the costs of stopping global warming will have become unmanageable. More sensible has been the discussion of international machinery, for no country will agree to limit its emissions of greenhouse gases if it thinks that others are increasing theirs. But one danger with these discussions is that they will lead to time-wasting efforts to set up new institutions, instead of adapting what already exists.

So far governments have been reluctant to talk much about the need to change domestic policies. True, the EEC has agreed to stop producing another kind of greenhouse gas, chlorofluorocarbons, by the end of the century. But that will be easy, compared with cutting carbon-dioxide emissions by 20% by 2025, a target set at a meeting in Toronto last year.

A tax on carbon offers the most efficient way to reach that goal. Make energy more expensive, and people will use it more frugally. That was the clear lesson of the 1970s, when two huge jumps in the oil price (and higher energy taxes) led to a big cut in the amount of energy used for each dollar of output. Since then, the price of oil has fallen steeply in real terms, and the gains in energy efficiency have begun to unravel.

A carbon tax is also the best way to make nuclear power look a better buy. And it offers a direct cash reward to those who devise other kinds of carbon-free power. If a tax is such a good idea, why is the proposal so unpopular? It has two serious flaws. First, it is silly to link a carbon tax in the EEC to a fund for saving the rain forests. Each issue is tricky enough in its own right: besides, the proper level of a carbon tax ought no more to be determined by the amount of cash needed to bribe Brazil to keep its trees than the size of the rain-forest fund should be determined by the rate of carbon tax. It would be wiser to tell member governments to keep the proceeds of the tax to use as they think best—perhaps to cut other indirect taxes and to help industry and consumers pay for energy-saving investments.

The scheme also offers no answer to those who worry that it might drive carbon-belching industries out of the Community, and give dirtier countries an advantage. It might be possible, sceptics say, to persuade America or Japan to impose a comparable burden on industry—but what of developing countries, which may have neither the will nor the administrative means to impose such a levy?

As the Dutch government has found, taxing pollution is a dangerous game. Tax brings into the open the costs of adjusting to a cleaner economy. Politicians prefer regulations: they impose greater costs and distortions on the economy, but these are better hidden. Regulations may be needed as well as taxes, but they will not be enough on their own. The sooner voters are willing to face the true costs of cutting carbon, the sooner will the world stop warming.

Q.1

As per the passage, all of the following are true EXCEPT:

- 1 ☐ Oil prices have affected the goal of energy efficiency.
- 2 ☐ Developing countries don't have the will power or capability to fight climate change.
- 3 ☐ Carbon tax as a fund for saving rain forests doesn't seem to be a good plan.
- 4 ☐ The discussion on global warming on the international forum has been practical but not completely fruitful.

FeedBack

 Bookmark

 Answer key/Solution

---

Direction for questions (1-5): Read the given passage and answer the questions that follow.

[...] Only recently have most governments begun to worry about the consequences of global warming. They have responded mainly by asking scientists for more proof. This is understandable: it is hard to ask voters to make large changes in their behaviour on the basis of uncertain horrors that may afflict their children's children. But the risk is that, by the time scientists can produce evidence that satisfies politicians, the costs of stopping global warming will have become unmanageable. More sensible has been the discussion of international machinery, for no country will agree to limit its emissions of greenhouse gases if it thinks that others are increasing theirs. But one danger with these discussions is that they will lead to time-wasting efforts to set up new institutions, instead of adapting what already exists.

So far governments have been reluctant to talk much about the need to change domestic policies. True, the EEC has agreed to stop producing another kind of greenhouse gas, chlorofluorocarbons, by the end of the century. But that will be easy, compared with cutting carbon-dioxide emissions by 20% by 2025, a target set at a meeting in Toronto last year.

A tax on carbon offers the most efficient way to reach that goal. Make energy more expensive, and people will use it more frugally. That was the clear lesson of the 1970s, when two huge jumps in the oil price (and higher energy taxes) led to a big cut in the amount of energy used for each dollar of output. Since then, the price of oil has fallen steeply in real terms, and the gains in energy efficiency have begun to unravel.

A carbon tax is also the best way to make nuclear power look a better buy. And it offers a direct cash reward to those who devise other kinds of carbon-free power. If a tax is such a good idea, why is the proposal so unpopular? It has two serious flaws. First, it is silly to link a carbon tax in the EEC to a fund for saving the rain forests. Each issue is tricky enough in its own right: besides, the proper level of a carbon tax ought no more to be determined by the amount of cash needed to bribe Brazil to keep its trees than the size of the rain-forest fund should be determined by the rate of carbon tax. It would be wiser to tell member governments to keep the proceeds of the tax to use as they think best—perhaps to cut other indirect taxes and to help industry and consumers pay for energy-saving investments.

The scheme also offers no answer to those who worry that it might drive carbon-belching industries out of the Community, and give dirtier countries an advantage. It might be possible, sceptics say, to persuade America or Japan to impose a comparable burden on industry—but what of developing countries, which may have neither the will nor the administrative means to impose such a levy?

As the Dutch government has found, taxing pollution is a dangerous game. Tax brings into the open the costs of adjusting to a cleaner economy. Politicians prefer regulations: they impose greater costs and distortions on the economy, but these are better hidden. Regulations may be needed as well as taxes, but they will not be enough on their own. The sooner voters are willing to face the true costs of cutting carbon, the sooner will the world stop warming.

---

Q.2

Which of the following best describes the main point of the last paragraph of the passage?

- 
- 1 ☐ People all over the world have to take the responsibility to curb global warming.
- 
- 2 ☐ Instead of playing political games, politicians should unite to fight the menace of climate change.
- 
- 3 ☐ The world will stop warming the day we all start to pay a carbon tax.
- 
- 4 ☐ The failure of the Dutch government to impose a carbon tax is a lesson for all.
-

Direction for questions (1-5): Read the given passage and answer the questions that follow.

[...] Only recently have most governments begun to worry about the consequences of global warming. They have responded mainly by asking scientists for more proof. This is understandable: it is hard to ask voters to make large changes in their behaviour on the basis of uncertain horrors that may afflict their children's children. But the risk is that, by the time scientists can produce evidence that satisfies politicians, the costs of stopping global warming will have become unmanageable. More sensible has been the discussion of international machinery, for no country will agree to limit its emissions of greenhouse gases if it thinks that others are increasing theirs. But one danger with these discussions is that they will lead to time-wasting efforts to set up new institutions, instead of adapting what already exists.

So far governments have been reluctant to talk much about the need to change domestic policies. True, the EEC has agreed to stop producing another kind of greenhouse gas, chlorofluorocarbons, by the end of the century. But that will be easy, compared with cutting carbon-dioxide emissions by 20% by 2025, a target set at a meeting in Toronto last year.

A tax on carbon offers the most efficient way to reach that goal. Make energy more expensive, and people will use it more frugally. That was the clear lesson of the 1970s, when two huge jumps in the oil price (and higher energy taxes) led to a big cut in the amount of energy used for each dollar of output. Since then, the price of oil has fallen steeply in real terms, and the gains in energy efficiency have begun to unravel.

A carbon tax is also the best way to make nuclear power look a better buy. And it offers a direct cash reward to those who devise other kinds of carbon-free power. If a tax is such a good idea, why is the proposal so unpopular? It has two serious flaws. First, it is silly to link a carbon tax in the EEC to a fund for saving the rain forests. Each issue is tricky enough in its own right: besides, the proper level of a carbon tax ought no more to be determined by the amount of cash needed to bribe Brazil to keep its trees than the size of the rain-forest fund should be determined by the rate of carbon tax. It would be wiser to tell member governments to keep the proceeds of the tax to use as they think best—perhaps to cut other indirect taxes and to help industry and consumers pay for energy-saving investments.

The scheme also offers no answer to those who worry that it might drive carbon-belching industries out of the Community, and give dirtier countries an advantage. It might be possible, sceptics say, to persuade America or Japan to impose a comparable burden on industry—but what of developing countries, which may have neither the will nor the administrative means to impose such a levy?

As the Dutch government has found, taxing pollution is a dangerous game. Tax brings into the open the costs of adjusting to a cleaner economy. Politicians prefer regulations: they impose greater costs and distortions on the economy, but these are better hidden. Regulations may be needed as well as taxes, but they will not be enough on their own. The sooner voters are willing to face the true costs of cutting carbon, the sooner will the world stop warming.

Q.3

Why have the governments asked scientists for more proof of global warming?

- 1 ☐ Because their voters are not farsighted enough to make informed decisions.
- 2 ☐ Because the general public is by nature skeptical of empirical proof.
- 3 ☐ Because they want to take actions against global warming before it is too late.

4 ☐ Because it is challenging to convince the general populace about a long term catastrophe.

FeedBack

 Bookmark

 Answer key/Solution

Direction for questions (1-5): Read the given passage and answer the questions that follow.

[...] Only recently have most governments begun to worry about the consequences of global warming. They have responded mainly by asking scientists for more proof. This is understandable: it is hard to ask voters to make large changes in their behaviour on the basis of uncertain horrors that may afflict their children's children. But the risk is that, by the time scientists can produce evidence that satisfies politicians, the costs of stopping global warming will have become unmanageable. More sensible has been the discussion of international machinery, for no country will agree to limit its emissions of greenhouse gases if it thinks that others are increasing theirs. But one danger with these discussions is that they will lead to time-wasting efforts to set up new institutions, instead of adapting what already exists.

So far governments have been reluctant to talk much about the need to change domestic policies. True, the EEC has agreed to stop producing another kind of greenhouse gas, chlorofluorocarbons, by the end of the century. But that will be easy, compared with cutting carbon-dioxide emissions by 20% by 2025, a target set at a meeting in Toronto last year.

A tax on carbon offers the most efficient way to reach that goal. Make energy more expensive, and people will use it more frugally. That was the clear lesson of the 1970s, when two huge jumps in the oil price (and higher energy taxes) led to a big cut in the amount of energy used for each dollar of output. Since then, the price of oil has fallen steeply in real terms, and the gains in energy efficiency have begun to unravel.

A carbon tax is also the best way to make nuclear power look a better buy. And it offers a direct cash reward to those who devise other kinds of carbon-free power. If a tax is such a good idea, why is the proposal so unpopular? It has two serious flaws. First, it is silly to link a carbon tax in the EEC to a fund for saving the rain forests. Each issue is tricky enough in its own right: besides, the proper level of a carbon tax ought no more to be determined by the amount of cash needed to bribe Brazil to keep its trees than the size of the rain-forest fund should be determined by the rate of carbon tax. It would be wiser to tell member governments to keep the proceeds of the tax to use as they think best—perhaps to cut other indirect taxes and to help industry and consumers pay for energy-saving investments.

The scheme also offers no answer to those who worry that it might drive carbon-belching industries out of the Community, and give dirtier countries an advantage. It might be possible, sceptics say, to persuade America or Japan to impose a comparable burden on industry—but what of developing countries, which may have neither the will nor the administrative means to impose such a levy?

As the Dutch government has found, taxing pollution is a dangerous game. Tax brings into the open the costs of adjusting to a cleaner economy. Politicians prefer regulations: they impose greater costs and distortions on the economy, but these are better hidden. Regulations may be needed as well as taxes, but they will not be enough on their own. The sooner voters are willing to face the true costs of cutting carbon, the sooner will the world stop warming.

Q.4

What does the author indicate by 'dirtier countries'?

1 ☐ Countries that have alarmingly high instances of unhygienic practices.

2 ☐ Places where developed countries dump their garbage.

3 ☐ Economically backward nations where carbon emission is high.

4 ☐ Places or countries which produce the highest amount of carbon dioxide.

FeedBack

 Bookmark

 Answer key/Solution

Direction for questions (1-5): Read the given passage and answer the questions that follow.

[...] Only recently have most governments begun to worry about the consequences of global warming. They have responded mainly by asking scientists for more proof. This is understandable: it is hard to ask voters to make large changes in their behaviour on the basis of uncertain horrors that may afflict their children's children. But the risk is that, by the time scientists can produce evidence that satisfies politicians, the costs of stopping global warming will have become unmanageable. More sensible has been the discussion of international machinery, for no country will agree to limit its emissions of greenhouse gases if it thinks that others are increasing theirs. But one danger with these discussions is that they will lead to time-wasting efforts to set up new institutions, instead of adapting what already exists.

So far governments have been reluctant to talk much about the need to change domestic policies. True, the EEC has agreed to stop producing another kind of greenhouse gas, chlorofluorocarbons, by the end of the century. But that will be easy, compared with cutting carbon-dioxide emissions by 20% by 2025, a target set at a meeting in Toronto last year.

A tax on carbon offers the most efficient way to reach that goal. Make energy more expensive, and people will use it more frugally. That was the clear lesson of the 1970s, when two huge jumps in the oil price (and higher energy taxes) led to a big cut in the amount of energy used for each dollar of output. Since then, the price of oil has fallen steeply in real terms, and the gains in energy efficiency have begun to unravel.

A carbon tax is also the best way to make nuclear power look a better buy. And it offers a direct cash reward to those who devise other kinds of carbon-free power. If a tax is such a good idea, why is the proposal so unpopular? It has two serious flaws. First, it is silly to link a carbon tax in the EEC to a fund for saving the rain forests. Each issue is tricky enough in its own right: besides, the proper level of a carbon tax ought no more to be determined by the amount of cash needed to bribe Brazil to keep its trees than the size of the rain-forest fund should be determined by the rate of carbon tax. It would be wiser to tell member governments to keep the proceeds of the tax to use as they think best—perhaps to cut other indirect taxes and to help industry and consumers pay for energy-saving investments.

The scheme also offers no answer to those who worry that it might drive carbon-belching industries out of the Community, and give dirtier countries an advantage. It might be possible, sceptics say, to persuade America or Japan to impose a comparable burden on industry—but what of developing countries, which may have neither the will nor the administrative means to impose such a levy?

As the Dutch government has found, taxing pollution is a dangerous game. Tax brings into the open the costs of adjusting to a cleaner economy. Politicians prefer regulations: they impose greater costs and distortions on the economy, but these are better hidden. Regulations may be needed as well as taxes, but they will not be enough on their own. The sooner voters are willing to face the true costs of cutting carbon, the sooner will the world stop warming.

Q.5

What can be inferred about the tone of the author towards the idea of a carbon tax?

1 ☐ Reluctantly appreciative



2 ☐ Objectively supportive

3 ☐ Openly hostile

4 ☐ Subtly critical

FeedBack

 Bookmark

 Answer key/Solution

Direction for questions (6-10): Read the given passage and answer the questions that follow.

For many readers, the decisive moment in the short story's history is 1914, the year James Joyce published 'Dubliners'. That book, more than any other, has become synonymous with our idea of what a modern short story is like, 'Dubliners' bequeathed two concepts, meanwhile, which have become mantras both for those who would write short fiction and, until recently, for those who would write about it. The first of these concepts is the 'epiphany', by which Joyce (or, rather, his character Stephen Hero) meant a 'sudden spiritual manifestation, whether in the vulgarity of speech or gesture or in a memorable phase of the mind itself'. The other is the belief that the proper prose style for short stories is one of 'scrupulous meanness'. It should be noted that Joyce's ideas are really formulations and developments of trends we witnessed in the previous section – the 'epiphany' standing in place of the conventional resolution of plot, and the scrupulously mean style producing an indirect, elliptical and ambiguous narrative discourse. What this suggests is that 'Dubliners', far from being a moment of superlative transition, of profound change in the development of the form, was a further evolution of the 'plotless' short story of the 1890s. Likewise, Joyce's proximity to the 'fin de siecle' needs to be borne in mind, because while 'Dubliners' was not published until 1914, the stories that compose it were begun in 1904 and completed, with the exception of the otherwise exceptional 'The Dead', by 1906.

It is also worth remembering that Joyce's landmark novel 'Ulysses' started life as a short story. So too did Virginia Woolf's 'Mrs Dalloway' while her novel 'Jacob's Room' is composed of chapters that Woolf thought of as individual stories. What this suggests is that the short story, while we may tend to think of it as the lesser fictional form, the apprentice piece to the novel, in fact played a fundamental role in the development of experimental modernist fiction. In Woolf's case, it was in the short story that she first began to devise the techniques of narration and characterization by which she hoped to render, more authentically than her Victorian or Edwardian predecessors, the texture of human consciousness and the nature of experience. To this she was abetted by the example of the Russian writer Anton Chekhov, whose stories were then appearing in English. It was in Chekhov's work that Woolf first heard the 'note of interrogation' that showed her a way out of the moribund conventionalism of the English novel.

What Woolf also found in Chekhov's stories was a means of conducting in fictional form a broadly anti-materialist critique of modern mass culture. Woolf famously accused her fellow novelists Arnold Bennett and John Galsworthy of 'materialism' in their writing, by which she meant their preoccupation with the superficial material, economic and behavioural dimensions of existence, rather than what she considered the 'proper stuff of fiction', the study of character consciousness and what she unblushingly called 'soul'. Again, it was in the short story that she first devised an alternative to the materialist nomenclature by creating a sense of indeterminacy and open-endedness that allowed her to allude to the existence of realities that lay beyond the comprehension of the culturally authoritative, superintendent 'masculine point of view', as she called it in one story, 'The Mark on the Wall'.

