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Mock CAT – 08 2019

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VARC

DILR

QA

Sec 1

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

Conflict and drugs almost inevitably go together. The vast majority of opium and often coca production is in countries subject to generations of conflict. This is usually attributed to two main factors: illicit drug production provides profits that fund wars, and conflict areas tend not to be subject to ordinary structures of law enforcement.

What is not obvious at first glance is the more deep-seated reason why the drug trade and conflict are so closely linked: the state and progress of social and economic development. This is a vicious cycle – poor development fuels conflict, which fuels the drug trade, which fuels conflict, which fuel poverty. As with most vicious cycles, this one is extremely hard to break.

This issue is particularly salient as this year marks the 50th anniversary of the UN conventions that declared a global war on drugs. The UN agency in charge of implementing and overseeing the conventions is the UN Office on Drugs and Crime (UNODC), which often views drugs issues as only relating to law and order and security. Despite being part of the UN system, the body rarely looks at the implications of socioeconomic development.

This has to change. It is imperative that the UNODC and the parties to the UN conventions inform themselves of the links between development, conflict and drug cultivation. These links are all too apparent in places such as Burma, the Balkans, South America and the Indian subcontinent.

Instability stemming from poor and highly inequitable socioeconomic development is a major catalyst for civil conflict, which itself is often funded by the drug trade. Drug lords in turn take advantage of the poor and force them to produce drugs, which often leaves them more vulnerable.

The world has watched how poverty has given impetus to a wave of civil unrest that has swept across Northern Africa and the Middle East. This wave could turn into a tsunami as the countries most deeply involved in drug production have even lower socioeconomic development than those inspired by the "jasmine revolution", and have drug money to fund their rebellion. Thus, for better or worse, the ground is ripe for more Colombia-style conflicts than the peaceful democratic revolution of the Egyptian people.

The world is gradually awakening to the reality that our current drug policies have failed. They have not achieved their stated goals and perpetuate conflict, violence and poverty. We are becoming more aware of the disenfranchisement of hundreds of millions of people in less developed nations and how this has the propensity to spill out on to the streets and directly challenge state authority.

Though we understand the system is broken, little is done to change or fix it. Development agencies frequently skirt their role in helping to change the environment in which the drug economy flourishes and drug control agencies rarely consider the development context in which their activities take place. As this year marks the 50th anniversary of the global war on drugs, the world can no longer ignore the intricate links between drugs, development and conflict.

Q.1
Why does the author state that the world can't ignore the links between drugs, development and conflict?

1 ○ Because it has been 50 years since the world started its fight against drugs.

2 ○ Because there has been little change to the environment in which the drug economy flourishes.

3 ○ Because the link between poor development and flourishing drug trade has major socio-political implications for the world.

4 ○ Because the current wave of drug related civil unrest threatens to turn into a tsunami propagating Colombia style civil wars across the developed nations.

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Q.2
Which of the following measures would the author least support to address the drug problem in the world?

1 ⚪ **Economic reform initiatives taken by the state**

2 ⚪ **Isolating the conflict areas by law enforcement**

3 ⚪ **Poverty alleviation schemes proposed by the UN**

4 ⚪ **Legal action against drug lords and their supporters**

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Q.3
The passage makes all of the following claims except:

1 ⚪ **Civil conflict is often a result of inequitable socioeconomic development.**

2 ⚪ **The poor are exploited by the drug lords who take advantage of their socioeconomic vulnerability.**

3 ⚪ **A long-standing conflict contributes to the proliferation of drug production.**

4 ⚪ **Jasmine revolution resulted in promoting social equality and prosperity.**

FeedBack

🔖 **Bookmark**

🔑 **Answer key/Solution**

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Q.4

Which of the following statements best expresses the overall argument of the passage?

1 ○ The failure of the UNODC due to its lack of socioeconomic understanding has exacerbated the menace of drug in underdeveloped nations.

2 ○ In order to counter the drug epidemic, we must look at its socioeconomic roots.

3 ○ As conflicts and drugs are mutually inclusive, the eradication of the former must be the priority for all relevant agencies.

4 ○ Our system of fighting socioeconomic inequality is broken and something must be done urgently to fix it.

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Q.5
In the second paragraph, the author uses the phrase 'vicious cycle' because:

1 ⚪ s/he is trying to make us understand the gravity of the situation.

2 ⚪ s/he is trying to make something hidden obvious.

3 ⚪ s/he wants to make us aware of something we have neglected.

4 ⚪ s/he wants to draw our attention to the exterior cause of the problem.

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

[...] Studying abroad, surrendering oneself to a country and a language not your own, is a modern affirmation of much older ideas of cultural exchange. Swap our shorts and sundresses for waistcoats and frocks, and you'd have a scene right out of the early 18th century. [...]

Travelling is by nature ecstatic. Ecstasy (ἔκστασις in Greek) is a standing outside oneself, a holy sense of alienation from a place of cultural and psychological comfort. This surrender of the self, requisite for real engagement with a foreign culture, found itself at odds with a stylised English provincialism that was the code of the Grand Tour. If you were a good Protestant, your job was to visit France without betraying state secrets or becoming a Catholic; to visit Italy without growing a moustache or becoming a Catholic; to visit Switzerland without being impregnated by Lord Byron; to bathe in Lac Léman with Voltaire and give thanks for Geneva's paucity of Catholics.

Basically, it was a case of sending England's future rulers into dens of Catholic culture and telling them not to play with the relics. Bound up in this contradiction, as the reign of Queen Anne gave way to the Georgian age, was the sense that England's swelling empire had fulfilled the unattained ideals of Rome's golden age. George Lyttelton, writing from Rome in 1730, exhorted Alexander Pope 'To sing the land, which yet alone can boast / That liberty corrupted Rome has lost'.

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Indeed, it has been suggested that Charles II's European exile during the interregnum helped to boost England's ethos of self-discovery on the continent. Italy via France became the standard route, with Switzerland an option for philosophers, and Greece a further, more exotic destination for a minority of especially adventurous noblemen, most famously including Byron. The height of the Grand Tour renewed English painting, spawned new genres of literature, and had no small effect on London's neoclassical architectural programmes in the mid to late 18th century. *Penitus toto divisos orbe Britannos*, sings Meliboeus in Vergil's first eclogue – 'Those Britons, entirely separated from the world'. For centuries, England had been the provinces of European culture (the Renaissance made landfall there quite late). The Grand Tour was an opportunity to bring the world (*toto orbe*) back home, and to seek erudition in its original etymological sense – *ex-rudis*: being led out of rude ignorance.

Q.6
As per the passage, all of the following are true about Richard Lassels except:

1 ⚪ He first coined the term 'Grand Tour'.

2 ⚪ He believed that travelling entailed multi-layered benefits.

3 ⚪ He practiced Catholicism.

4 ◯ **He lived during the 17th century.**

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Q.7
As used in the passage, 'edification' most nearly means:

1 ◯ **gratification.**

2 ◯ **gentrification.**

3 ⦾ **baptism.**

4 ⦾ **beautification.**

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Q.8
As per the passage, the peak of the Grand Tour resulted in:

1 ⦾ **affecting neoclassical architecture.**

2 ⭕ **resurrecting new genres of literature.**

3 ⭕ **reviving English painting.**

4 ⭕ **benefiting English tourism.**

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Q.9
As per the passage, what is the main requisite for a true tryst with a new culture?

1 ⚪ **Remaining true to one's religion while appreciating the new place**

2 ⚪ **Renouncing any kind of cultural or psychological comfort**

3 ⚪ **Letting go of one's self**

4 ⚪ **Being captive to ecstasy**

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[…] Studying abroad, surrendering oneself to a country and a language not your own, is a modern affirmation of much older ideas of cultural exchange. Swap our shorts and sundresses for waistcoats and frocks, and you'd have a scene right out of the early 18th century. […]

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Basically, it was a case of sending England's future rulers into dens of Catholic culture and telling them not to play with the relics. Bound up in this contradiction, as the reign of Queen Anne gave way to the Georgian age, was the sense that England's swelling empire had fulfilled the unattained ideals of Rome's golden age. George Lyttelton, writing from Rome in 1730, exhorted Alexander Pope 'To sing the land, which yet alone can boast / That liberty corrupted Rome has lost'.

The *Oxford English Dictionary* credits the Catholic priest and travel writer Richard Lassels with the first published use of the phrase 'Grand Tour', which appears in his *Voyage of Italy* (1670), published two years after the author's death. In the 1650s, Lassels served as guide to (mostly) Catholic families of nobility who wished to see the glories of Italy, and proved a generous travel-mentor to various English Catholics in exile throughout the Cromwell interregnum. In *Voyage of Italy*, which he prepared and revised for nearly two decades, he advises 'all young Lords' to become 'accomplished and consummate Traveller[s]'. In Lassels's account, travel is central to the four areas of improvement and education: intellectual, social, ethical, and political. After the Restoration, with Charles II wearing a French moustache, and a cultural swing from Puritanism to sybaritism – the return of the theatres, the slackening of sexual inhibitions – Europe was in essence open to English pleasure-seekers, and those who wished for a bit of edification.

Indeed, it has been suggested that Charles II's European exile during the interregnum helped to boost England's ethos of self-discovery on the continent. Italy via France became the standard route, with Switzerland an option for philosophers, and Greece a further, more exotic destination for a minority of especially adventurous noblemen, most famously including Byron. The height of the Grand Tour renewed English painting, spawned new genres of literature, and had no small effect on London's neoclassical architectural programmes in the mid to late 18th century. *Penitus toto divisos orbe Britannos*, sings Meliboeus in Vergil's first eclogue – 'Those Britons, entirely separated from the world'. For centuries, England had been the provinces of European culture (the Renaissance made landfall there quite late). The Grand Tour was an opportunity to bring the world (*toto orbe*) back home, and to seek erudition in its original etymological sense – *ex-rudis*: being led out of rude ignorance.

Q.10

Which of the following best captures the essence of the last paragraph of the passage?

1 ○ **It makes fun of Byron while praising the adventures of other English scholars.**

2 ○ **It describes the impact of Charles II's reign on domestic tourism.**

3 ○ **It explains the different popular tourist destinations during Charles II's rule.**

4 ○ **It highlights the benefits of the Grand Tour on England.**

FeedBack

🔖 **Bookmark**

🔑 **Answer key/Solution**

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Q.11
All of the following answer the question raised at the end of the second paragraph except:

1 ⚪ Unambiguous philosophical texts would become unproductive and obsolete in the absence of difficult language.