Q.6

As per the passage, Chekhov inspired Woolf in all of the following ways EXCEPT:

1 ☐ His anti-materialist stance

2 ☐ His unconventional writing style

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Direction for questions (6-10): Read the given passage and answer the questions that follow.

For many readers, the decisive moment in the short story's history is 1914, the year James Joyce published 'Dubliners'. That book, more than any other, has become synonymous with our idea of what a modern short story is like, 'Dubliners' bequeathed two concepts, meanwhile, which have become mantras both for those who would write short fiction and, until recently, for those who would write about it. The first of these concepts is the 'epiphany', by which Joyce (or, rather, his character Stephen Hero) meant a 'sudden spiritual manifestation, whether in the vulgarity of speech or gesture or in a memorable phase of the mind itself'. The other is the belief that the proper prose style for short stories is one of 'scrupulous meanness'. It should be noted that Joyce's ideas are really formulations and developments of trends we witnessed in the previous section – the 'epiphany' standing in place of the conventional resolution of plot, and the scrupulously mean style producing an indirect, elliptical and ambiguous narrative discourse. What this suggests is that 'Dubliners', far from being a moment of superlative transition, of profound change in the development of the form, was a further evolution of the 'plotless' short story of the 1890s. Likewise, Joyce's proximity to the 'fin de siècle' needs to be borne in mind, because while 'Dubliners' was not published until 1914, the stories that compose it were begun in 1904 and completed, with the exception of the otherwise exceptional 'The Dead', by 1906.

It is also worth remembering that Joyce's landmark novel 'Ulysses' started life as a short story. So too did Virginia Woolf's 'Mrs Dalloway' while her novel 'Jacob's Room' is composed of chapters that Woolf thought of as individual stories. What this suggests is that the short story, while we may tend to think of it as the lesser fictional form, the apprentice piece to the novel, in fact played a fundamental role in the development of experimental modernist fiction. In Woolf's case, it was in the short story that she first began to devise the techniques of narration and characterization by which she hoped to render, more authentically than her Victorian or Edwardian predecessors, the texture of human consciousness and the nature of experience. To this she was abetted by the example of the Russian writer Anton Chekhov, whose stories were then appearing in English. It was in Chekhov's work that Woolf first heard the 'note of interrogation' that showed her a way out of the moribund conventionalism of the English novel.

What Woolf also found in Chekhov's stories was a means of conducting in fictional form a broadly anti-materialist critique of modern mass culture. Woolf famously accused her fellow novelists Arnold Bennett and John Galsworthy of 'materialism' in their writing, by which she meant their preoccupation with the superficial material, economic and behavioural dimensions of existence, rather than what she considered the 'proper stuff of fiction', the study of character consciousness and what she unblushingly called 'soul'. Again, it was in the short story that she first devised an alternative to the materialist nomenclature by creating a sense of indeterminacy and open-endedness that allowed her to allude to the existence of realities that lay beyond the comprehension of the culturally authoritative, superintendent 'masculine point of view', as she called it in one story, 'The Mark on the Wall'.

Q.7

Which of the following best describes the main message of the author?

- 1 ☐ How Joyce changed the landscape of modern fiction.
- 2 ☐ How Woolf and Joyce inspired the future generation of writers.
- 3 ☐ How Joyce helped in the evolution of the modern short story.



[FeedBack](#)[🔖 Bookmark](#)[🔍 Answer key/Solution](#)

Direction for questions (6-10): Read the given passage and answer the questions that follow.

For many readers, the decisive moment in the short story's history is 1914, the year James Joyce published 'Dubliners'. That book, more than any other, has become synonymous with our idea of what a modern short story is like, 'Dubliners' bequeathed two concepts, meanwhile, which have become mantras both for those who would write short fiction and, until recently, for those who would write about it. The first of these concepts is the 'epiphany', by which Joyce (or, rather, his character Stephen Hero) meant a 'sudden spiritual manifestation, whether in the vulgarity of speech or gesture or in a memorable phase of the mind itself'. The other is the belief that the proper prose style for short stories is one of 'scrupulous meanness'. It should be noted that Joyce's ideas are really formulations and developments of trends we witnessed in the previous section – the 'epiphany' standing in place of the conventional resolution of plot, and the scrupulously mean style producing an indirect, elliptical and ambiguous narrative discourse. What this suggests is that 'Dubliners', far from being a moment of superlative transition, of profound change in the development of the form, was a further evolution of the 'plotless' short story of the 1890s. Likewise, Joyce's proximity to the 'fin de siecle' needs to be borne in mind, because while 'Dubliners' was not published until 1914, the stories that compose it were begun in 1904 and completed, with the exception of the otherwise exceptional 'The Dead', by 1906.

It is also worth remembering that Joyce's landmark novel 'Ulysses' started life as a short story. So too did Virginia Woolf's 'Mrs Dalloway' while her novel 'Jacob's Room' is composed of chapters that Woolf thought of as individual stories. What this suggests is that the short story, while we may tend to think of it as the lesser fictional form, the apprentice piece to the novel, in fact played a fundamental role in the development of experimental modernist fiction. In Woolf's case, it was in the short story that she first began to devise the techniques of narration and characterization by which she hoped to render, more authentically than her Victorian or Edwardian predecessors, the texture of human consciousness and the nature of experience. To this she was abetted by the example of the Russian writer Anton Chekhov, whose stories were then appearing in English. It was in Chekhov's work that Woolf first heard the 'note of interrogation' that showed her a way out of the moribund conventionalism of the English novel.

What Woolf also found in Chekhov's stories was a means of conducting in fictional form a broadly anti-materialist critique of modern mass culture. Woolf famously accused her fellow novelists Arnold Bennett and John Galsworthy of 'materialism' in their writing, by which she meant their preoccupation with the superficial material, economic and behavioural dimensions of existence, rather than what she considered the 'proper stuff of fiction', the study of character consciousness and what she unblushingly called 'soul'. Again, it was in the short story that she first devised an alternative to the materialist nomenclature by creating a sense of indeterminacy and open-endedness that allowed her to allude to the existence of realities that lay beyond the comprehension of the culturally authoritative, superintendent 'masculine point of view', as she called it in one story, 'The Mark on the Wall'.

Q.8

Which of the following is definitely true according to the passage?

1  The real era of the dominance of short stories began in 1914.

2  Woolf was a contemporary of Joyce.

3  'Ulysses' and 'Jacob's Room' were started in the same time period.

4  'The Dead' was finished after 1906.

**Direction for questions (6-10): Read the given passage and answer the questions that follow.**

For many readers, the decisive moment in the short story's history is 1914, the year James Joyce published 'Dubliners'. That book, more than any other, has become synonymous with our idea of what a modern short story is like, 'Dubliners' bequeathed two concepts, meanwhile, which have become mantras both for those who would write short fiction and, until recently, for those who would write about it. The first of these concepts is the 'epiphany', by which Joyce (or, rather, his character Stephen Hero) meant a 'sudden spiritual manifestation, whether in the vulgarity of speech or gesture or in a memorable phase of the mind itself'. The other is the belief that the proper prose style for short stories is one of 'scrupulous meanness'. It should be noted that Joyce's ideas are really formulations and developments of trends we witnessed in the previous section – the 'epiphany' standing in place of the conventional resolution of plot, and the scrupulously mean style producing an indirect, elliptical and ambiguous narrative discourse. What this suggests is that 'Dubliners', far from being a moment of superlative transition, of profound change in the development of the form, was a further evolution of the 'plotless' short story of the 1890s. Likewise, Joyce's proximity to the 'fin de siecle' needs to be borne in mind, because while 'Dubliners' was not published until 1914, the stories that compose it were begun in 1904 and completed, with the exception of the otherwise exceptional 'The Dead', by 1906.

It is also worth remembering that Joyce's landmark novel 'Ulysses' started life as a short story. So too did Virginia Woolf's 'Mrs Dalloway' while her novel 'Jacob's Room' is composed of chapters that Woolf thought of as individual stories. What this suggests is that the short story, while we may tend to think of it as the lesser fictional form, the apprentice piece to the novel, in fact played a fundamental role in the development of experimental modernist fiction. In Woolf's case, it was in the short story that she first began to devise the techniques of narration and characterization by which she hoped to render, more authentically than her Victorian or Edwardian predecessors, the texture of human consciousness and the nature of experience. To this she was abetted by the example of the Russian writer Anton Chekhov, whose stories were then appearing in English. It was in Chekhov's work that Woolf first heard the 'note of interrogation' that showed her a way out of the moribund conventionalism of the English novel.

What Woolf also found in Chekhov's stories was a means of conducting in fictional form a broadly anti-materialist critique of modern mass culture. Woolf famously accused her fellow novelists Arnold Bennett and John Galsworthy of 'materialism' in their writing, by which she meant their preoccupation with the superficial material, economic and behavioural dimensions of existence, rather than what she considered the 'proper stuff of fiction', the study of character consciousness and what she unblushingly called 'soul'. Again, it was in the short story that she first devised an alternative to the materialist nomenclature by creating a sense of indeterminacy and open-endedness that allowed her to allude to the existence of realities that lay beyond the comprehension of the culturally authoritative, superintendent 'masculine point of view', as she called it in one story, 'The Mark on the Wall'.

**Q.9**

As per the passage, what can be said with certainty about 'scrupulous meanness'?

- 1 ☐ It was one of the major legacies of Woolf.
- 2 ☐ It was a style invented by Joyce in 'Dubliners'.
- 3 ☐ It was perfected by Woolf in her story 'Jacob's Room'.
- 4 ☐ It was a major influence for short story writers.

Direction for questions (6-10): Read the given passage and answer the questions that follow.

For many readers, the decisive moment in the short story's history is 1914, the year James Joyce published 'Dubliners'. That book, more than any other, has become synonymous with our idea of what a modern short story is like, 'Dubliners' bequeathed two concepts, meanwhile, which have become mantras both for those who would write short fiction and, until recently, for those who would write about it. The first of these concepts is the 'epiphany', by which Joyce (or, rather, his character Stephen Hero) meant a 'sudden spiritual manifestation, whether in the vulgarity of speech or gesture or in a memorable phase of the mind itself'. The other is the belief that the proper prose style for short stories is one of 'scrupulous meanness'. It should be noted that Joyce's ideas are really formulations and developments of trends we witnessed in the previous section – the 'epiphany' standing in place of the conventional resolution of plot, and the scrupulously mean style producing an indirect, elliptical and ambiguous narrative discourse. What this suggests is that 'Dubliners', far from being a moment of superlative transition, of profound change in the development of the form, was a further evolution of the 'plotless' short story of the 1890s. Likewise, Joyce's proximity to the 'fin de siecle' needs to be borne in mind, because while 'Dubliners' was not published until 1914, the stories that compose it were begun in 1904 and completed, with the exception of the otherwise exceptional 'The Dead', by 1906.

It is also worth remembering that Joyce's landmark novel 'Ulysses' started life as a short story. So too did Virginia Woolf's 'Mrs Dalloway' while her novel 'Jacob's Room' is composed of chapters that Woolf thought of as individual stories. What this suggests is that the short story, while we may tend to think of it as the lesser fictional form, the apprentice piece to the novel, in fact played a fundamental role in the development of experimental modernist fiction. In Woolf's case, it was in the short story that she first began to devise the techniques of narration and characterization by which she hoped to render, more authentically than her Victorian or Edwardian predecessors, the texture of human consciousness and the nature of experience. To this she was abetted by the example of the Russian writer Anton Chekhov, whose stories were then appearing in English. It was in Chekhov's work that Woolf first heard the 'note of interrogation' that showed her a way out of the moribund conventionalism of the English novel.

What Woolf also found in Chekhov's stories was a means of conducting in fictional form a broadly anti-materialist critique of modern mass culture. Woolf famously accused her fellow novelists Arnold Bennett and John Galsworthy of 'materialism' in their writing, by which she meant their preoccupation with the superficial material, economic and behavioural dimensions of existence, rather than what she considered the 'proper stuff of fiction', the study of character consciousness and what she unblushingly called 'soul'. Again, it was in the short story that she first devised an alternative to the materialist nomenclature by creating a sense of indeterminacy and open-endedness that allowed her to allude to the existence of realities that lay beyond the comprehension of the culturally authoritative, superintendent 'masculine point of view', as she called it in one story, 'The Mark on the Wall'.

Q.10

Which of the following best describes the organisation of the passage?

- 1 ☐ An idea is followed by a denial of an existing myth.
- 2 ☐ An assertion is followed by certain examples which validate it.
- 3 ☐ An opinion is stated and then a counter point is raised.
- 4 ☐ An overstatement is presented which is then proven by certain counter points.

Direction for questions (11-15): Read the given passage and answer the questions that follow.

[...] The expression of dissatisfaction with imposed imperialist education has a long history. In the early 20th century, Rabindranath Tagore set up Santiniketan in Bengal, to protest at British colonialist schooling. Classes were held outdoors; the natural world was honoured as a teacher. Stories, music and art were integral to learning. Exams were not. Nor was the world of business. Generating art in everything, Tagore's aim was to regenerate the moment with noticed beauty to turn the merely quotidian into a daily ceremony.

His ideas of schooling are echoed in Forest Schools, the Reggio Emilia system, and the multitude of fledgling radical schools that emphasise nature and art, and value moral, meaningful learning as much as academic work. Meanwhile, Jiddu Krishnamurti's educational philosophy began with a revulsion at the ways in which the typical education of his time served nationalism and economics, when he taught ethics: the goodness of the human being.

Radical education has often focused on similar themes: from Devon to the Sierra Nevada, from Bengal to Veracruz, people speak a common sense of mind and body learning in each other's service.

Take a human being. Lean it gently on the earth and let it listen awhile in the darkness. Ask it then what are the good words, and true. Ask what is the core curriculum for the human heart, the '*coeur*' values which children should learn. And, like a fundamental law of metaphysics, the answers seem to come back the same all over the world. Nature. Story. Ethics. Respect. Balance. Creativity. Spirit. Insight. Gift. The art of being human.

It is not just the overtly colonised indigenous cultures that know this; not just the nations that have suffered imperialism or slavery, but any human being who has felt the stress, cruelty, insufficiency or marginalisation of education. Anyone who deplores seeing education manacled to corporations. All who resent seeing children as colonised subjects in the empire of the school, or decry the kind of education that mainly markets children as earners, consumers and debtors-to-be. This message can be heard wherever people, in exasperation, anger and bewilderment want to snatch their children away from a toxic ideology that damages Nature, and human nature. The Dominant Society, say the Arhuaco people of Colombia, with real bitterness, knows little of the natural world but much about how to destroy it. At the core of Arhuaco education is the sacred duty of maintaining the balance of life: the protection of nature.

If this is the cherished end of the path of pedagogy, how might those steps be taken in relation to individual children? It is a matter of one's gift, say Totonac people: the seed that needs to be discovered and nurtured from childhood. In effect, they say, like some of the more gifted educators of the Dominant Society: do not ask if this child is gifted, ask how is this child gifted.

In a traditional Totonac story, the sky-grandmothers merrily hurl stars at young children and the ones that stick are their gifts. So important is this sense of gift that it is inherent in the name Totonac, which means 'three hearts'. They gloss it thus: we need three hearts – to ask to know one's gift, to receive it, and to give it in service to the world. [...]

Q.11

With which of the following would the author of the passage most likely agree?

1 ☐ Jiddu Krishnamurti was a renaissance humanist.

2 ☐ Discrimination is a part of the modern education system.

3 ☐ Colonial societies were against teaching their children the value of marginalization.

4 ☐ If you leave a child lying in a dark field, he/she will learn his/her core purpose in life.

FeedBack

 Bookmark

 Answer key/Solution

Direction for questions (11-15): Read the given passage and answer the questions that follow.

[...] The expression of dissatisfaction with imposed imperialist education has a long history. In the early 20th century, Rabindranath Tagore set up Santiniketan in Bengal, to protest at British colonialist schooling. Classes were held outdoors; the natural world was honoured as a teacher. Stories, music and art were integral to learning. Exams were not. Nor was the world of business. Generating art in everything, Tagore's aim was to regenerate the moment with noticed beauty to turn the merely quotidian into a daily ceremony.

His ideas of schooling are echoed in Forest Schools, the Reggio Emilia system, and the multitude of fledgling radical schools that emphasise nature and art, and value moral, meaningful learning as much as academic work. Meanwhile, Jiddu Krishnamurti's educational philosophy began with a revulsion at the ways in which the typical education of his time served nationalism and economics, when he taught ethics: the goodness of the human being.

Radical education has often focused on similar themes: from Devon to the Sierra Nevada, from Bengal to Veracruz, people speak a common sense of mind and body learning in each other's service.