2 ⚪ The complex thought pattern of great philosophers requires the use of multi-layered language.

3 ○ **The inventiveness required by a great work of philosophy justifies the use of obscure language.**

4 ○ **The nature of philosophical inquiry requires a slightly harder to interpret language.**

FeedBack

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Q.12
Which of the following best describes the author's attitude towards difficult philosophical works?

1 ◯ These are the hallmark of good writing when they engage the readers by compelling them to reflect on a problem, raise pertinent questions, and connect the dots.

2 ⚪ **A good philosophical work is cautious, probing, and expressive without being perversely obscure to interpret.**

3 ⚪ **Great philosophical works can be sometimes obscure due to their complex themes and methods, but this trend should not be the norm.**

4 ⚪ **Any great philosophical work is mostly meant for an academician with an advanced knowledge of the subject; so, only those meant for outsiders need to be simple to interpret.**

FeedBack

🔖 **Bookmark**

🔑 Answer key/Solution

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Q.13
The author uses the phrase 'accident of distance' in order to:

1 ◯ explain why some works belonging to an unfamiliar era might result in multiple reinterpretations.

2 ◯ draw a parallel between great philosophical works of the past and those of the present day.

3 ○ describe how even a great text is not difficult to interpret for its target readers.

4 ○ show that the difficulty arising in interpreting great philosophical work is due to the ignorance of its intended readers.

FeedBack

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Q.14
Why does the author state that great philosophy is more like art than science?

1 ⚪ Because each creates its own rules and charters unknown territories.

2 ⚪ Because each requires creativity of thought and method.

3 ○ **Because both deal with unfamiliar mental terrains.**

4 ○ **Because both of these deal with ambiguity and unfamiliarity.**

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Q.15
With which of the following is the author least likely to agree:

1 ⬤ Some degree of obscurity and difficulty in interpretation will remain part of great philosophical texts.

2 ⬤ Kierkegaard, Nietzsche, and Wittgenstein were easier to read than Kant, Hegel, and Heidegger were.

3 ⚪ **Modern analytical writers have the potential to reinterpret past works and simplify those for the public.**

4 ⚪ **A competent writer should be able to present his/her ideas in a coherent, clear, and precise manner.**

FeedBack

🔖 **Bookmark**

🔑 **Answer key/Solution**

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

[…] Mr. Snowden followed the Drake case closely in the news media and drew the obvious conclusion: "Going through channels was worse than a dead end."

Mr. Crane, a former assistant inspector general in the Defence Department who oversaw the whistle-blower program, has now come forward alleging that Mr. Drake was persecuted by the very officials in his office who were supposed to protect him. In sworn accounts to the government's Office of Special Counsel, Mr. Crane provided a new chapter in the Snowden story. Mr. Crane argues that the Defence Department broke the law in Mr. Drake's case. Mr. Crane resigned in 2013 after he was told he would be dismissed.

Assuring whistle-blowers' anonymity is a core provision of federal laws protecting them. This confidentiality is considered essential to shield them from retaliation. Yet somehow, Mr. Crane said, Mr. Drake's name came to the attention of the F.B.I. This struck him as suspicious. Only in certain cases of imminent public danger or lawbreaking can a whistle-blower's identity be disclosed, but there's never been any indication that an exception was invoked. In any case, that danger seems far-fetched.

Moreover, he said, parts of the Drake indictment so closely tracked the information that Mr. Drake had provided to the inspector general's office that the confidential material must have been shared with prosecutors. In addition, Mr. Crane said he was told by superiors that possibly exculpatory documents relevant to Mr. Drake's prosecution had been destroyed. Mr. Crane suspected wrongdoing. He complained to the Office of Special Counsel, an independent agency charged with protecting federal employees from reprisal for whistle-blowing. The agency concluded in March that there was a "substantial likelihood" that the alleged record destruction pointed to possible violations of laws or rules and merited investigation. The Justice Department's inspector general has agreed to investigate. For Mr. Snowden, the Drake episode confirmed what he suspected all along. He had only two real options: remain silent, or break the law by leaking documents to the press in hopes that would bring scrutiny to the N.S.A.'s surveillance activities.

Mr. Snowden has admitted he broke the law. But he did so, he explained, because of an overriding public interest: People had a right to know about the warrantless surveillance of them.

Mr. Snowden has said that he will return to the United States if he can get a fair trial. In his view, that means being allowed to offer a "public interest defence." His lawyers would argue that he had to commit one crime — leaking documents to journalists — to report a greater crime: warrantless surveillance.

But the law forbids this approach. The Espionage Act does not allow a public interest defence: The accused either leaked documents or he didn't, and if he did, guilty is the only possible verdict.

If a whistle-blower is willing to take that risk to alert the American people to dangers, the least the law should do is take full account of the whistle-blower's intentions. The Espionage Act should be amended to allow a public interest defence. Let Mr. Snowden come home and face trial. But make it an honest trial.

Q.16
Which of the following best describes the author's attitude towards whistle-blowers?

1 ○ **They should be pardoned as their intentions are good.**

2 ○ **They break law for a larger good; so, they must be given immunity from prosecution.**

3 ○ **They are a necessary evil during a time of rampant warrantless surveillance.**

4 ○ **They should be judged and tried by the merit of their intentions.**

FeedBack

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Q.17
From the information provided by the passage, all of the following can be inferred about the Drake case except:

1 ○ He was treated unfairly and possibly illegally by officials in the Justice Department.

2 ○ His identity was leaked in a possible violation of the law.

3 ○ He didn't follow the required channels which inspired Snowden.

4 ○ He was the victim of a possible internal conspiracy.

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Q.18
The author's argument about Snowden will be most seriously weakened if:

1 ⚪ it is found out that the latter didn't have the proper authorisation to access the documents he leaked.

2 ⚪ it is revealed that the latter once mulled over going through the proper channels to raise his concern.

3 ⚪ it is revealed that the latter had tried to negotiate a plea deal with the government.

4 ⚪ it is found out that the latter had acted in self-interest in breaking the Espionage Law.

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

[…] Mr. Snowden followed the Drake case closely in the news media and drew the obvious conclusion: "Going through channels was worse than a dead end."

Mr. Crane, a former assistant inspector general in the Defence Department who oversaw the whistle-blower program, has now come forward alleging that Mr. Drake was persecuted by the very officials in his office who were supposed to protect him. In sworn accounts to the government's Office of Special Counsel, Mr. Crane provided a new chapter in the Snowden story. Mr. Crane argues that the Defence Department broke the law in Mr. Drake's case. Mr. Crane resigned in 2013 after he was told he would be dismissed.

Assuring whistle-blowers' anonymity is a core provision of federal laws protecting them. This confidentiality is considered essential to shield them from retaliation. Yet somehow, Mr. Crane said, Mr. Drake's name came to the attention of the F.B.I. This struck him as suspicious. Only in certain cases of imminent public danger or lawbreaking can a whistle-blower's identity be disclosed, but there's never been any indication that an exception was invoked. In any case, that danger seems far-fetched.

Moreover, he said, parts of the Drake indictment so closely tracked the information that Mr. Drake had provided to the inspector general's office that the confidential material must have been shared with prosecutors. In addition, Mr. Crane said he was told by superiors that possibly exculpatory documents relevant to Mr. Drake's prosecution had been destroyed. Mr. Crane suspected wrongdoing. He complained to the Office of Special Counsel, an independent agency charged with protecting federal employees from reprisal for whistle-blowing. The agency concluded in March that there was a "substantial likelihood" that the alleged record destruction pointed to possible violations of laws or rules and merited investigation. The Justice Department's inspector general has agreed to investigate. For Mr. Snowden, the Drake episode confirmed what he suspected all along. He had only two real options: remain silent, or break the law by leaking documents to the press in hopes that would bring scrutiny to the N.S.A.'s surveillance activities.

Mr. Snowden has admitted he broke the law. But he did so, he explained, because of an overriding public interest: People had a right to know about the warrantless surveillance of them.

Mr. Snowden has said that he will return to the United States if he can get a fair trial. In his view, that means being allowed to offer a "public interest defence." His lawyers would argue that he had to commit one crime — leaking documents to journalists — to report a greater crime: warrantless surveillance.

But the law forbids this approach. The Espionage Act does not allow a public interest defence: The accused either leaked documents or he didn't, and if he did, guilty is the only possible verdict.

If a whistle-blower is willing to take that risk to alert the American people to dangers, the least the law should do is take full account of the whistle-blower's intentions. The Espionage Act should be amended to allow a public interest defence. Let Mr. Snowden come home and face trial. But make it an honest trial.

Q.19
Which of the following is definitely not true about federal laws protecting whistle-blowers?

1 ◯ It has not always succeeded in achieving its core goal.

2 ◯ It has some provision for revealing the identity of a whistle-blower.

3 ◯ It has no provision for protecting the identity of a prospective whistle-blower.

4 ◯ It failed to adequately protect Mr. Drake from being harassed.

FeedBack

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

[…] From school to university, and then working and travelling for a UN agency for many years, I constructed myself thanks to different languages, following the roads they paved out into the unknown. I can now say with confidence that the chameleonic battles of my childhood were worth it. A knowledge of languages can foster versatility, an attentiveness to the world and an understanding of cultural difference. It can make sense of the make-up and narrative of nations, cultivating deeper and joyous communion with others. Without languages, I feel as though my children are going to be missing some vital limb, hobbling through life, cut off from their heritage and the possibilities of the world. […]

The monolingualism of many parts of the United States, Australia and Britain – where rates of foreign-language study at university and school level mostly continue to fall – is far from the international norm. Bilingualism and multilingualism are everyday features of life in a whole raft of countries. In Morocco, many teachers I used to work with could skip with ease from the dialectal Arabic, Darija, to standard Arabic, and then to one of the various Berber languages, and then French. India, according to the Ethnologue website, has 461 languages, Papua New Guinea has 836 languages, and Cameroon has 280. In Scandinavia and the Netherlands, it is taken for granted that English is learned from an early age alongside the mother tongue. In Lebanon, many people naturally weave Arabic, English and French into all conversations.