Take a human being. Lean it gently on the earth and let it listen awhile in the darkness. Ask it then what are the good words, and true. Ask what is the core curriculum for the human heart, the '*coeur*' values which children should learn. And, like a fundamental law of metaphysics, the answers seem to come back the same all over the world. Nature. Story. Ethics. Respect. Balance. Creativity. Spirit. Insight. Gift. The art of being human.

It is not just the overtly colonised indigenous cultures that know this; not just the nations that have suffered imperialism or slavery, but any human being who has felt the stress, cruelty, insufficiency or marginalisation of education. Anyone who deplores seeing education manacled to corporations. All who resent seeing children as colonised subjects in the empire of the school, or decry the kind of education that mainly markets children as earners, consumers and debtors-to-be. This message can be heard wherever people, in exasperation, anger and bewilderment want to snatch their children away from a toxic ideology that damages Nature, and human nature. The Dominant Society, say the Arhuaco people of Colombia, with real bitterness, knows little of the natural world but much about how to destroy it. At the core of Arhuaco education is the sacred duty of maintaining the balance of life: the protection of nature.

If this is the cherished end of the path of pedagogy, how might those steps be taken in relation to individual children? It is a matter of one's gift, say Totonac people: the seed that needs to be discovered and nurtured from childhood. In effect, they say, like some of the more gifted educators of the Dominant Society: do not ask if this child is gifted, ask how is this child gifted.

In a traditional Totonac story, the sky-grandmothers merrily hurl stars at young children and the ones that stick are their gifts. So important is this sense of gift that it is inherent in the name Totonac, which means 'three hearts'. They gloss it thus: we need three hearts – to ask to know one's gift, to receive it, and to give it in service to the world. [...]

Q.12

What can be inferred from the example of the traditional Totonac story?



- 1 ☐ Its moral is compatible with that of the radical education movement.
- 2 ☐ The Totonacs were much ahead of their times in providing a structured system of education.
- 3 ☐ It criticizes the modern education system by highlighting a core contradiction.
- 4 ☐ The Totonacs agree with the mainstream education system when it comes to testing methodology.

FeedBack

 Bookmark

 Answer key/Solution

Direction for questions (11-15): Read the given passage and answer the questions that follow.

[...] The expression of dissatisfaction with imposed imperialist education has a long history. In the early 20th century, Rabindranath Tagore set up Santiniketan in Bengal, to protest at British colonialist schooling. Classes were held outdoors; the natural world was honoured as a teacher. Stories, music and art were integral to learning. Exams were not. Nor was the world of business. Generating art in everything, Tagore's aim was to regenerate the moment with noticed beauty to turn the merely quotidian into a daily ceremony.

His ideas of schooling are echoed in Forest Schools, the Reggio Emilia system, and the multitude of fledgling radical schools that emphasise nature and art, and value moral, meaningful learning as much as academic work. Meanwhile, Jiddu Krishnamurti's educational philosophy began with a revulsion at the ways in which the typical education of his time served nationalism and economics, when he taught ethics: the goodness of the human being.

Radical education has often focused on similar themes: from Devon to the Sierra Nevada, from Bengal to Veracruz, people speak a common sense of mind and body learning in each other's service.

Take a human being. Lean it gently on the earth and let it listen awhile in the darkness. Ask it then what are the good words, and true. Ask what is the core curriculum for the human heart, the '*coeur*' values which children should learn. And, like a fundamental law of metaphysics, the answers seem to come back the same all over the world. Nature. Story. Ethics. Respect. Balance. Creativity. Spirit. Insight. Gift. The art of being human.

It is not just the overtly colonised indigenous cultures that know this; not just the nations that have suffered imperialism or slavery, but any human being who has felt the stress, cruelty, insufficiency or marginalisation of education. Anyone who deplores seeing education manacled to corporations. All who resent seeing children as colonised subjects in the empire of the school, or decry the kind of education that mainly markets children as earners, consumers and debtors-to-be. This message can be heard wherever people, in exasperation, anger and bewilderment want to snatch their children away from a toxic ideology that damages Nature, and human nature. The Dominant Society, say the Arhuaco people of Colombia, with real bitterness, knows little of the natural world but much about how to destroy it. At the core of Arhuaco education is the sacred duty of maintaining the balance of life: the protection of nature.

If this is the cherished end of the path of pedagogy, how might those steps be taken in relation to individual children? It is a matter of one's gift, say Totonac people: the seed that needs to be discovered and nurtured from childhood. In effect, they say, like some of the more gifted educators of the Dominant Society: do not ask if this child is gifted, ask how is this child gifted.

In a traditional Totonac story, the sky-grandmothers merrily hurl stars at young children and the ones that stick are their gifts. So important is this sense of gift that it is inherent in the name Totonac, which means 'three hearts'. They gloss it thus: we need three hearts – to ask to know one's gift, to receive it, and to give it in service to the world. [...]



Q.13

As per the passage, which of the following is the main message of the fourth paragraph?

- 1 ☐ We should teach our children the laws of metaphysics.
- 2 ☐ We should teach our children the values of respect, balance, and creativity.
- 3 ☐ We should let our children learn the values of humanity.
- 4 ☐ We should let our children decide their own curriculum by giving them the freedom to follow their hearts.

FeedBack

 **Bookmark**

 **Answer key/Solution**

Direction for questions (11-15): Read the given passage and answer the questions that follow.

[...] The expression of dissatisfaction with imposed imperialist education has a long history. In the early 20th century, Rabindranath Tagore set up Santiniketan in Bengal, to protest at British colonialist schooling. Classes were held outdoors; the natural world was honoured as a teacher. Stories, music and art were integral to learning. Exams were not. Nor was the world of business. Generating art in everything, Tagore's aim was to regenerate the moment with noticed beauty to turn the merely quotidian into a daily ceremony.

His ideas of schooling are echoed in Forest Schools, the Reggio Emilia system, and the multitude of fledgling radical schools that emphasise nature and art, and value moral, meaningful learning as much as academic work. Meanwhile, Jiddu Krishnamurti's educational philosophy began with a revulsion at the ways in which the typical education of his time served nationalism and economics, when he taught ethics: the goodness of the human being.

Radical education has often focused on similar themes: from Devon to the Sierra Nevada, from Bengal to Veracruz, people speak a common sense of mind and body learning in each other's service.

Take a human being. Lean it gently on the earth and let it listen awhile in the darkness. Ask it then what are the good words, and true. Ask what is the core curriculum for the human heart, the '*coeur*' values which children should learn. And, like a fundamental law of metaphysics, the answers seem to come back the same all over the world. Nature. Story. Ethics. Respect. Balance. Creativity. Spirit. Insight. Gift. The art of being human.

It is not just the overtly colonised indigenous cultures that know this; not just the nations that have suffered imperialism or slavery, but any human being who has felt the stress, cruelty, insufficiency or marginalisation of education. Anyone who deplores seeing education manacled to corporations. All who resent seeing children as colonised subjects in the empire of the school, or decry the kind of education that mainly markets children as earners, consumers and debtors-to-be. This message can be heard wherever people, in exasperation, anger and bewilderment want to snatch their children away from a toxic ideology that damages Nature, and human nature. The Dominant Society, say the Arhuaco people of Colombia, with real bitterness, knows little of the natural world but much about how to destroy it. At the core of Arhuaco education is the sacred duty of maintaining the balance of life: the protection of nature.

If this is the cherished end of the path of pedagogy, how might those steps be taken in relation to individual children? It is a matter of one's gift, say Totonac people: the seed that needs to be discovered and nurtured from childhood. In effect, they say, like some of the more gifted educators of the Dominant Society: do not ask if this child is gifted, ask how is this child gifted.

In a traditional Totonac story, the sky-grandmothers merrily hurl stars at young children and the ones that stick are their gifts. So important is this sense of gift that it is inherent in the name Totonac, which means 'three hearts'. They gloss it thus: we need three hearts – to ask to know one's gift, to receive it, and to give it in service to the world. [...]

---

Q.14

Which of the following can best substitute the word 'quotidian' in the first paragraph?

---

1 ☐ Celebration

---

2 ☐ Festivity

---

3 ☐ Engagement

---

4 ☐ Mundane

---

Direction for questions (11-15): Read the given passage and answer the questions that follow.

[...] The expression of dissatisfaction with imposed imperialist education has a long history. In the early 20th century, Rabindranath Tagore set up Santiniketan in Bengal, to protest at British colonialist schooling. Classes were held outdoors; the natural world was honoured as a teacher. Stories, music and art were integral to learning. Exams were not. Nor was the world of business. Generating art in everything, Tagore's aim was to regenerate the moment with noticed beauty to turn the merely quotidian into a daily ceremony.

His ideas of schooling are echoed in Forest Schools, the Reggio Emilia system, and the multitude of fledgling radical schools that emphasise nature and art, and value moral, meaningful learning as much as academic work. Meanwhile, Jiddu Krishnamurti's educational philosophy began with a revulsion at the ways in which the typical education of his time served nationalism and economics, when he taught ethics: the goodness of the human being.

Radical education has often focused on similar themes: from Devon to the Sierra Nevada, from Bengal to Veracruz, people speak a common sense of mind and body learning in each other's service.

Take a human being. Lean it gently on the earth and let it listen awhile in the darkness. Ask it then what are the good words, and true. Ask what is the core curriculum for the human heart, the '*coeur*' values which children should learn. And, like a fundamental law of metaphysics, the answers seem to come back the same all over the world. Nature. Story. Ethics. Respect. Balance. Creativity. Spirit. Insight. Gift. The art of being human.

It is not just the overtly colonised indigenous cultures that know this; not just the nations that have suffered imperialism or slavery, but any human being who has felt the stress, cruelty, insufficiency or marginalisation of education. Anyone who deplores seeing education manacled to corporations. All who resent seeing children as colonised subjects in the empire of the school, or decry the kind of education that mainly markets children as earners, consumers and debtors-to-be. This message can be heard wherever people, in exasperation, anger and bewilderment want to snatch their children away from a toxic ideology that damages Nature, and human nature. The Dominant Society, say the Arhuaco people of Colombia, with real bitterness, knows little of the natural world but much about how to destroy it. At the core of Arhuaco education is the sacred duty of maintaining the balance of life: the protection of nature.

If this is the cherished end of the path of pedagogy, how might those steps be taken in relation to individual children? It is a matter of one's gift, say Totonac people: the seed that needs to be discovered and nurtured from childhood. In effect, they say, like some of the more gifted educators of the Dominant Society: do not ask if this child is gifted, ask how is this child gifted.

In a traditional Totonac story, the sky-grandmothers merrily hurl stars at young children and the ones that stick are their gifts. So important is this sense of gift that it is inherent in the name Totonac, which means 'three hearts'. They gloss it thus: we need three hearts – to ask to know one's gift, to receive it, and to give it in service to the world. [...]

Q.15

As per the passage, the main theme of radical education all over the world has been:

1 ☐ to focus on stories, music, and art, not on exams.

2 ☐ to facilitate a harmonious education that respects nature.

3 ☐ to be exasperated and bewildered at the lack of respect for Nature in modern education.

4 ☐ to encourage nationalistic and economic teachings along with the value of ethics.

FeedBack

 Bookmark

 Answer key/Solution

**Direction for questions (16-19): Read the given passage and answer the questions that follow.**

The emergence of the Internet and social media have dramatically altered media coverage and perception, and understanding contemporary concerns about fake news require considering the novel social dynamics introduced by new media technologies. In 2017, two-thirds of Americans reported receiving at least some of their news via social media. It has been taken up for various political purposes. Platforms have been effectively utilized by marginalized groups seeking freedom or justice; perniciously by totalitarian groups aiming to censor, misinform, or distract; and for different purposes by citizens connecting with fellow activists or disconnecting from those with different views. Moreover, these new media technologies both increase the volume of news while allowing niche marketing on an unprecedented scale, often presenting ideologically bifurcated readers and viewers with entirely different universes of discourse, which has fuelled political polarization.

While social media companies capture public attention, newspapers have experienced shrinking add revenue due to pressures from diminished sales because of competition from the Internet. Many agencies have either closed or contracted, which has led to diminished local news coverage and less in-depth reporting. It has also increased the likelihood of reporting factual errors or passing along public relations material as news without thoroughly vetting it for bias or inaccuracies. Newspapers increasingly depend on Internet ad revenue, leading to heightened pressure for headlines or stories that are hyperbolic or sensationalistic. Such stories are more likely to go viral, generate clicks, and thus contribute to the company's bottom line.

Media dynamics surrounding the emergence of the Internet and social media have also heightened the impact of media manipulation. For example, in his book 'Trust Me, I'm Lying: Confessions of a Media Manipulator', Ryan Holiday explains how he exploits the new media environment to create buzz around products for his various clients. In a process he calls trading up the chain, Holiday explains how he plants a story with a small blog with low reporting standards, which becomes the source for a larger, more reputable blog, which subsequently may get picked up for coverage by mainstream outlets. One may question why major news organizations would cover unverified information from a blog. Holiday explains that news outlets, in their desperation for readers and clicks, are now more likely to practice what he calls "iterative journalism", which is repeating unverified stories from less reputable sources under the pretence that the story is still in process and the facts are incomplete. Yet this is part of the manipulation. Reporters often know the stories are bogus so they rarely investigate further and instead content themselves with the temporary increase in clicks.

**Q.16**

**As per the passage, which of the following can be inferred about 'iterative journalism'?**

1 ☐ This is an act of desperation by the readers.

2 ☐ Stories like these are expected to increase revenue.

3 ☐ Respectable media outlets have increasingly ignored such practices.

4 ☐ People like Holiday have mastered the art of writing fake news stories.

Direction for questions (16-19): Read the given passage and answer the questions that follow.

The emergence of the Internet and social media have dramatically altered media coverage and perception, and understanding contemporary concerns about fake news require considering the novel social dynamics introduced by new media technologies. In 2017, two-thirds of Americans reported receiving at least some of their news via social media. It has been taken up for various political purposes. Platforms have been effectively utilized by marginalized groups seeking freedom or justice; perniciously by totalitarian groups aiming to censor, misinform, or distract; and for different purposes by citizens connecting with fellow activists or disconnecting from those with different views. Moreover, these new media technologies both increase the volume of news while allowing niche marketing on an unprecedented scale, often presenting ideologically bifurcated readers and viewers with entirely different universes of discourse, which has fuelled political polarization.

While social media companies capture public attention, newspapers have experienced shrinking add revenue due to pressures from diminished sales because of competition from the Internet. Many agencies have either closed or contracted, which has led to diminished local news coverage and less in-depth reporting. It has also increased the likelihood of reporting factual errors or passing along public relations material as news without thoroughly vetting it for bias or inaccuracies. Newspapers increasingly depend on Internet ad revenue, leading to heightened pressure for headlines or stories that are hyperbolic or sensationalistic. Such stories are more likely to go viral, generate clicks, and thus contribute to the company's bottom line.

Media dynamics surrounding the emergence of the Internet and social media have also heightened the impact of media manipulation. For example, in his book 'Trust Me, I'm Lying: Confessions of a Media Manipulator', Ryan Holiday explains how he exploits the new media environment to create buzz around products for his various clients. In a process he calls trading up the chain, Holiday explains how he plants a story with a small blog with low reporting standards, which becomes the source for a larger, more reputable blog, which subsequently may get picked up for coverage by mainstream outlets. One may question why major news organizations would cover unverified information from a blog. Holiday explains that news outlets, in their desperation for readers and clicks, are now more likely to practice what he calls "iterative journalism", which is repeating unverified stories from less reputable sources under the pretence that the story is still in process and the facts are incomplete. Yet this is part of the manipulation. Reporters often know the stories are bogus so they rarely investigate further and instead content themselves with the temporary increase in clicks.

Q.17

Which of the following has not been cited as an effect of the rise of the internet media?

- 1 ☐ Rise of sensational or exaggerated stories
- 2 ☐ Closing of many news outlets
- 3 ☐ Marginalized groups demanding social justice
- 4 ☐ Increased circulation of unverified news

Direction for questions (16-19): Read the given passage and answer the questions that follow.

The emergence of the Internet and social media have dramatically altered media coverage and perception, and understanding contemporary concerns about fake news require considering the novel social dynamics introduced by new media technologies. In 2017, two-thirds of Americans reported receiving at least some of their news via social media. It has been taken up for various political purposes. Platforms have been effectively utilized by marginalized groups seeking freedom or justice; perniciously by totalitarian groups aiming to censor, misinform, or distract; and for different purposes by citizens connecting with fellow activists or disconnecting from those with different views. Moreover, these new media technologies both increase the volume of news while allowing niche marketing on an unprecedented scale, often presenting ideologically bifurcated readers and viewers with entirely different universes of discourse, which has fuelled political polarization.