There was a time in Britain, during the 1970s, when nurturing bilingualism or multilingualism in young children was actively frowned upon. It was perceived as confusing for intellectual development and language acquisition. I have several friends of mixed heritage who lost out on being bilingual because of this thinking. The exact opposite approach is recommended today. Studies by the Department of Theoretical and Applied Linguistics at Cambridge University appear to show that bilingual children have a distinct advantage over their monolingual peers in their social interaction, cognitive flexibility and awareness of language construction. Research by the psychologists Ellen Bialystok and Michelle Martin-Rhee at York University, Toronto, also noted this boost to cognitive abilities. Their 2004 study of pre-schoolers showed bilinguals eclipsing monolinguals when given tasks with conflicting visual and verbal information.

In another study, in 2007, Bialystok and colleagues went further and looked into the impact of bilingualism on a group of 400 patients with Alzheimer's. It was observed that those who were bilingual were better able to function with the effects of the disease than their monolingual peers; the impact of the disease appeared tempered. A study in 2013 led by researchers from the University of Hyderabad and the University of Edinburgh centred on Alzheimer's sufferers in the multilingual Indian city of Hyderabad. The research team assessed 648 people, of whom 391 were bilingual. Their results seemed to suggest that those who spoke two languages developed dementia an average of four and a half years later than the monolinguals. Cognitive multitasking arising from speaking more than one language was deemed to act as protection.

In my experience, learning another language lays the foundations for greater curiosity and openness to learning processes overall. It evolves into a curiosity that can underpin life in general.

Q.20

Which of the following best describes the author's argument?

1 ○ **Being multilingual can protect one from many cognitive degenerative ailments like Alzheimer's.**

2 ○ **Multilingual children have a distinct advantage over their monolingual counterparts.**

3 ○ **The need of the day is to encourage bilingualism and multilingualism as these will make our children better prepared to flourish in cognitive tasks.**

4 ○ **Multilingualism has multi-faceted benefits and it should be encouraged.**

FeedBack

🔖 **Bookmark**

🔑 Answer key/Solution

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

[…] From school to university, and then working and travelling for a UN agency for many years, I constructed myself thanks to different languages, following the roads they paved out into the unknown. I can now say with confidence that the chameleonic battles of my childhood were worth it. A knowledge of languages can foster versatility, an attentiveness to the world and an understanding of cultural difference. It can make sense of the make-up and narrative of nations, cultivating deeper and joyous communion with others. Without languages, I feel as though my children are going to be missing some vital limb, hobbling through life, cut off from their heritage and the possibilities of the world. […]

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Q.21
As per the passage, a knowledge of languages can do all of the following except:

1 ◯ Preventing one from hobbling through life

2 ◯ Fostering a deeper understanding of different cultures

3 ◯ Helping one develop a deeper focus on the world

4 ◯ Bolstering one's versatility

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

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Q.22
Which of the following is true about the author's interactions with multilingual peers?

1 ⚪ He was amazed by the diversity of their social range.

2 ⚪ He was more impressed by the number of languages people in India, Papua New Guinea, and Cameroon spoke.

3 ⚪ **He had a subtle regard for their ability to switch from one language to another.**

4 ⚪ **He was most stunned by the linguistic diversity of his Moroccan colleagues.**

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

[...] From school to university, and then working and travelling for a UN agency for many years, I constructed myself thanks to different languages, following the roads they paved out into the unknown. I can now say with confidence that the chameleonic battles of my childhood were worth it. A knowledge of languages can foster versatility, an attentiveness to the world and an understanding of cultural difference. It can make sense of the make-up and narrative of nations, cultivating deeper and joyous communion with others. Without languages, I feel as though my children are going to be missing some vital limb, hobbling through life, cut off from their heritage and the possibilities of the world. [...]

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Q.23
In the context of the passage, what is the significance of the last paragraph?

1 ○ It provides conclusive empirical proof that supports the author's main hypothesis.

2 ○ It concludes the author's view on multilingualism and cognitive impairment.

3 ○ It concludes the author's main point by reiterating his original stance.

4 ○ It provides support for the main premise of the passage by citing the author's personal narrative.

FeedBack

🔖 Bookmark

🔑 Answer key/Solution

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

[...] From school to university, and then working and travelling for a UN agency for many years, I constructed myself thanks to different languages, following the roads they paved out into the unknown. I can now say with confidence that the chameleonic battles of my childhood were worth it. A knowledge of languages can foster versatility, an attentiveness to the world and an understanding of cultural difference. It can make sense of the make-up and narrative of nations, cultivating deeper and joyous communion with others. Without languages, I feel as though my children are going to be missing some vital limb, hobbling through life, cut off from their heritage and the possibilities of the world. [...]

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In my experience, learning another language lays the foundations for greater curiosity and openness to learning processes overall. It evolves into a curiosity that can underpin life in general.

Q.24

Which of the following, if true, would negate the main message of the passage?

1 ◯ **In a study conducted in Lebanon, it was found that native speakers of English excelled academically.**

2 ◯ **In a recent survey conducted on adolescents who spoke more than two languages, it was found that these kids were less empathetic than others.**

3 ◯ **In a recent study conducted on bilingual people in Hyderabad, more than 80% of the participants were found to be suffering from dementia.**

4 ◯ **In a survey conducted on school children, there was no significant link found between linguistic proficiency in English and an ability to master comprehension.**

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.