While social media companies capture public attention, newspapers have experienced shrinking add revenue due to pressures from diminished sales because of competition from the Internet. Many agencies have either closed or contracted, which has led to diminished local news coverage and less in-depth reporting. It has also increased the likelihood of reporting factual errors or passing along public relations material as news without thoroughly vetting it for bias or inaccuracies. Newspapers increasingly depend on Internet ad revenue, leading to heightened pressure for headlines or stories that are hyperbolic or sensationalistic. Such stories are more likely to go viral, generate clicks, and thus contribute to the company's bottom line.

Media dynamics surrounding the emergence of the Internet and social media have also heightened the impact of media manipulation. For example, in his book 'Trust Me, I'm Lying: Confessions of a Media Manipulator', Ryan Holiday explains how he exploits the new media environment to create buzz around products for his various clients. In a process he calls trading up the chain, Holiday explains how he plants a story with a small blog with low reporting standards, which becomes the source for a larger, more reputable blog, which subsequently may get picked up for coverage by mainstream outlets. One may question why major news organizations would cover unverified information from a blog. Holiday explains that news outlets, in their desperation for readers and clicks, are now more likely to practice what he calls "iterative journalism", which is repeating unverified stories from less reputable sources under the pretence that the story is still in process and the facts are incomplete. Yet this is part of the manipulation. Reporters often know the stories are bogus so they rarely investigate further and instead content themselves with the temporary increase in clicks.

Q.18

Why does the author give the example of the 2017 study in the first paragraph?

- 1 ☐ To show that two-thirds of Americans were receiving their news from social media sites.
- 2 ☐ To highlight how traditional media is battling for survival.
- 3 ☐ To expose the new reality of fake news and how readers are being targeted by unscrupulous groups.
- 4 ☐ To emphasize upon the increased clout and reach of the new media.



Direction for questions (16-19): Read the given passage and answer the questions that follow.

The emergence of the Internet and social media have dramatically altered media coverage and perception, and understanding contemporary concerns about fake news require considering the novel social dynamics introduced by new media technologies. In 2017, two-thirds of Americans reported receiving at least some of their news via social media. It has been taken up for various political purposes. Platforms have been effectively utilized by marginalized groups seeking freedom or justice; perniciously by totalitarian groups aiming to censor, misinform, or distract; and for different purposes by citizens connecting with fellow activists or disconnecting from those with different views. Moreover, these new media technologies both increase the volume of news while allowing niche marketing on an unprecedented scale, often presenting ideologically bifurcated readers and viewers with entirely different universes of discourse, which has fuelled political polarization.

While social media companies capture public attention, newspapers have experienced shrinking add revenue due to pressures from diminished sales because of competition from the Internet. Many agencies have either closed or contracted, which has led to diminished local news coverage and less in-depth reporting. It has also increased the likelihood of reporting factual errors or passing along public relations material as news without thoroughly vetting it for bias or inaccuracies. Newspapers increasingly depend on Internet ad revenue, leading to heightened pressure for headlines or stories that are hyperbolic or sensationalistic. Such stories are more likely to go viral, generate clicks, and thus contribute to the company's bottom line.

Media dynamics surrounding the emergence of the Internet and social media have also heightened the impact of media manipulation. For example, in his book 'Trust Me, I'm Lying: Confessions of a Media Manipulator', Ryan Holiday explains how he exploits the new media environment to create buzz around products for his various clients. In a process he calls trading up the chain, Holiday explains how he plants a story with a small blog with low reporting standards, which becomes the source for a larger, more reputable blog, which subsequently may get picked up for coverage by mainstream outlets. One may question why major news organizations would cover unverified information from a blog. Holiday explains that news outlets, in their desperation for readers and clicks, are now more likely to practice what he calls "iterative journalism", which is repeating unverified stories from less reputable sources under the pretence that the story is still in process and the facts are incomplete. Yet this is part of the manipulation. Reporters often know the stories are bogus so they rarely investigate further and instead content themselves with the temporary increase in clicks.

Q.19

As per the passage, which of the following is required to better comprehend the concerns regarding fake news stories?

- 1 ☐ To take into account the new social dynamics
- 2 ☐ To consider democracy and its aims
- 3 ☐ To ponder over the issue of click bait journalism
- 4 ☐ To analyse the impact of sensational stories on reporters

FeedBack

 **Bookmark**

 **Answer key/Solution**

**Direction for questions (20-24): Read the given passage and answer the questions that follow.**

Students, many of whom have a background in public service, are applying the social sciences – psychology, economics, sociology, social policy, and education – to today's big questions. "To put it simply, the social sciences are about working out how we can do things better," says Richard Watermeyer, associate professor at the University of Warwick.

And it's not just all theory. Today's social science students are gaining skills employers want. John Wood has just finished his BSc (hons) in social policy at the University of Bath, which included a year-long paid placement at the statistics department of the House of Commons library.

"I'd get inquiries from MPs – for example, comparing funding for a local group with the rest of the country," he says. "It was my job to find that information, put those statistics into a table and write an overview of them, for someone who didn't know anything about the topic."

"The statistical and data analysis skills I gained were remarkable. It was a fantastic experience. I'm hoping to go into the charity sector and continue to do reports and research particular policies – I'm very interested in housing and working for an organisation like Shelter. The course was directly applicable to what I want to do."

Last year, the University of Manchester placed 20 students in companies including YouGov and thinktank new Economy. This year, graduates will go to the World Bank, the Home Office, Santander and Ipsos Mori.

Social policy courses provide the tools to weigh up the strength of a policy proposal.

"We ask: first of all, what are you trying to achieve with a particular policy?" says Dr Susan Harkness, reader in the social and policy studies department at the University of Bath. "What is the outcome you are hoping to achieve? And what's the best way of getting there? If you've got an innovative new policy idea, it's hard to prove that it works if it hasn't happened yet. So you can look at other countries and what's been tried in the past, to see what works and what doesn't."

The University of Warwick's new BA (hons) in education studies aims to look at the subject in a holistic way. "There will be many who have a leaning towards a career in teaching and it will provide them with a fantastic foundation for that – they will look at the sociological, philosophical, and more technical aspects of education, which will provide a great grounding," says Watermeyer.

"But education takes place in so many contexts – working with mental health patients, within prisons, in museums, art galleries, or science centres. The course lends itself to thinking about education – not just as a route to the labour market and for social mobility but also with regard to broader aims and ideals, like democracy and freedom."

Sociology also combines a range of topics, says Gemma Edwards, lecturer in sociology at the University of Manchester. She says there's a growth in the number of courses that look at environmental sustainability, the endurance of racism in society, globalisation and inequality. "It has its classical core – but it speaks to global challenges as they arise."

Watermeyer points out that the notion the social sciences are inferior to the life sciences is a false one: "Social scientists are the brokers between knowledge, the public and policy. Social science is about how we bring all those things together to enable us to reflect critically on how we do things. How do we make better policy? How do we get a better world?"

---

**Q.20**

**The main focus of the passage is:**

---

1 ☐ to show how social scientists are changing the world.

---

2 ☐ to describe the relevance of social science to today's society.

---

3  to highlight how different people view social sciences.

---

4  to explain how policy making is related to the new social reality.

---

FeedBack

 **Bookmark**

 **Answer key/Solution**

**Direction for questions (20-24): Read the given passage and answer the questions that follow.**

Students, many of whom have a background in public service, are applying the social sciences – psychology, economics, sociology, social policy, and education – to today's big questions. "To put it simply, the social sciences are about working out how we can do things better," says Richard Watermeyer, associate professor at the University of Warwick.

And it's not just all theory. Today's social science students are gaining skills employers want. John Wood has just finished his BSc (hons) in social policy at the University of Bath, which included a year-long paid placement at the statistics department of the House of Commons library.

"I'd get inquiries from MPs – for example, comparing funding for a local group with the rest of the country," he says. "It was my job to find that information, put those statistics into a table and write an overview of them, for someone who didn't know anything about the topic."

"The statistical and data analysis skills I gained were remarkable. It was a fantastic experience. I'm hoping to go into the charity sector and continue to do reports and research particular policies – I'm very interested in housing and working for an organisation like Shelter. The course was directly applicable to what I want to do."

Last year, the University of Manchester placed 20 students in companies including YouGov and thinktank new Economy. This year, graduates will go to the World Bank, the Home Office, Santander and Ipsos Mori.

Social policy courses provide the tools to weigh up the strength of a policy proposal.

"We ask: first of all, what are you trying to achieve with a particular policy?" says Dr Susan Harkness, reader in the social and policy studies department at the University of Bath. "What is the outcome you are hoping to achieve? And what's the best way of getting there? If you've got an innovative new policy idea, it's hard to prove that it works if it hasn't happened yet. So you can look at other countries and what's been tried in the past, to see what works and what doesn't."

The University of Warwick's new BA (hons) in education studies aims to look at the subject in a holistic way. "There will be many who have a leaning towards a career in teaching and it will provide them with a fantastic foundation for that – they will look at the sociological, philosophical, and more technical aspects of education, which will provide a great grounding," says Watermeyer.

"But education takes place in so many contexts – working with mental health patients, within prisons, in museums, art galleries, or science centres. The course lends itself to thinking about education – not just as a route to the labour market and for social mobility but also with regard to broader aims and ideals, like democracy and freedom."

Sociology also combines a range of topics, says Gemma Edwards, lecturer in sociology at the University of Manchester. She says there's a growth in the number of courses that look at environmental sustainability, the endurance of racism in society, globalisation and inequality. "It has its classical core – but it speaks to global challenges as they arise."

Watermeyer points out that the notion the social sciences are inferior to the life sciences is a false one: "Social scientists are the brokers between knowledge, the public and policy. Social science is about how we bring all those things together to enable us to reflect critically on how we do things. How do we make better policy? How do we get a better world?"

---

Q.21

Which of the following is not true about John Wood's example?

1 ☐ He researched on the topic of funding for public policy.

2 ☐ He gained statistical and data analysis skills.

---

3 ☐ He is placed in a global thinktank on economic issues.

---

4 ☐ He is interested in working for charity.

---

FeedBack

 **Bookmark**

 **Answer key/Solution**



**Direction for questions (20-24): Read the given passage and answer the questions that follow.**

Students, many of whom have a background in public service, are applying the social sciences – psychology, economics, sociology, social policy, and education – to today's big questions. "To put it simply, the social sciences are about working out how we can do things better," says Richard Watermeyer, associate professor at the University of Warwick.

And it's not just all theory. Today's social science students are gaining skills employers want. John Wood has just finished his BSc (hons) in social policy at the University of Bath, which included a year-long paid placement at the statistics department of the House of Commons library.

"I'd get inquiries from MPs – for example, comparing funding for a local group with the rest of the country," he says. "It was my job to find that information, put those statistics into a table and write an overview of them, for someone who didn't know anything about the topic."

"The statistical and data analysis skills I gained were remarkable. It was a fantastic experience. I'm hoping to go into the charity sector and continue to do reports and research particular policies – I'm very interested in housing and working for an organisation like Shelter. The course was directly applicable to what I want to do."

Last year, the University of Manchester placed 20 students in companies including YouGov and thinktank new Economy. This year, graduates will go to the World Bank, the Home Office, Santander and Ipsos Mori.

Social policy courses provide the tools to weigh up the strength of a policy proposal.

"We ask: first of all, what are you trying to achieve with a particular policy?" says Dr Susan Harkness, reader in the social and policy studies department at the University of Bath. "What is the outcome you are hoping to achieve? And what's the best way of getting there? If you've got an innovative new policy idea, it's hard to prove that it works if it hasn't happened yet. So you can look at other countries and what's been tried in the past, to see what works and what doesn't."

The University of Warwick's new BA (hons) in education studies aims to look at the subject in a holistic way. "There will be many who have a leaning towards a career in teaching and it will provide them with a fantastic foundation for that – they will look at the sociological, philosophical, and more technical aspects of education, which will provide a great grounding," says Watermeyer.

"But education takes place in so many contexts – working with mental health patients, within prisons, in museums, art galleries, or science centres. The course lends itself to thinking about education – not just as a route to the labour market and for social mobility but also with regard to broader aims and ideals, like democracy and freedom."

Sociology also combines a range of topics, says Gemma Edwards, lecturer in sociology at the University of Manchester. She says there's a growth in the number of courses that look at environmental sustainability, the endurance of racism in society, globalisation and inequality. "It has its classical core – but it speaks to global challenges as they arise."

Watermeyer points out that the notion the social sciences are inferior to the life sciences is a false one: "Social scientists are the brokers between knowledge, the public and policy. Social science is about how we bring all those things together to enable us to reflect critically on how we do things. How do we make better policy? How do we get a better world?"

---

**Q.22**

**Which of the following is a valid inference about Richard Watermeyer?**

---

1 ☐ He believes in the practical application of the teachings of social sciences.

---

2 ☐ He is a professor at a University.

---

3 ☐ He designed the new public policy course for his university.

---

4 ☐ He has guided many legislators in improving their policy making skills.

---

FeedBack

 **Bookmark**

 **Answer key/Solution**

**Direction for questions (20-24): Read the given passage and answer the questions that follow.**

Students, many of whom have a background in public service, are applying the social sciences – psychology, economics, sociology, social policy, and education – to today's big questions. "To put it simply, the social sciences are about working out how we can do things better," says Richard Watermeyer, associate professor at the University of Warwick.

And it's not just all theory. Today's social science students are gaining skills employers want. John Wood has just finished his BSc (hons) in social policy at the University of Bath, which included a year-long paid placement at the statistics department of the House of Commons library.

"I'd get inquiries from MPs – for example, comparing funding for a local group with the rest of the country," he says. "It was my job to find that information, put those statistics into a table and write an overview of them, for someone who didn't know anything about the topic."

"The statistical and data analysis skills I gained were remarkable. It was a fantastic experience. I'm hoping to go into the charity sector and continue to do reports and research particular policies – I'm very interested in housing and working for an organisation like Shelter. The course was directly applicable to what I want to do."

Last year, the University of Manchester placed 20 students in companies including YouGov and thinktank new Economy. This year, graduates will go to the World Bank, the Home Office, Santander and Ipsos Mori.

Social policy courses provide the tools to weigh up the strength of a policy proposal.

"We ask: first of all, what are you trying to achieve with a particular policy?" says Dr Susan Harkness, reader in the social and policy studies department at the University of Bath. "What is the outcome you are hoping to achieve? And what's the best way of getting there? If you've got an innovative new policy idea, it's hard to prove that it works if it hasn't happened yet. So you can look at other countries and what's been tried in the past, to see what works and what doesn't."

The University of Warwick's new BA (hons) in education studies aims to look at the subject in a holistic way. "There will be many who have a leaning towards a career in teaching and it will provide them with a fantastic foundation for that – they will look at the sociological, philosophical, and more technical aspects of education, which will provide a great grounding," says Watermeyer.

"But education takes place in so many contexts – working with mental health patients, within prisons, in museums, art galleries, or science centres. The course lends itself to thinking about education – not just as a route to the labour market and for social mobility but also with regard to broader aims and ideals, like democracy and freedom."

Sociology also combines a range of topics, says Gemma Edwards, lecturer in sociology at the University of Manchester. She says there's a growth in the number of courses that look at environmental sustainability, the endurance of racism in society, globalisation and inequality. "It has its classical core – but it speaks to global challenges as they arise."

Watermeyer points out that the notion the social sciences are inferior to the life sciences is a false one: "Social scientists are the brokers between knowledge, the public and policy. Social science is about how we bring all those things together to enable us to reflect critically on how we do things. How do we make better policy? How do we get a better world?"

---

**Q.23**

**As per the passage, social policy courses:**

- 
- 1 ☐ help raise support for the policy in the legislative branch.
- 
- 2 ☐ allow students to gain the required skills to design policies.
-

3 ☐ allow members of parliament to raise funds for their policies.

---

4 ☐ help evaluate the value of a policy proposal.

---

FeedBack

 **Bookmark**

 **Answer key/Solution**

**Direction for questions (20-24): Read the given passage and answer the questions that follow.**

Students, many of whom have a background in public service, are applying the social sciences – psychology, economics, sociology, social policy, and education – to today's big questions. "To put it simply, the social sciences are about working out how we can do things better," says Richard Watermeyer, associate professor at the University of Warwick.

And it's not just all theory. Today's social science students are gaining skills employers want. John Wood has just finished his BSc (hons) in social policy at the University of Bath, which included a year-long paid placement at the statistics department of the House of Commons library.

"I'd get inquiries from MPs – for example, comparing funding for a local group with the rest of the country," he says. "It was my job to find that information, put those statistics into a table and write an overview of them, for someone who didn't know anything about the topic."

"The statistical and data analysis skills I gained were remarkable. It was a fantastic experience. I'm hoping to go into the charity sector and continue to do reports and research particular policies – I'm very interested in housing and working for an organisation like Shelter. The course was directly applicable to what I want to do."

Last year, the University of Manchester placed 20 students in companies including YouGov and thinktank new Economy. This year, graduates will go to the World Bank, the Home Office, Santander and Ipsos Mori.

Social policy courses provide the tools to weigh up the strength of a policy proposal.

"We ask: first of all, what are you trying to achieve with a particular policy?" says Dr Susan Harkness, reader in the social and policy studies department at the University of Bath. "What is the outcome you are hoping to achieve? And what's the best way of getting there? If you've got an innovative new policy idea, it's hard to prove that it works if it hasn't happened yet. So you can look at other countries and what's been tried in the past, to see what works and what doesn't."

The University of Warwick's new BA (hons) in education studies aims to look at the subject in a holistic way. "There will be many who have a leaning towards a career in teaching and it will provide them with a fantastic foundation for that – they will look at the sociological, philosophical, and more technical aspects of education, which will provide a great grounding," says Watermeyer.

"But education takes place in so many contexts – working with mental health patients, within prisons, in museums, art galleries, or science centres. The course lends itself to thinking about education – not just as a route to the labour market and for social mobility but also with regard to broader aims and ideals, like democracy and freedom."

Sociology also combines a range of topics, says Gemma Edwards, lecturer in sociology at the University of Manchester. She says there's a growth in the number of courses that look at environmental sustainability, the endurance of racism in society, globalisation and inequality. "It has its classical core – but it speaks to global challenges as they arise."

Watermeyer points out that the notion the social sciences are inferior to the life sciences is a false one: "Social scientists are the brokers between knowledge, the public and policy. Social science is about how we bring all those things together to enable us to reflect critically on how we do things. How do we make better policy? How do we get a better world?"

---

**Q.24**

**As per the passage, which of the following is the main aim of social sciences?**

1 ☐ To help inform people who don't have knowledge on a topic.

2 ☐ To find out how to make the world better.

---

3 ☐ To research countries where new methodologies have been implemented.

4 ☐ To help students gain skills that employers want.

FeedBack

 Bookmark

 Answer key/Solution

### Q.25

Directions for question (25): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

Instability in the circadian rhythm, the 24-hour body cycle, is known to impair signalling in the immune system, making sleep-deprived people more vulnerable to illness. This daily process is observable even in a single cell. Impaired judgement, anxiety, depression, hypertension, diabetes, all are associated with chronic sleep disorders. If you have had difficulty sleeping on three or more nights per week for at least three months and your difficulty sleeping is troubling you, you may be suffering from insomnia disorder.

1 ☐ Sleep deprivation and other physical ailments have a possible root in circadian rhythm.

2 ☐ Sleep deprivation leads to circadian rhythm and the former also has many side-effects in terms of physical and mental illnesses.

3 ☐ Insomnia, a sleep disorder, can result in an unstable circadian rhythm which in turn leads to other complications.

4 ☐ Ailments like impaired judgement, anxiety, depression etc are the result of sleep deprived people being more prone to single cell disorders.

FeedBack

 Bookmark

 Answer key/Solution

### Q.26

Directions for question (26): Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.

1. It must provide these individuals with the experience and knowledge they need to perform effective as top executives.
2. An artistic discipline must induce capable managers to enter career paths that lead to executive positions.
3. And it must reward talented executives sufficiently so they will remain in the field.
4. Many of the most critical managerial problems facing American arts institutions concern the careers of the individuals who manage them.
5. Individuals and service organizations in all artistic disciplines are concerned about administrative recruitment.



FeedBack

 Bookmark

 Answer key/Solution

### Q.27

**Directions for question (27):** The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. A Coldian starting to work in a Warmland firm quickly acquires the reputation of a snob or a cold fish, and makes few if any friends.
2. He never advances to senior positions, and he therefore never gets the opportunity to change the corporate culture.
3. People think that he is insincere, or that he lacks basic human-relation skills.
4. Much the same thing happens to Coldians who emigrate to Warmland.

FeedBack

 Bookmark

 Answer key/Solution

### Q.28

**Directions for question (28):** Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.

1. Thus, it was preserved in the lifelike form now on display.
2. Over millions of years on the ocean floor, minerals took the place of the dinosaur's armour and skin.
3. It has taken researchers 7,000 hours over the course of the last six years to test and display the remains.
4. Researchers suggest that the creature "may have been swept away by a flooded river and carried out to sea, where it eventually sank."
5. How the dinosaur mummy could remain so intact is still something of a mystery.

FeedBack

 Bookmark

 Answer key/Solution

Q.29

Directions for question (29): The passage given below is followed by four summaries. Choose the option that best captures the author’s position.

Play, defined as anything we do simply for the joy of doing rather than as a means to an end - whether it’s flying a kite or listening to music or kicking around a football – might seem like a non-essential activity. Often it is treated that way. But in fact play is essential in many ways. Play has the power to significantly improve everything from personal health to relationships to education to organisations’ ability to innovate. Play leads to brain plasticity, adaptability, and creativity. Nothing fires up the brain like play.

- 1 ☐ Play is an essential activity with multi-faceted benefits for people.
- 2 ☐ For the overall improvement of brain functions, one needs to indulge in an activity like flying a kite or listening to music.
- 3 ☐ Play is an essential activity as long as it leads to mental and health benefits for individuals.
- 4 ☐ Although considered non-essential, play is an essential component in the daily routine of an individual.

FeedBack

 Bookmark

 Answer key/Solution

Q.30

Directions for question (30): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. And it had made her an object of curiosity, or worse, scorn.
2. She doubted herself, wondering if there was something in her that needed to be fixed.
3. But her misdemeanour had made the news.
4. It had cost her the newfound independence she was savouring after a life in foster homes.

FeedBack

 Bookmark

 Answer key/Solution

Q.31

Directions for question (31): Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.

- 1. Degradation of the environment is harming the poor and making them even worse off.
- 2. Scientists need to make sure that people understand that caring for the environment is caring for the poor.
- 3. Throughout the world the poor are often victims of environmental degradation.
- 4. So, it is an essential issue for religious people to get engaged in.
- 5. And one of the most important things that religion teaches us is that what God cares most about, is the poor.

FeedBack

Bookmark

Answer key/Solution


Q.32

Directions for question (32): The passage given below is followed by four summaries. Choose the option that best captures the author’s position.

The satirical portraits of the revolutionaries, with their naivety, ludicrous single-mindedness and readiness for murder and destruction, might seem exaggerated – until we consider their all-too-recognisable descendants in the real world ever since. The key figure in the novel, however, is beyond politics. Nicolay Stavrogin, another product of rationalism run wild, exercises his charisma with ruthless authority and total amorality.

- 1 ☐ The book portrays both the caricatures of revolutionaries, and the amorality of its political figurehead.
- 2 ☐ The protagonist of the novel is a ruthless apolitical character who is surrounded by revolutionaries, who have an exaggerated sense of self-worth.
- 3 ☐ The novel portrays satirical exaggeration of the revolutionaries and has a protagonist who is beyond politics.
- 4 ☐ The portrayal of the apolitical protagonist is in stark contrast with the satirical portrayal of the political figures.

FeedBack

Bookmark

Answer key/Solution

Q.33

Directions for question (33): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

- 1. For the latter, it’s a matter of quantum bits that can assume any arrangement of 0s and 1s.
- 2. The crucial difference between a supercomputer and a quantum computer is the way they store information.
- 3. No, this doesn’t mean that a quantum bit can, like Schrodinger’s cat.
- 4. For the former it’s a matter, as with any conventional computer, of binary bits, 1s and 0s.

FeedBack

 Bookmark

 Answer key/Solution

Q.34

Directions for question (34): The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.

1. Lowering the temperature both at the surface and in the interior means reducing more of the weights.
2. This switch is a phase transition analogous to the freezing of water.
3. As the deep temperature is lowered, DeGiuli sees an abrupt switch from context-free grammars that are random and disorderly to ones that have high information content.
4. He thinks that something like this switch may explain why, at a certain stage of development, a child learns very quickly how to construct grammatical sentences.

FeedBack

 Bookmark

 Answer key/Solution

## Sec 2

Directions for questions 35 to 38: Answer the questions on the basis of the information given below.

An online poll was conducted among the English Premier League (EPL) fans about their affinity towards EPL clubs in the 2019-20 season. These fans supported three clubs: Chelsea, Liverpool, and Manchester City. Total number of fans who participated in this survey were 1384.

Following findings were observed after the analysis of the poll:

- i. The ratio of fans who supported only Chelsea and Liverpool, only Chelsea and Manchester City, only Manchester City and Liverpool and all the three clubs was 2 : 3 : 5 : 7.
- ii. The ratio of the fans who supported both Chelsea and Liverpool but not Manchester City and those who supported only Manchester City was 4 : 7.
- iii. The ratio of the fans who supported both Chelsea and Manchester City but not Liverpool and those who supported only Liverpool was 3 : 5.
- iv. The ratio of the fans who supported both Manchester City and Liverpool but not Chelsea and those who supported only Chelsea was 3 : 2.

Q.35

Find the number of fans who supported all three clubs.

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 35 to 38: Answer the questions on the basis of the information given below.

An online poll was conducted among the English Premier League (EPL) fans about their affinity towards EPL clubs in the 2019-20 season. These fans supported three clubs: Chelsea, Liverpool, and Manchester City. Total number of fans who participated in this survey were 1384.

Following findings were observed after the analysis of the poll:

- i. The ratio of fans who supported only Chelsea and Liverpool, only Chelsea and Manchester City, only Manchester City and Liverpool and all the three clubs was 2 : 3 : 5 : 7.
- ii. The ratio of the fans who supported both Chelsea and Liverpool but not Manchester City and those who supported only Manchester City was 4 : 7.
- iii. The ratio of the fans who supported both Chelsea and Manchester City but not Liverpool and those who supported only Liverpool was 3 : 5.
- iv. The ratio of the fans who supported both Manchester City and Liverpool but not Chelsea and those who supported only Chelsea was 3 : 2.

Q.36

Find the number of fans who supported only one club.

FeedBack

Bookmark

Answer key/Solution

Directions for questions 35 to 38: Answer the questions on the basis of the information given below.

An online poll was conducted among the English Premier League (EPL) fans about their affinity towards EPL clubs in the 2019-20 season. These fans supported three clubs: Chelsea, Liverpool, and Manchester City. Total number of fans who participated in this survey were 1384.

Following findings were observed after the analysis of the poll:

- i. The ratio of fans who supported only Chelsea and Liverpool, only Chelsea and Manchester City, only Manchester City and Liverpool and all the three clubs was 2 : 3 : 5 : 7.
- ii. The ratio of the fans who supported both Chelsea and Liverpool but not Manchester City and those who supported only Manchester City was 4 : 7.
- iii. The ratio of the fans who supported both Chelsea and Manchester City but not Liverpool and those who supported only Liverpool was 3 : 5.
- iv. The ratio of the fans who supported both Manchester City and Liverpool but not Chelsea and those who supported only Chelsea was 3 : 2.

Q.37

What is the absolute difference between the number of fans who supported both Chelsea and Manchester City and both Manchester City and Liverpool?

FeedBack

Bookmark

Answer key/Solution

Directions for questions 35 to 38: Answer the questions on the basis of the information given below.

An online poll was conducted among the English Premier League (EPL) fans about their affinity towards EPL clubs in the 2019-20 season. These fans supported three clubs: Chelsea, Liverpool, and Manchester City. Total number of fans who participated in this survey were 1384.

Following findings were observed after the analysis of the poll:

- i. The ratio of fans who supported only Chelsea and Liverpool, only Chelsea and Manchester City, only Manchester City and Liverpool and all the three clubs was 2 : 3 : 5 : 7.
- ii. The ratio of the fans who supported both Chelsea and Liverpool but not Manchester City and those who supported only Manchester City was 4 : 7.
- iii. The ratio of the fans who supported both Chelsea and Manchester City but not Liverpool and those who supported only Liverpool was 3 : 5.
- iv. The ratio of the fans who supported both Manchester City and Liverpool but not Chelsea and those who supported only Chelsea was 3 : 2.

Q.38

If half of the fans who supported only Chelsea start supporting only Liverpool, then what is the difference between the fans who supported Liverpool and the fans who supported only Manchester City?

FeedBack

Bookmark

Answer key/Solution

Directions for questions 39 to 42: Answer the questions on the basis of the information given below.

In a recent Interschool cricket tournament the team from KV Saharanpur played three matches – I, II and III - against three different teams and won them. Six of their batsmen – A, B, C, D, E and F - performed extremely well and the coach is planning for a rigorous training camp prior to the next tournament. He has the following score cards for the three matches that they won. It shows the runs scored by four of the six batsmen and the percentage of total runs scored by the four of them in the match. No two players score the same number of runs in the same match and none of these players scored less than 15 runs in any match. The coach calculates two indices for these top six batsmen. The D index = Difference between the highest and second highest score scored by a batsman in the three matches. Also the A index = Average runs scored by a batsman in the three matches.



Q.39

For how many players is it possible to calculate the exact D-Index?

1 ☐ Three

2 ☐ Four

3 ☐ Two

4 ☐ None of these

Directions for questions 39 to 42: Answer the questions on the basis of the information given below.

In a recent Interschool cricket tournament the team from KV Saharanpur played three matches – I, II and III - against three different teams and won them. Six of their batsmen – A, B, C, D, E and F - performed extremely well and the coach is planning for a rigorous training camp prior to the next tournament. He has the following score cards for the three matches that they won. It shows the runs scored by four of the six batsmen and the percentage of total runs scored by the four of them in the match. No two players score the same number of runs in the same match and none of these players scored less than15 runs in any match. The coach calculates two indices for these top six batsmen. The D index = Difference between the highest and second highest score scored by a batsman in the three matches. Also the A index = Average runs scored by a batsman in the three matches.



Q.40  
Among the players mentioned, who cannot have the lowest A-index?

1 ☐ E

2 ☐ F

3 ☐ B

4 ☐ D

Directions for questions 39 to 42: Answer the questions on the basis of the information given below.

In a recent Interschool cricket tournament the team from KV Saharanpur played three matches – I, II and III - against three different teams and won them. Six of their batsmen – A, B, C, D, E and F - performed extremely well and the coach is planning for a rigorous training camp prior to the next tournament. He has the following score cards for the three matches that they won. It shows the runs scored by four of the six batsmen and the percentage of total runs scored by the four of them in the match. No two players score the same number of runs in the same match and none of these players scored less than15 runs in any match. The coach calculates two indices for these top six batsmen. The D index = Difference between the highest and second highest score scored by a batsman in the three matches. Also the A index = Average runs scored by a batsman in the three matches.



Q.41

How many players among these six listed definitely had a total score that was less than A's total score in the tournament?

- 1 ☐ 0
- 2 ☐ 1
- 3 ☐ 2
- 4 ☐ More than 2

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 39 to 42: Answer the questions on the basis of the information given below.

In a recent Interschool cricket tournament the team from KV Saharanpur played three matches – I, II and III - against three different teams and won them. Six of their batsmen – A, B, C, D, E and F - performed extremely well and the coach is planning for a rigorous training camp prior to the next tournament. He has the following score cards for the three matches that they won. It shows the runs scored by four of the six batsmen and the percentage of total runs scored by the four of them in the match. No two players score the same number of runs in the same match and none of these players scored less than15 runs in any match. The coach calculates two indices for these top six batsmen. The D index = Difference between the highest and second highest score scored by a batsman in the three matches. Also the A index = Average runs scored by a batsman in the three matches.



Q.42

For which players is the difference between the maximum and minimum values of A-index the lowest?

- 1 ☐ Only C
- 2 ☐ Both F and C
- 3 ☐ Both D and E
- 4 ☐ Only F

FeedBack

 Bookmark

 Answer key/Solution



Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

Four speakers - Arunima, Kaustuv, George and Faulkner were invited to deliver sessions in a four-day summit organized by ICT to promote sustainability in marketing under which four topics viz. Consumer-oriented marketing, Consumer-value marketing, Innovative marketing and Societal marketing were covered. Each speaker was expert in exactly one topic out of those four, in any order. All topics were discussed atleast once by the expert on each day. Each speaker must deliver session (s) on one more topic in which he/she was not expert but just comfortable. No speaker delivered more than six sessions during the summit. The table given below depicts the partial information regarding the number of sessions delivered on a topic during the four-day summit.



The additional information is as below:-

- (I) The number of session delivered on Consumer- oriented marketing and Consumer-value marketing were equal to each other.
- (II) On 4th day, two sessions were delivered by Kaustuv on the topic in which he was expert.
- (III) George, an expert in Societal marketing was not just comfortable in Consumer-value marketing.

Q.43

If the number of sessions delivered by Arunima and Faulkner on the topic in which they were just comfortable, were equal then, the topic in which Kaustuv was just comfortable was

- 1 ☐ Consumer-value marketing
- 2 ☐ Innovative marketing
- 3 ☐ Societal marketing
- 4 ☐ Either (1) or (3)

FeedBack

Bookmark

Answer key/Solution

Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

Four speakers - Arunima, Kaustuv, George and Faulkner were invited to deliver sessions in a four-day summit organized by ICT to promote sustainability in marketing under which four topics viz. Consumer-oriented marketing, Consumer-value marketing, Innovative marketing and Societal marketing were covered. Each speaker was expert in exactly one topic out of those four, in any order. All topics were discussed atleast once by the expert on each day. Each speaker must deliver session (s) on one more topic in which he/she was not expert but just comfortable. No speaker delivered more than six sessions during the summit. The table given below depicts the partial information regarding the number of sessions delivered on a topic during the four-day summit.