If the current outpouring of attention signals a new crisis or transition for the humanities, it is no surprise that scholars in humanities fields are seizing this moment to reconsider the historical sources of their own disciplinary formation. More surprising, though, is how little interplay there is today between scholars of Renaissance humanism and recent defenders of the humanities, and how great the mismatch in their perspectives on their common concerns: the value of humanistic study and the nature of academic learning and knowledge. While current defences of the humanities shore up a rationale for the academic humanities that goes back to the last century, scholarship on Renaissance humanism looks back even further and, paradoxically, produces a dynamic vision of scholarly activity that is more relevant to our current moment than those ostensibly situated within and directed at it.

1 ◯ **The new outpouring of attention towards humanities has resulted in a historical re-examination of Renaissance humanism which is of more interest to the modern day defenders of humanities.**

2 ◯ **The modern day interpretation of humanities differs from that of Renaissance humanism, and the latter is more relevant despite being challenged by modern day academicians.**

3 ◯ **In recent times, renaissance humanism has been neglected by modern day humanists though the former is more relevant and must be credited as the historical source of the branch of humanities.**

4 ◯ **Renaissance humanism, while being different from the current scholarship of humanism, whose value and historical sources are being re-examined, is more relevant to the modern day context.**

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. If present trends continue there could be a 40 percent gap between water supply and demand by 2030.
2. Over the past hundred years, the world's population has increased three times but there has been a six-fold increase in water consumption.
3. In many countries, including the energy-guzzling US, energy production is by far the biggest source of water consumption.
4. The effects of increasing water consumption will be made even worse by climate change.
5. Unless countries take swift action, the competing demands of drinking water and energy will cause acute water shortages in many areas of the world.

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. Without an adequate income half the possibilities of life are shut off.
2. The only thing to be careful about is that you do not pay more than a shilling for the shilling you earn.
3. I have nothing but contempt for the people who despise money; they are hypocrites or fools.
4. Money is like a sixth sense without which you cannot make a complete use of the other five.

FeedBack

🔖 Bookmark

🔍 Answer key/Solution

Q.28

Directions for question (28): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

The essence of the economic case for migration is very simple: it is the same as the case for markets in general. If people make decisions on the basis of their own economic self-interest, this will maximize efficiency, overall output, and, at least on some measures, welfare. This applies to where people live and work just as much, if not more, than it applies to buying and selling goods and services. Of course, markets fail here, as elsewhere, and "more market" is not always better. But the view that, as a general proposition, markets are good at allocating resources—including human resources—is widely shared among economists.

1 ⚪ Economically, migration maximizes efficiency and makes the markets more profitable by allocating human resources.

2 ◯ **Migration makes sense economically as it has the potential to better the market and boost welfare measures.**

3 ◯ **Economists view migration as an economically viable measure which makes sure that markets survive.**

4 ◯ **Migration boosts efficiency and improves welfare economics and this has been proven by economists.**

FeedBack

Q.29

Directions for question (29): 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. If you see through researchers' lenses, you will delve deeper into the behaviour of a perfectionist.
2. You practice what you preach and you are pitch-perfect in your work.
3. You beam with pride that you are a high-strung perfectionist and you wear your 'perfectionism' as a badge of honour.
4. You check the work of your teammates for the slightest imperfection and insist on multiple rounds of redo in case of any flaw.
5. Do you shower your teammates with these words of wisdom every now and then?

FeedBack

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. While these studies suggest that transfer of learning had taken place, a number of dialog-intensive designs have failed to find positive results.
2. Research has shown improvements in science, mathematics, and language scores when classroom discussion is employed in school-level science and mathematics classes.
3. They have only reported delayed transfer, or have been criticized in terms of methodological rigor, small sample sizes, or because they have only shown small effect sizes.
4. Studies have also shown statistically and practically significant gains in children's reasoning abilities as measured by the Raven's Standard Progressive Matrices test when employing the practice of "exploratory talk".

FeedBack

Q.31

Directions for question (31): 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. Many people think of forgiveness as letting go or moving on.
2. That element makes forgiveness both a virtue and a powerful construct in positive psychology.
3. True forgiveness goes a step further, offering something positive—empathy, compassion, understanding—toward the person who hurt you.
4. But there's more to it than that, says Bob Enright, a psychologist who pioneered the study of forgiveness three decades ago.

FeedBack

Q.32

Directions for question (32): 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. Further, progress in the development of a comprehensive, well-functioning CIS has been uneven across departments.
2. Even less than one tenth are electronically accessible to the public.
3. Overall, electronic records exist for less than one fifth of the Institution's collections.
4. Electronic access to collections remains limited at the Institutional level and uneven across units.

FeedBack

Q.33

Directions for question (33): The passage given below is followed by four summaries. Choose the option that best captures the author's position.

Extremophiles tend to be relatively simple creatures, notably invertebrates and especially bacteria and archaea, although there is no bright line distinguishing, say, arctic hares, which thrive in very cold habitats, from their rabbit relatives whose habitats are more temperate. But neither compares with those life forms whose existence excites the admiration and wonder of biologists. The concept itself is nonetheless anthropocentric, since denizens of, say, blisteringly hot hydrothermal vents would perish in our 'moderate' temperatures and pressures, which for them would doubtless be extreme.

1 ◯ The existence of extremophiles is of interest to biologists because they are simple creatures who thrive under pressure.

2 ○ Though extremophiles are no different from bacteria or archaea, they are more interesting to study because of the blisteringly hot hydrothermal vents they inhabit.