The additional information is as below:-

- (I) The number of session delivered on Consumer- oriented marketing and Consumer-value marketing were equal to each other.
- (II) On 4th day, two sessions were delivered by Kaustuv on the topic in which he was expert.
- (III) George, an expert in Societal marketing was not just comfortable in Consumer-value marketing.

Q.44

How many combinations are possible in which speakers would have delivered sessions in the summit?

1 ☐ 2

2 ☐ 3

3 ☐ 4

4 ☐ 6

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

Four speakers - Arunima, Kaustuv, George and Faulkner were invited to deliver sessions in a four-day summit organized by ICT to promote sustainability in marketing under which four topics viz. Consumer-oriented marketing, Consumer-value marketing, Innovative marketing and Societal marketing were covered. Each speaker was expert in exactly one topic out of those four, in any order. All topics were discussed atleast once by the expert on each day. Each speaker must deliver session (s) on one more topic in which he/she was not expert but just comfortable. No speaker delivered more than six sessions during the summit. The table given below depicts the partial information regarding the number of sessions delivered on a topic during the four-day summit.



- The additional information is as below:-
- (I) The number of session delivered on Consumer- oriented marketing and Consumer-value marketing were equal to each other.
  - (II) On 4th day, two sessions were delivered by Kaustuv on the topic in which he was expert.
  - (III) George, an expert in Societal marketing was not just comfortable in Consumer-value marketing.

Q.45

Which of the following statements must not be true?

- 1 ☐ Kaustuv might be just comfortable in either Consumer-value marketing or Societal marketing.
- 2 ☐ Arunima might deliver two sessions out of four in which she was just comfortable.
- 3 ☐ Faulkner had delivered two sessions on Societal marketing.
- 4 ☐ Each of Faulkner and Arunima had delivered two sessions on Consumer-oriented marketing.

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 43 to 46: Answer the questions on the basis of the information given below.

Four speakers - Arunima, Kaustuv, George and Faulkner were invited to deliver sessions in a four-day summit organized by ICT to promote sustainability in marketing under which four topics viz. Consumer-oriented marketing, Consumer-value marketing, Innovative marketing and Societal marketing were covered. Each speaker was expert in exactly one topic out of those four, in any order. All topics were discussed atleast once by the expert on each day. Each speaker must deliver session (s) on one more topic in which he/she was not expert but just comfortable. No speaker delivered more than six sessions during the summit. The table given below depicts the partial information regarding the number of sessions delivered on a topic during the four-day summit.



- The additional information is as below:-
- (I) The number of session delivered on Consumer- oriented marketing and Consumer-value marketing were equal to each other.
  - (II) On 4th day, two sessions were delivered by Kaustuv on the topic in which he was expert.
  - (III) George, an expert in Societal marketing was not just comfortable in Consumer-value marketing.

**Q.46**  
How many speaker (s) could have delivered more than one session on the topic in which he/they was/were just comfortable?

1 ☐ 1

2 ☐ 2

3 ☐ 3

4 ☐ 4

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 47 to 50: Answer the questions on the basis of the information given below.

A company generated a series of five-digit employee code for their new joinees in accordance with the following rules: The codes use the digits 0, 1, 3, 6, and 9, and no others.

- Each digit occurs exactly once in any code.
- The second digit has a value exactly thrice that of the first digit.
- The value of the third digit is less than the value of the fifth digit.

**Q.47**  
If digit 1 appears in some position before the digit 6, then how many of the following statements can be true?

- (I) Fifth digit is either 9 or 6.
- (II) At most five codes will be generated.
- (III) There are at most two digits between the digit 1 and the digit 9.

FeedBack

🔖 Bookmark

🔍 Answer key/Solution

Directions for questions 47 to 50: Answer the questions on the basis of the information given below.

A company generated a series of five-digit employee code for their new joinees in accordance with the following rules:  
The codes use the digits 0, 1, 3, 6, and 9, and no others.

- Each digit occurs exactly once in any code.
- The second digit has a value exactly thrice that of the first digit.
- The value of the third digit is less than the value of the fifth digit.

Q.48

If the third digit of an acceptable employee code is not 0, which one of the following must be true?

- 1 ☐ The second digit of the employee code is 3.
- 2 ☐ The third digit of the employee code is 6.
- 3 ☐ The fourth digit of the employee code is 0.
- 4 ☐ The fifth digit of the employee code is 6.

FeedBack

🔖 Bookmark

🔍 Answer key/Solution

Directions for questions 47 to 50: Answer the questions on the basis of the information given below.

A company generated a series of five-digit employee code for their new joinees in accordance with the following rules:  
The codes use the digits 0, 1, 3, 6, and 9, and no others.

- Each digit occurs exactly once in any code.
- The second digit has a value exactly thrice that of the first digit.
- The value of the third digit is less than the value of the fifth digit.

Q.49

Any of the following pairs could be the third and fourth digits, respectively, of an acceptable employee code, EXCEPT:

- 1 ☐ 0, 1
- 2 ☐ 0, 6
- 3 ☐ 6, 0
- 4 ☐ 6, 9

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 47 to 50: Answer the questions on the basis of the information given below.

A company generated a series of five-digit employee code for their new joinees in accordance with the following rules:  
The codes use the digits 0, 1, 3, 6, and 9, and no others.

- Each digit occurs exactly once in any code.
- The second digit has a value exactly thrice that of the first digit.
- The value of the third digit is less than the value of the fifth digit.

Q.50

Which one of the following must be true about any acceptable employee code?

- 1 ☐ There are at most two digits between the digit 1 and the digit 6.
- 2 ☐ There is exactly one digit between the digit 1 and the digit 3.
- 3 ☐ There are at most two digits between the digit 3 and the digit 9.
- 4 ☐ There are at most two digits between the digit 3 and the digit 6.

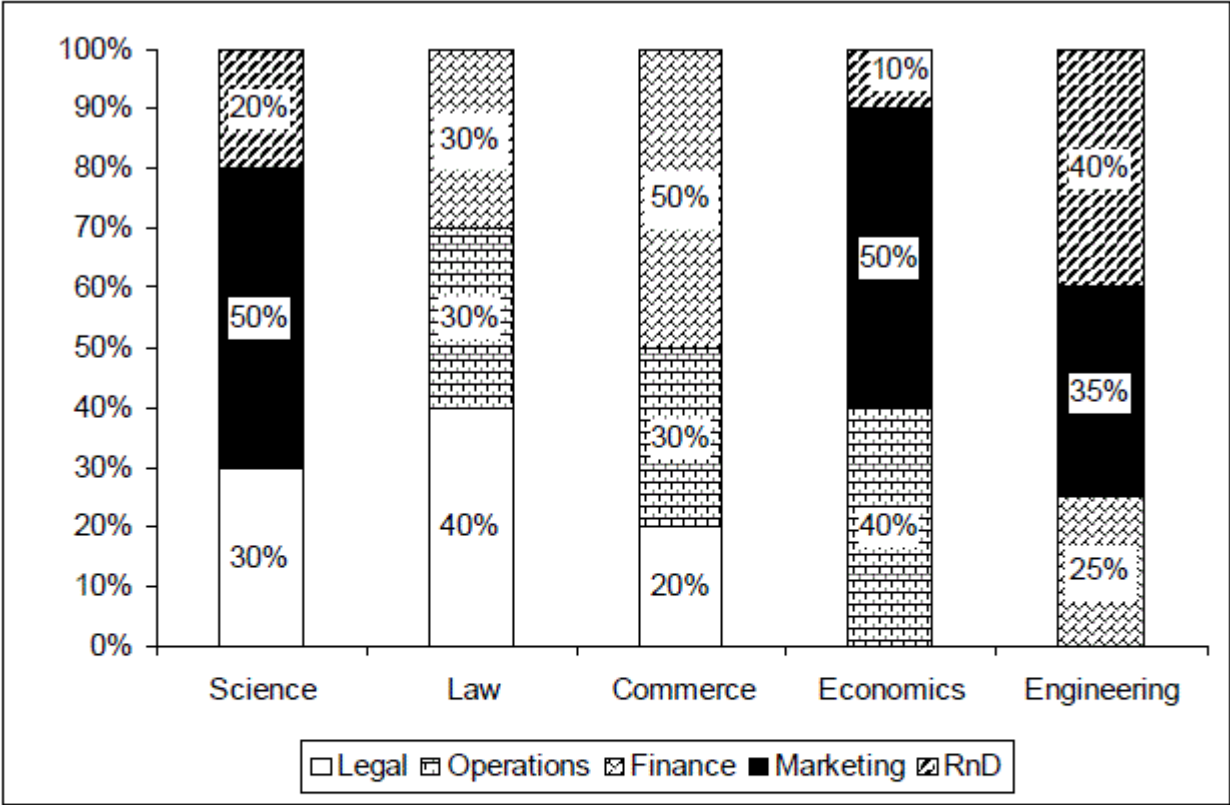
FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 51 to 54: Answer the questions on the basis of the information given below.

Recently XYZ Ltd has went through a recruitment process of selecting students for five of its departments i.e., Legal, Operations, Finance, Marketing and Research and Development (RnD). The following bar graph provides the information about the percentage of students selected from different streams of their graduation for different departments and table below gives the total number of students selected for different departments.



| Department | Applicant selected |
|------------|--------------------|
| Legal      | 170                |
| Operations | 201                |
| Finance    | 212                |
| Marketing  | 272                |
| RnD        | 145                |

The number of students selected from Law stream is 10 less than the average of all the departments.

Q.51  
What is the difference of number of science stream students in Legal department and Marketing department?

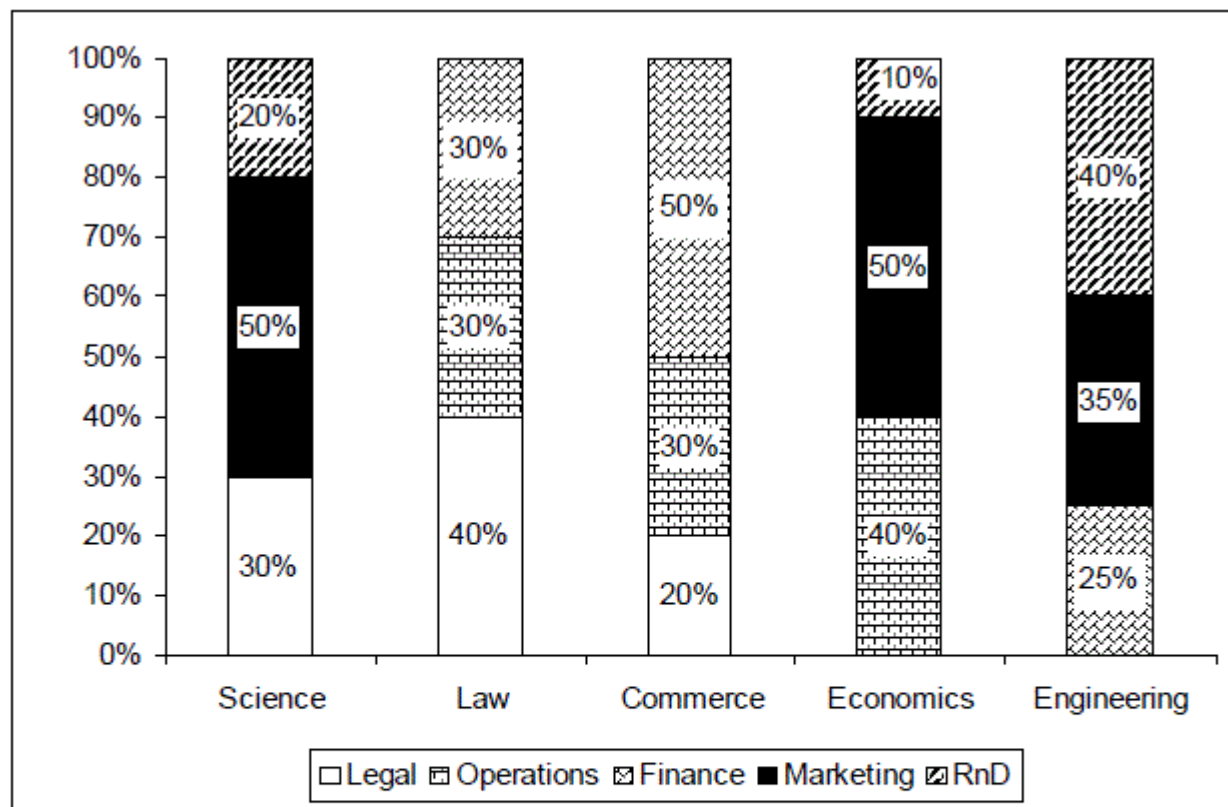
FeedBack

Bookmark

Answer key/Solution

Directions for questions 51 to 54: Answer the questions on the basis of the information given below.

Recently XYZ Ltd has went through a recruitment process of selecting students for five of its departments i.e., Legal, Operations, Finance, Marketing and Research and Development (RnD). The following bar graph provides the information about the percentage of students selected from different streams of their graduation for different departments and table below gives the total number of students selected for different departments.



| Department | Applicant selected |
|------------|--------------------|
| Legal      | 170                |
| Operations | 201                |
| Finance    | 212                |
| Marketing  | 272                |
| RnD        | 145                |

The number of students selected from Law stream is 10 less than the average of all the departments.

Q.52

What is the percentage (approx.) of Commerce students selected by Legal department?

1 ☐ 20

2 ☐ 22

3 ☐ 24

4 ☐ 18

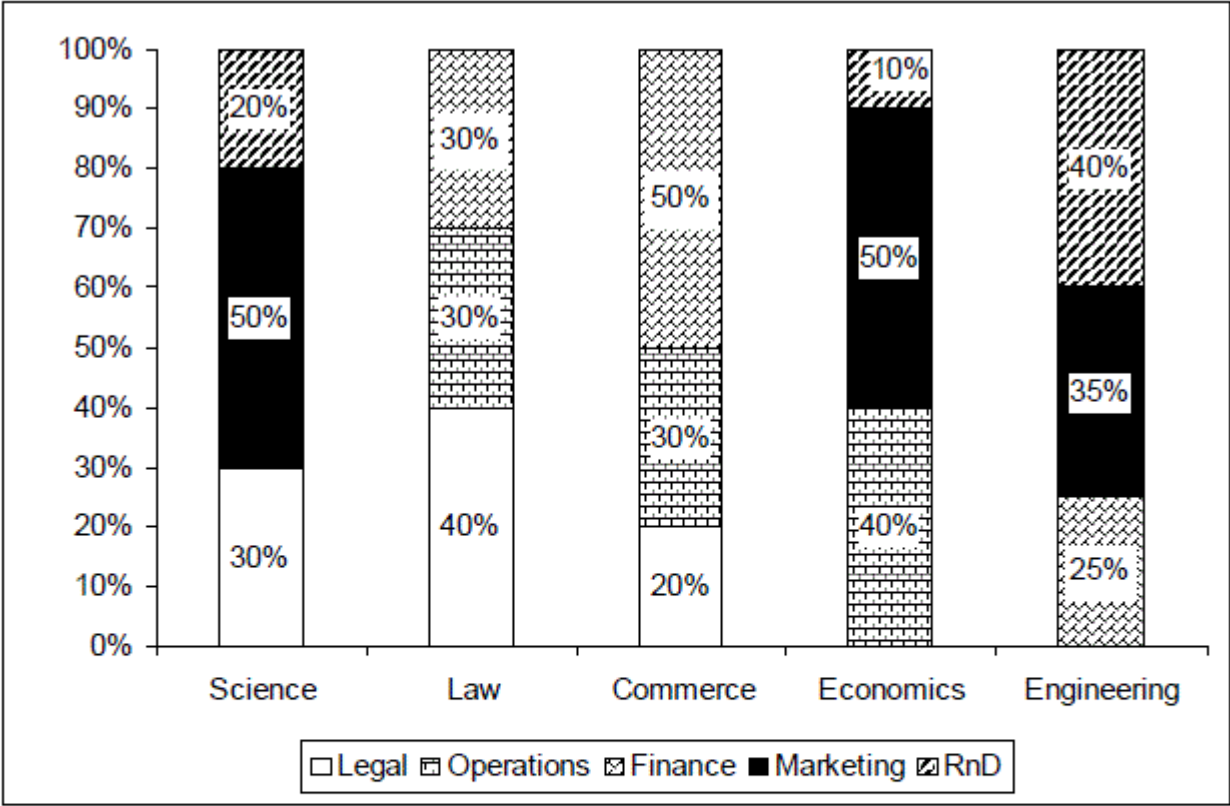
FeedBack

Bookmark

Answer key/Solution

Directions for questions 51 to 54: Answer the questions on the basis of the information given below.

Recently XYZ ltd has went through a recruitment process of selecting students for five of its departments i.e., Legal, Operations, Finance, Marketing and Research and Development (RnD). The following bar graph provides the information about the percentage of students selected from different streams of their graduation for different departments and table below gives the total number of students selected for different departments.



| Department | Applicant selected |
|------------|--------------------|
| Legal      | 170                |
| Operations | 201                |
| Finance    | 212                |
| Marketing  | 272                |
| RnD        | 145                |

The number of students selected from Law stream is 10 less than the average of all the departments.

Q.53  
How many students from Engineering stream joined RnD department?

FeedBack

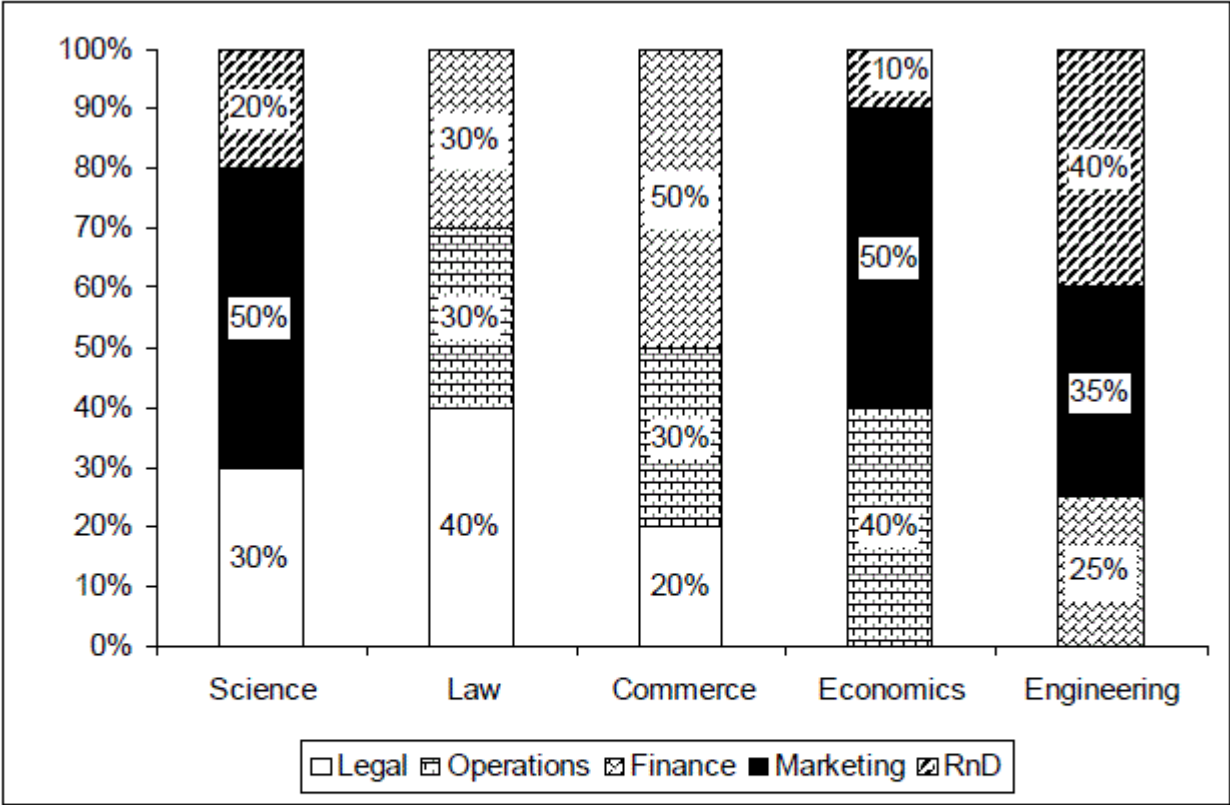
Bookmark

Answer key/Solution



Directions for questions 51 to 54: Answer the questions on the basis of the information given below.

Recently XYZ ltd has went through a recruitment process of selecting students for five of its departments i.e., Legal, Operations, Finance, Marketing and Research and Development (RnD). The following bar graph provides the information about the percentage of students selected from different streams of their graduation for different departments and table below gives the total number of students selected for different departments.



| Department | Applicant selected |
|------------|--------------------|
| Legal      | 170                |
| Operations | 201                |
| Finance    | 212                |
| Marketing  | 272                |
| RnD        | 145                |

The number of students selected from Law stream is 10 less than the average of all the departments.

Q.54  
What is the total number of Economics students selected?

FeedBack

Bookmark

Answer key/Solution

Directions for questions 55 to 58: Answer the questions on the basis of the information given below.

Five MBA students - Azim, Dilip, Lakshmi, Mukesh and Shiv, whose home cities are Berhampur, Bhagalpur, Kanpur, Kharagpur and Udaipur, not necessarily in the same order, are standing in a queue at Ahmedabad Railway Station to buy train tickets to go to their respective home cities. The ticket price (in Rs.) for each of them is a different integer among 651, 652, 653, 654 and 655. It is also known that:

(i) Mukesh, who is not from Bhagalpur, pays more for the ticket than Dilip, who is not from Berhampur.

(ii) The students standing immediately in front of Azim is from Kanpur and the one immediately behind Azim is from Udaipur.

(iii) The ticket of Lakshmi, who is standing between Dilip and Shiv, is cheaper than that of exactly three students. Lakshmi is from neither Berhampur nor Udaipur.

(iv) The students who pay Rs.651 and Rs. 655 for the tickets are from Kanpur and Bhagalpur respectively.

(v) The first student in the queue pays Rs. 654 for the ticket and he is not Mukesh.

Q.55  
From the front of the queue, what are the positions of Azim and Dilip respectively?

- 1 ☐ 2nd and 3rd
- 2 ☐ 2nd and 4th
- 3 ☐ 4th and 3rd
- 4 ☐ 3rd and 4th

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 55 to 58: Answer the questions on the basis of the information given below.

Five MBA students - Azim, Dilip, Lakshmi, Mukesh and Shiv, whose home cities are Berhampur, Bhagalpur, Kanpur, Kharagpur and Udaipur, not necessarily in the same order, are standing in a queue at Ahmedabad Railway Station to buy train tickets to go to their respective home cities. The ticket price (in Rs.) for each of them is a different integer among 651, 652, 653, 654 and 655. It is also known that:

(i) Mukesh, who is not from Bhagalpur, pays more for the ticket than Dilip, who is not from Berhampur.

(ii) The students standing immediately in front of Azim is from Kanpur and the one immediately behind Azim is from Udaipur.

(iii) The ticket of Lakshmi, who is standing between Dilip and Shiv, is cheaper than that of exactly three students. Lakshmi is from neither Berhampur nor Udaipur.

(iv) The students who pay Rs.651 and Rs. 655 for the tickets are from Kanpur and Bhagalpur respectively.

(v) The first student in the queue pays Rs. 654 for the ticket and he is not Mukesh.

Q.56  
Whose home city is Udaipur?

- 1 ☐ Azim
- 2 ☐ Dilip
- 3 ☐ Mukesh

FeedBack

 **Bookmark**

 **Answer key/Solution**

Directions for questions 55 to 58: Answer the questions on the basis of the information given below.

Five MBA students - Azim, Dilip, Lakshmi, Mukesh and Shiv, whose home cities are Berhampur, Bhagalpur, Kanpur, Kharagpur and Udaipur, not necessarily in the same order, are standing in a queue at Ahmedabad Railway Station to buy train tickets to go to their respective home cities. The ticket price (in Rs.) for each of them is a different integer among 651, 652, 653, 654 and 655. It is also known that:

- (i) Mukesh, who is not from Bhagalpur, pays more for the ticket than Dilip, who is not from Berhampur.
- (ii) The students standing immediately in front of Azim is from Kanpur and the one immediately behind Azim is from Udaipur.
- (iii) The ticket of Lakshmi, who is standing between Dilip and Shiv, is cheaper than that of exactly three students. Lakshmi is from neither Berhampur nor Udaipur.
- (iv) The students who pay Rs.651 and Rs. 655 for the tickets are from Kanpur and Bhagalpur respectively.
- (v) The first student in the queue pays Rs. 654 for the ticket and he is not Mukesh.

- Q.57**
- Which of the following is the correct order of the ticket prices (in Rs.) for Azim, Dilip, Lakshmi, Mukesh and Shiv respectively?
- 1 ☐ 654, 651, 652, 653 and 655
  - 2 ☐ 655, 651, 652, 653 and 654
  - 3 ☐ 653, 654, 652, 651 and 655
  - 4 ☐ None of these

FeedBack

 **Bookmark**

 **Answer key/Solution**

Directions for questions 55 to 58: Answer the questions on the basis of the information given below.

Five MBA students - Azim, Dilip, Lakshmi, Mukesh and Shiv, whose home cities are Berhampur, Bhagalpur, Kanpur, Kharagpur and Udaipur, not necessarily in the same order, are standing in a queue at Ahmedabad Railway Station to buy train tickets to go to their respective home cities. The ticket price (in Rs.) for each of them is a different integer among 651, 652, 653, 654 and 655. It is also known that:

- (i) Mukesh, who is not from Bhagalpur, pays more for the ticket than Dilip, who is not from Berhampur.
- (ii) The students standing immediately in front of Azim is from Kanpur and the one immediately behind Azim is from Udaipur.
- (iii) The ticket of Lakshmi, who is standing between Dilip and Shiv, is cheaper than that of exactly three students. Lakshmi is from neither Berhampur nor Udaipur.
- (iv) The students who pay Rs.651 and Rs. 655 for the tickets are from Kanpur and Bhagalpur respectively.
- (v) The first student in the queue pays Rs. 654 for the ticket and he is not Mukesh.

Q.58

Which of the following statements is/are correct?

- I. Azim is not from Berhampur.
- II. The 4th student in the queue pays Rs.651 for the ticket.
- III. Lakshmi is 2nd from the front of the queue.

1 ☐ Only I

2 ☐ Only III

3 ☐ Both I and II

4 ☐ Both I and III

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 59 to 62: Answer the questions on the basis of the information given below.

In a local body tournament, 8 people - Anuj, Chirag, Mandeep, Puneet, Baneet, Dhruv, Nitin, and Om - from clubs of different cities participated in men’s single tennis tournament including the person from club Delhi. Surnames of eight of them are Agarwal, Singh, Deewan, Sharma, Prakash, Lal, Seth and Patel, not necessarily in the same order. The tournament consisted of 3 knockout rounds such that in the first round, each person was paired against any other person among four matches of the round. In the second round, winners of the four matches of the first round advanced to semi-final pairings, and then the two winners of the second round played against each other for the title, in the third round.

Further, some additional information known to us is as follows:

- 1. Mandeep, defeated Lal in the first round, also defeated the person from club Pune, who is not Anuj.
- 2. Person with the surname Agarwal won against Om only.
- 3. The person from club Jamshedpur, who is not Agarwal, lost to Puneet in one match.
- 4. Chirag beats club Hyderabad in a round and then lost the match against the player from Club Chandigarh in the next round.
- 5. Sharma knocked out Deewan in one match and also won against the person of club Bangalore in the next match.
- 6. Baneet and the person from club Chennai were out in the first round only.
- 7. In one of the matches, Singh defeated Nitin.
- 8. Anuj Sharma defeated Patel in one of the matches.
- 9. Dhruv was eliminated by the person from club Mumbai.
- 10. In one of the matches, club Bangalore beats club Chennai, and beats Agarwal in another match.
- 11. Om’s surname is not Seth.

Q.59  
Which of the following club is the winner of the tournament?

- 1 ☐ Chandigarh
- 2 ☐ Mumbai
- 3 ☐ Bangalore
- 4 ☐ Pune

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 59 to 62: Answer the questions on the basis of the information given below.

In a local body tournament, 8 people - Anuj, Chirag, Mandeep, Puneet, Baneet, Dhruv, Nitin, and Om - from clubs of different cities participated in men’s single tennis tournament including the person from club Delhi. Surnames of eight of them are Agarwal, Singh, Deewan, Sharma, Prakash, Lal, Seth and Patel, not necessarily in the same order. The tournament consisted of 3 knockout rounds such that in the first round, each person was paired against any other person among four matches of the round. In the second round, winners of the four matches of the first round advanced to semi-final pairings, and then the two winners of the second round played against each other for the title, in the third round.

Further, some additional information known to us is as follows:

- 1. Mandeep, defeated Lal in the first round, also defeated the person from club Pune, who is not Anuj.
- 2. Person with the surname Agarwal won against Om only.
- 3. The person from club Jamshedpur, who is not Agarwal, lost to Puneet in one match.
- 4. Chirag beats club Hyderabad in a round and then lost the match against the player from Club Chandigarh in the next round.
- 5. Sharma knocked out Deewan in one match and also won against the person of club Bangalore in the next match.
- 6. Baneet and the person from club Chennai were out in the first round only.
- 7. In one of the matches, Singh defeated Nitin.
- 8. Anuj Sharma defeated Patel in one of the matches.
- 9. Dhruv was eliminated by the person from club Mumbai.
- 10. In one of the matches, club Bangalore beats club Chennai, and beats Agarwal in another match.
- 11. Om’s surname is not Seth.

Q.60  
Which of the following names is incorrectly paired with its surname?

1 ☐ Anuj Sharma

2 ☐ Dhruv Seth

3 ☐ Puneet Agarwal

4 ☐ Baneet Lal

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 59 to 62: Answer the questions on the basis of the information given below.

In a local body tournament, 8 people - Anuj, Chirag, Mandeep, Puneet, Baneet, Dhruv, Nitin, and Om - from clubs of different cities participated in men’s single tennis tournament including the person from club Delhi. Surnames of eight of them are Agarwal, Singh, Deewan, Sharma, Prakash, Lal, Seth and Patel, not necessarily in the same order. The tournament consisted of 3 knockout rounds such that in the first round, each person was paired against any other person among four matches of the round. In the second round, winners of the four matches of the first round advanced to semi-final pairings, and then the two winners of the second round played against each other for the title, in the third round.

Further, some additional information known to us is as follows:

- 1. Mandeep, defeated Lal in the first round, also defeated the person from club Pune, who is not Anuj.
- 2. Person with the surname Agarwal won against Om only.
- 3. The person from club Jamshedpur, who is not Agarwal, lost to Puneet in one match.
- 4. Chirag beats club Hyderabad in a round and then lost the match against the player from Club Chandigarh in the next round.
- 5. Sharma knocked out Deewan in one match and also won against the person of club Bangalore in the next match.
- 6. Baneet and the person from club Chennai were out in the first round only.
- 7. In one of the matches, Singh defeated Nitin.
- 8. Anuj Sharma defeated Patel in one of the matches.
- 9. Dhruv was eliminated by the person from club Mumbai.
- 10. In one of the matches, club Bangalore beats club Chennai, and beats Agarwal in another match.
- 11. Om’s surname is not Seth.

Q.61  
Which of the following persons won at least two matches?

1 ☐ Chirag

2 ☐ Singh

3 ☐ Patel

4 ☐ Prakash

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 59 to 62: Answer the questions on the basis of the information given below.

In a local body tournament, 8 people - Anuj, Chirag, Mandeep, Puneet, Baneet, Dhruv, Nitin, and Om - from clubs of different cities participated in men's single tennis tournament including the person from club Delhi. Surnames of eight of them are Agarwal, Singh, Deewan, Sharma, Prakash, Lal, Seth and Patel, not necessarily in the same order. The tournament consisted of 3 knockout rounds such that in the first round, each person was paired against any other person among four matches of the round. In the second round, winners of the four matches of the first round advanced to semi-final pairings, and then the two winners of the second round played against each other for the title, in the third round.

Further, some additional information known to us is as follows:

1. Mandeep, defeated Lal in the first round, also defeated the person from club Pune, who is not Anuj.
2. Person with the surname Agarwal won against Om only.
3. The person from club Jamshedpur, who is not Agarwal, lost to Puneet in one match.
4. Chirag beats club Hyderabad in a round and then lost the match against the player from Club Chandigarh in the next round.
5. Sharma knocked out Deewan in one match and also won against the person of club Bangalore in the next match.
6. Baneet and the person from club Chennai were out in the first round only.
7. In one of the matches, Singh defeated Nitin.
8. Anuj Sharma defeated Patel in one of the matches.
9. Dhruv was eliminated by the person from club Mumbai.
10. In one of the matches, club Bangalore beats club Chennai, and beats Agarwal in another match.
11. Om's surname is not Seth.

Q.62  
Which of the following pairs must have played against each other?

- 1 ☐ Chandigarh Vs Hyderabad
- 2 ☐ Pune Vs Delhi
- 3 ☐ Chandigarh Vs Delhi
- 4 ☐ Pune Vs Chennai

FeedBack

 Bookmark

 Answer key/Solution

Directions for questions 63 to 66: Answer the questions on the basis of the information given below.