3 ○ Extremophiles, despite their physical simplicities, hold a lot of interest for biologists as they survive under challenging situations.

4 ○ Biologist studying extremophiles find these to be simple creatures, but their habitats are challenging.

FeedBack

🔖 Bookmark

🔍 Answer key/Solution

Q.34

Directions for question (34): 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. The statement cannot actually be refuted, for we know nothing about his incidental possessions.
2. Such statements can only be characterized as wildly imaginative.
3. But the writer might just as well have suggested that Shakespeare never owned a pair of shoes or pants.
4. It needs to be said that nearly all of the anti-Shakespeare sentiment involves manipulative scholarship or sweeping misstatements of fact.
5. Shakespeare 'never owned a book', a writer for the New York Times gravely informed readers in one doubting article in 2002.

FeedBack

🔖 Bookmark

🔍 Answer key/Solution

Sec 2

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

The table given below provides the information of an Australian innings in a recently concluded test match which resulted in a draw. With this table, the information was provided to the selectors that the numbers given in the table were not given as the number of runs scored by the players but the difference of the runs scored by the team when those players were out. For example, if the total runs scored by the team was 'a' when A J Finch got out of the team, and was 'b' when T M Head got out of the team, then either a - b = 137 or b - a = 137, depending on who got out first from the team.

	TM Head	PJ Cummins	TD Paine	MA Starc	JR Hazelwood
AJ Finch	137	187	187	202	203
UT Khwaja	119	169	169	184	185
MS Harries	116	166	166	181	182
PSP Handscomb	102	152	152	167	168
SE Marsh	19	69	69	84	85

Additional information known to us:
1. Australia managed to score 308 runs.
2. AJ Finch and MS Harries were two opening batsmen and JR Hazelwood was the last wicket to fall.

Q.35
What were the total runs scored by the Australian team with the fall of their fourth wicket?

FeedBack

Bookmark

Answer key/Solution

Q.36
Which one of them was the 5th wicket to fall?

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

The table given below provides the information of an Australian innings in a recently concluded test match which resulted in a draw. With this table, the information was provided to the selectors that the numbers given in the table were not given as the number of runs scored by the players but the difference of the runs scored by the team when those players were out. For example, if the total runs scored by the team was 'a' when A J Finch got out of the team, and was 'b' when T M Head got out of the team, then either a - b = 137 or b - a = 137, depending on who got out first from the team.

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SE Marsh	19	69	69	84	85

Additional information known to us:
1. Australia managed to score 308 runs.
2. AJ Finch and MS Harries were two opening batsmen and JR Hazelwood was the last wicket to fall.

Q.37
How many runs were scored for the fifth wicket partnership?

1 ◯ **19**

2 ◯ **98**

3 ◯ **83**

4 ◯ **69**

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

The table given below provides the information of an Australian innings in a recently concluded test match which resulted in a draw. With this table, the information was provided to the selectors that the numbers given in the table were not given as the number of runs scored by the players but the difference of the runs scored by the team when those players were out. For example, if the total runs scored by the team was 'a' when A J Finch got out of the team, and was 'b' when T M Head got out of the team, then either a - b = 137 or b - a = 137, depending on who got out first from the team.

	TM Head	PJ Cummins	TD Paine	MA Starc	JR Hazelwood
AJ Finch	137	187	187	202	203
UT Khwaja	119	169	169	184	185
MS Harries	116	166	166	181	182
PSP Handscomb	102	152	152	167	168
SE Marsh	19	69	69	84	85

Additional information known to us:
1. Australia managed to score 308 runs.
2. AJ Finch and MS Harries were two opening batsmen and JR Hazelwood was the last wicket to fall.

Q.38
Which of the following could be the runs scored by UT Khwaja?

1 ○ 5

2 ○ 20

3 ○ 25

4 ○ 31

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🔍 Answer key/Solution

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

Eight employees – Amit, Anurag, Manu, Navin, Nitish, Saral, Shashank and Vaibhav – of STV Company went to a resort for training. Their last names are Agarwal, Arora, Bali, Gohoi, Kumar, Nashier, Pathak and Saxena, in no particular order. They booked 4 rooms numbered as - 201, 202, 203 and 204 - next to one another in a line, each room with double occupancy. Half of the eight employees are smokers.
Further information about them is as follows.
(a) Smokers stayed together in consecutive room numbers.
(b) The first name and last name of only one person among them start with the same alphabet. Also, no two people whose first name starts with the same alphabet stayed together. Same is applicable for last names.
(c) Amit and Manu Bali stayed in 201.
(d) 202 was occupied by Nashier and Nitish.
(e) Agarwal and Shashank stayed together and their room was next to the room occupied by Navin and Arora.
(f) Arora and Kumar, who are smokers, stayed in 204.
(g) Saral's last name and Pathak's first name start with the same alphabet and they stayed in the same room.

Q.39
Who among the following is not a smoker?