A  $n \times n$  matrix is filled with distinct consecutive numbers such that the numbers in each column, row and diagonal add up to the same value and this value is called magic number and the matrix thus formed is called magic square.

Q.63  
What is the magic number of a magic square of order 5 filled with successive numbers starting from 1?

- 1 ☐ 325
- 2 ☐ 625
- 3 ☐ 65



FeedBack

Bookmark

Answer key/Solution

Directions for questions 63 to 66: Answer the questions on the basis of the information given below.

A  $n \times n$  matrix is filled with distinct consecutive numbers such that the numbers in each column, row and diagonal add up to the same value and this value is called magic number and the matrix thus formed is called magic square.

**Q.64**  
How many magic square(s) is/are possible filled with numbers from 1 to 9, if the partial information regarding the square is as below?

|   |   |   |
|---|---|---|
|   | 9 |   |
|   |   | 7 |
| 8 |   |   |

1 1

2 2

3 3

4 4

FeedBack

Bookmark

Answer key/Solution

Directions for questions 63 to 66: Answer the questions on the basis of the information given below.

A  $n \times n$  matrix is filled with distinct consecutive numbers such that the numbers in each column, row and diagonal add up to the same value and this value is called magic number and the matrix thus formed is called magic square.

**Q.65**  
A magic square of order 3 is filled with consecutive integers without repetition and its magic number is 36. What is the least number that is filled in the magic square?

1 7

2 8

3 9

FeedBack

 **Bookmark**

 **Answer key/Solution**

Directions for questions 63 to 66: Answer the questions on the basis of the information given below.

A  $n \times n$  matrix is filled with distinct consecutive numbers such that the numbers in each column, row and diagonal add up to the same value and this value is called magic number and the matrix thus formed is called magic square.

Q.66

In the below incomplete magic square of  $4 \times 4$ , the sum of numbers in each possible grid of  $2 \times 2$  is also same as the magic number of magic square of order  $4 \times 4$ .

|    |    |  |    |
|----|----|--|----|
| 8  |    |  | 1  |
|    |    |  |    |
|    | 16 |  |    |
| 10 |    |  | 15 |

How many such grid(s) of  $4 \times 4$  is/are possible?

1 ☐ 1

2 ☐ 2

3 ☐ 3

4 ☐ 4

FeedBack

 **Bookmark**

 **Answer key/Solution**

Sec 3

Q.67

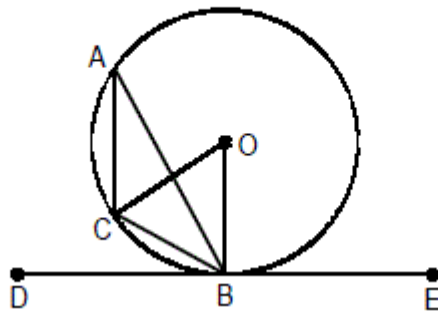
A man jogging inside a railway tunnel at a constant speed hears a train approaching the tunnel from behind at a speed of 30 km per hour, when he is one third of the way inside the tunnel. Whether he keeps running forward or turns back, he will reach the end of the tunnel at the same time the train reaches that end. The speed (in km/hr) at which the man is running is

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.68**

How many positive integral values of  $P$  are possible if  $f(x) = x^2 - 8x + P$  and  $f(1)$  and  $f(2)$  are opposite in sign?

1 ☐ 22 ☐ 43 ☐ 34 ☐ 6[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)**Q.69**

In the figure given below,  $O$  is the centre of the circle and  $DE$  is tangent to it.  $AC = BC$  and  $\angle COB = 78^\circ$ . Find measure of  $\angle ABE$  (in degrees).

[FeedBack](#)[Bookmark](#)[Answer key/Solution](#)

Q.70

If  $a_1, a_2, a_3, \dots, a_n$  are in AP and  $a_1 = 0$ , then the value of

$$\left[ \frac{a_3}{a_2} + \frac{a_4}{a_3} + \dots + \frac{a_n}{a_{n-1}} \right] - a_2 \left[ \frac{1}{a_2} + \frac{1}{a_3} + \dots + \frac{1}{a_{n-2}} \right]$$
 is equal to

1 ☐  $n + \frac{1}{n}$

2 ☐  $n + \frac{1}{n-1}$

3 ☐  $(n-1) + \frac{1}{(n-1)}$

4 ☐  $(n-2) + \frac{1}{(n-2)}$

FeedBack

 **Bookmark**

 **Answer key/Solution**

Q.71

If the equation;  $x^3 - 9x^2 + ax - 27 = 0$  has equal and positive real roots, then the value of 'a' is

1 ☐ 9

2 ☐ 18

3 ☐ 27

4 ☐ 36

FeedBack

 **Bookmark**

 **Answer key/Solution**

Q.72

An artist has painted one fourth of a rectangular oil painting. When he will paint another 100 sq. cm of the painting, he would complete three quarters of the painting. If the breadth of the oil painting is 10 cm, determine the length (in sq. cm) of the oil painting.

FeedBack

 Bookmark

 Answer key/Solution

Q.73

Two boats start from the opposite banks of a river simultaneously. They meet at a distance of 410 m from one of the banks and continue sailing further till they reach the opposite banks. They take rest for 1 hour each and start off the return journey. Now they meet at a distance of 230 m from the other bank. Find the distance between the two banks. (Note: Assume that river water is almost still.)

1 ☐ 750 m

2 ☐ 840 m

3 ☐ 1100 m

4 ☐ 1000 m

FeedBack

 Bookmark

 Answer key/Solution

Q.74

If  $x$ ,  $y$ , and  $z$  are the lengths of the sides of a triangle and  $xyz = x + y + z$ , which of the following cannot be the value of  $(x + y + z)^2 - (x^2 + y^2 + z^2)$ ?

1 ☐ 11

2 ☐ 13

3 ☐ 144

4 ☐ 1024

FeedBack

 Bookmark

 Answer key/Solution

Q.75

An amount was lent for a year at  $2r\%$  per annum compounded annually. If the interest were calculated half-yearly then the interest accrued would be Rs.  $r$  more than that if it were calculated annually. Which of the following statements is correct?

- 1 ☐ Amount of Rs. 1,000 was lent at  $5\%$  per annum.
- 2 ☐ Amount of Rs. 2,500 was lent at  $8\%$  per annum.
- 3 ☐ Amount of Rs. 2,000 was lent at  $5\%$  per annum.
- 4 ☐ Amount of Rs. 4,000 was lent at  $6\%$  per annum.

FeedBack

 Bookmark

 Answer key/Solution

Q.76

If  $f(x - 1) = x^2 + 3a + b - 1$  and  $f(x^3 - 8) = 4(3b - xa)$  where,  $a, b \neq 0$  then find the value of  $\left(\frac{1}{a} - \frac{1}{b}\right)$ .

FeedBack

 Bookmark

 Answer key/Solution

Q.77

Nine red pipes and twelve blue pipes provide water to a swimming pool. A red pipe can fill the pool in 36 hours whereas a blue pipe can fill it in 48 hours. There was some problem with the water supply and some of the pipes did not supply water as per original plan. As a result it took 50% more time to fill the swimming pool. Which of the following statements could be true regarding the given situation?

- I: Five red pipes and three blue pipes did not supply water to the pool.
- II: Three red pipes and four blue pipes did not supply water as per plan.
- III: Six red pipes and nine blue pipes supplied water as per plan.

- 1 ☐ Only I
- 2 ☐ Only II
- 3 ☐ Only III
- 4 ☐ Both I and III

FeedBack

 Bookmark

 Answer key/Solution

Q.78

Two points A (4, -2) and B (5, 5) lie on the circumference of a circle of radius 5 units. If P is another point lying on the circumference of the same circle, find the maximum possible area (in sq. units) of triangle PAB.

1 ☐  $\frac{25}{4}(\sqrt{2}+1)$

2 ☐  $\frac{25}{2}(\sqrt{2}+1)$

3 ☐  $\frac{25}{2}(\sqrt{2}-1)$

4 ☐ 25

FeedBack

 Bookmark

 Answer key/Solution

Q.79

If  $\log_b a + \log_a b = 2$ , where  $a, b > 0$ , then find the value of  $\log_{ab^2} a^2b$ .

FeedBack

 Bookmark

 Answer key/Solution

Q.80

A fruit vendor professes to sell fruits at the cost price, but uses false weights. He gains 30% in this manner. What weight does he substitute for one kilogram?

1 ☐  $645\frac{1}{3}$  grams

2 ☐ 750 grams

3 ☐  $769\frac{3}{13}$  grams

4 ☐ 800 grams

FeedBack

 Bookmark

 Answer key/Solution

Q.81

How many even numbers are there with 3 digits, such that if 3 is one of the digits then 7 is the next digit?

FeedBack

 Bookmark

 Answer key/Solution

Q.82

Anand, a mathematician, had a strange wish of finding out the number of ways in which she could express her mobile number '9898989898' as the difference between the squares of two natural numbers and she observed that it can be done in x ways. What was the value of x arrived at by her?

1 ☐ 0


2 ☐ 1

3 ☐ 2

4 ☐ More than 3

FeedBack

 Bookmark

 Answer key/Solution

Q.83

Solve for x:  $\frac{|x-3|}{|x+3|} < 4$ .

1 ☐  $\left(\frac{7}{8}, \infty\right)$



2 ☐  $\left(-\infty, -\frac{9}{5}\right)$

3 ☐  $\left(\frac{9}{5}, \infty\right)$

4 ☐  $\left(-\infty, -\frac{7}{8}\right)$

FeedBack

 Bookmark

 Answer key/Solution

**Q.84**

In a tank of 1000 litres, there are 2 inlet pipes which are equally efficient and one outlet pipe. If the outflow rate is 45% of inflow rate of one inlet pipe, what should be the inflow rate of one inlet pipe so that the tank takes 19 hours to completely fill? (to nearest integer in litre/hour)

1 ☐ 34

2 ☐ 96

3 ☐ 29

4 ☐ None of these

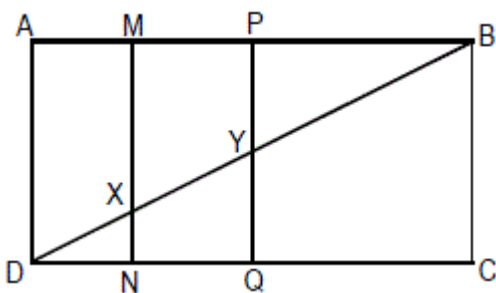
FeedBack

 Bookmark

 Answer key/Solution

**Q.85**

ABCD is a rectangle where MN and PQ divide the diagonal DB in the ratio of 1 : 2 : 3. If the area of rectangle is 432 sq. cm and length of DC is 24 cm, then find the area (in sq. cm) of quadrilateral YBCQ.



FeedBack

 Bookmark

 Answer key/Solution

Q.86

When a natural number  $x$  is divided by 5, the remainder is 2. When a natural number  $y$  is divided by 5, the remainder is 4. The remainder is  $z$  when  $x + y$  is divided by 5. The value of  $\frac{2z - 5}{3}$  is

1 ☐ -1

2 ☐ 1

3 ☐ -2

4 ☐ 2

FeedBack

 Bookmark

 Answer key/Solution

Q.87

A coaching institute has 144 students numbered from 1 to 144, in which all the even numbered students are preparing for MBA, those students whose numbers are divisible by 3 are preparing for UPSC, those students whose numbers are divisible by 5 are preparing for Law and rest are preparing for BBA. How many students are preparing for BBA?

1 ☐ 39


2 ☐ 43

3 ☐ 47

4 ☐ 51

FeedBack

 Bookmark

 Answer key/Solution

Q.88

According to the recipe for a special cake a baker requires to add butter, eggs and flour in the ratio of 3 : 5 : 4 respectively by volume. The weight of an egg is 50 g and seven eggs are equal to two measuring cups by volume. A bag of flour weighs 750 g and it is equal to twelve and a half measuring cups by volume. 250 g of butter is equal to two measuring cups by volume. What should be the ratio according to weight of butter, eggs and flour respectively for the recipe of the special cake?

1 ☒ 150 : 125 : 96

2 ☐ 75 : 250 : 48

3 ☐ 75 : 175 : 48

4 ☐ 75 : 125 : 96

FeedBack

 Bookmark

 Answer key/Solution

Q.89

An infinite geometric progression  $t_1, t_2, t_3, \dots$  has the property that  $t_{n-1} = 2(t_n + t_{n+1} + \dots)$  for  $n \geq 2$ . If the sum  $t_1 + t_2 + t_3 + \dots = 27$ , then find  $t_6$ .

1 ☒ 1/27

2 ☐ 2/27

3 ☐ 3/27

4 ☐ 4/27

FeedBack

 Bookmark

 Answer key/Solution

Q.90

The side and one diagonal of a rhombus are 15 cm and 18 cm respectively. Find the area (in sq. cm) of the rhombus.

FeedBack

 Bookmark

 Answer key/Solution

Q.91

Container P contains alcohol and water in the ratio of 6 : 7. Container Q contains alcohol and water in the proportion 7 : 2. In what proportion should quantities be taken from P and Q to form a mixture in which alcohol and water are in the ratio of 7 : 6?

1 ☐ 28 : 9

2 ☐ 9 : 28

3 ☐ 1 : 3

4 ☐ 3 : 1

FeedBack

 Bookmark

 Answer key/Solution

Q.92

If the roots of the equation  $2ax^2 + 2ax + 1 = 0$  are real and distinct, then the number of possible integer value(s) 'a' can take between 1 and 4 (inclusive) is

1 ☐ 1

2 ☐ 4

3 ☐ 3

4 ☐ 2

FeedBack

 Bookmark

 Answer key/Solution

Q.93

A father runs after his son, who is 1000 meters ahead. The father runs at a speed of 1 kilometer every 8 minutes, and the son runs at a speed of 1 kilometer every 12 minutes. How much distance (in meters) has the son covered at the point when the father overtakes him?

FeedBack

 Bookmark

 Answer key/Solution

Q.94

A carpenter makes a triangular table, the lengths of whose sides are in Arithmetic Progression. If the area of the table is 6 sq. ft., then the perimeter of one such table is

1 ☐ 6 ft.

2 ☐ 24 ft.

3 ☐ 12 ft.

4 ☐ 36 ft.

FeedBack

 Bookmark

 Answer key/Solution

Q.95

Aman, Baman, and Raman jointly invested Rs. 60,000 in a small services firm. They decided to share the profits from this investment in the ratio of their investments. The firm had a very successful first year and recorded profit of Rs. 1,00,000. Aman and Baman received Rs. 40,000 and Rs. 25,000 as their respective share of the profit. The respective investments (in Rs.) of Aman, Baman, and Raman were

1 ☐ 30,000; 10,000; 20,000

2 ☐ 21,000; 15,000; 24,000

3 ☐ 24,000; 15,000; 21,000

4 ☐ 25,000; 12,000; 23,000

FeedBack

 Bookmark

 Answer key/Solution

Q.96

If the square of a natural number (N) has 35 factors, the number of factors of N may be equal to

1 ☐ 15

2 ☐ 12

3 ☐ 16

4 ☐ 20

FeedBack

 Bookmark

 Answer key/Solution

Q.97

If  $\log_3 (4 + \log_2 x) = 2$  and  $\log_7 (x + 13 + \log_3 y) = 2$ , then  $y - x$  is equal to

FeedBack

 Bookmark

 Answer key/Solution

Q.98

P and Q are two sets such that  $P \Delta Q$  denotes the set of elements which belong to P or Q but not both. If  $A = \{2, 3, 5, 7, 9\}$ ,  $B = \{1, 5, 7, 8\}$ ,  $C = \{2, 4, 5, 6, 8\}$  and  $D = \{3, 4, 6, 8, 9, 10\}$ , then find the number of elements in  $\{(A \Delta B) \Delta C\} \Delta \{(C \Delta D) \Delta A\}$ .

FeedBack

 Bookmark

 Answer key/Solution

Q.99

In two arithmetic progressions  $A_1$  and  $A_2$ , their respective first terms  $a_1$  and  $a_2$  are in ratio of 2 : 5 respectively and their common differences are  $d_1$  and  $d_2$  respectively. The sum of first 5 terms of these two arithmetic progressions are in ratio of 1 : 2 respectively. Find the value of  $\frac{2d_1 - d_2}{a_2}$ .

1 ☐ 1 : 5

2 ☐ 1 : 10

3 ☐ 4 : 5

4 ☐ 1 : 20

FeedBack

 Bookmark

 Answer key/Solution

---

**Q.100**

**A large private airline increased the price of their air tickets by 20 percent to compensate for the increase in airport charges. Due to increasing cost of Aviation Turbine fuel, the airline had to increase further the price of the ticket by 30 percent. By approximately what percentage the ticket prices have gone up as a result of two price hikes by the airline.**

---

FeedBack

 **Bookmark**

 **Answer key/Solution**