1 ◯ Saxena

2 ◯ Anurag

3 ◯ Kumar

4 ◯ Shashank

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

Eight employees – Amit, Anurag, Manu, Navin, Nitish, Saral, Shashank and Vaibhav – of STV Company went to a resort for training. Their last names are Agarwal, Arora, Bali, Gohoi, Kumar, Nashier, Pathak and Saxena, in no particular order. They booked 4 rooms numbered as - 201, 202, 203 and 204 - next to one another in a line, each room with double occupancy. Half of the eight employees are smokers.
Further information about them is as follows.
(a) Smokers stayed together in consecutive room numbers.
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(c) Amit and Manu Bali stayed in 201.
(d) 202 was occupied by Nashier and Nitish.
(e) Agarwal and Shashank stayed together and their room was next to the room occupied by Navin and Arora.
(f) Arora and Kumar, who are smokers, stayed in 204.
(g) Saral's last name and Pathak's first name start with the same alphabet and they stayed in the same room.

Q.40
Which two people could have stayed together?

1 ◯ Saral and Manu

2 ◯ Vaibhav and Navin

3 ◯ Nitish and Shashank

4 ◯ Anurag and Vaibhav

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

Eight employees – Amit, Anurag, Manu, Navin, Nitish, Saral, Shashank and Vaibhav – of STV Company went to a resort for training. Their last names are Agarwal, Arora, Bali, Gohoi, Kumar, Nashier, Pathak and Saxena, in no particular order. They booked 4 rooms numbered as - 201, 202, 203 and 204 - next to one another in a line, each room with double occupancy. Half of the eight employees are smokers.
Further information about them is as follows.
(a) Smokers stayed together in consecutive room numbers.
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(c) Amit and Manu Bali stayed in 201.
(d) 202 was occupied by Nashier and Nitish.
(e) Agarwal and Shashank stayed together and their room was next to the room occupied by Navin and Arora.
(f) Arora and Kumar, who are smokers, stayed in 204.
(g) Saral's last name and Pathak's first name start with the same alphabet and they stayed in the same room.

Q.41
Who occupied room 203?

1 ○ Saxena and Nashier

2 ○ Vaibhav and Gohoi

3 ○ Anurag and Shashank

4 ○ Either (2) or (3)

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	🔍 Answer key/Solution

Q.42
If Pathak is the fifth smoker and he wanted to stay with another smoker then who could be that smoker?

1 ○ Saxena

2 ○ **Saral**

3 ○ **Manu**

4 ○ **Gohoi**

[FeedBack]

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

A 6 × 6 × 6 cube is painted black on all the six faces and then cut into smaller cubes of 1 × 1 × 1 dimensions. Further from these cubes, 3 new cubes are formed with no spare cube left.

Q.43
If all the smaller cubes with two sides painted are used at their respective positions while forming the three new cubes mentioned above, then how many more such cubes are needed to place at all the two face painted positions?

1 ○ **22**

2 ○ **24**

3 ○ **28**

4 ○ **30**

[FeedBack]

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

A 6 × 6 × 6 cube is painted black on all the six faces and then cut into smaller cubes of 1 × 1 × 1 dimensions. Further from these cubes, 3 new cubes are formed with no spare cube left.

Q.44
How many minimum smaller cubes which do not have any side painted will be used on the outer layer while forming those three new cubes?

1 ○ **21**

2 ○ **22**

3 ○ **24**

4 ○ **28**

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

A 6 × 6 × 6 cube is painted black on all the six faces and then cut into smaller cubes of 1 × 1 × 1 dimensions. Further from these cubes, 3 new cubes are formed with no spare cube left.

Q.45
If all the smaller cubes are placed at their original positions (i.e. all two-side painted cubes will be placed on edges and all one-side painted cubes will be placed on faces only) while forming same three new cubes, then how many cubes will not be at their original positions?

1 ⚪ **40**

2 ⚪ **80**

3 ⚪ **60**

4 ⚪ **75**

Q.46
Considering the condition given in the previous question, if we need to paint all the faces of three newly formed cubes, then how many minimum total number of unpainted faces of smaller cubes in these newly formed cubes need to be painted?

1 ⚪ **90**

2 ⚪ **96**

3 ⚪ **84**

4 ⚪ **72**

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

Team India made 411 and 279 runs in Quarter final and Semi final match of a tournament respectively. Out of eleven players, 7 players, that is, Shikhar, Rohit, Virat, Rahul, Kedar, Hardik, and Dhoni are batsman whereas other 4 players, that is, Kuldeep, Chahal, Shami, and Bumrah are bowler. It is known that no player scored zero runs in any of the two matches and each player batted in both the matches. The additional information is as below:-

I. The sum of the runs scored in both the matches together was the highest for Rahul. The runs scored by Rohit and Kedar in Quarter final match was higher than their respective runs they scored in Semi final match.
II. Exactly one player made a century in Quarter final match and exactly four players made a half century in Semi final match.
III. The player who scored the least sum of runs in both the matches together was not a bowler and total runs scored by him was a perfect square.
IV. No bowler scored more than 7 runs in either of the matches.
V. The total runs scored by Shikhar, Rohit, Virat and Rahul in Quarter final match was 181 and that by Rohit, Hardik, Kuldeep, and Bumrah was 79 in Semi final match.
VI. The runs scored by Shikhar, Virat, Dhoni, Chahal, and Shami in Quarter final match were 51, 27, 98, 4 and 3 respectively and that by Rahul, Hardik, Chahal, and Shami in Semi final match were 81, 23, 3 and 4 respectively.

Q.47
Dhoni's maximum possible score in both matches together can be equal to-

1 ○ **106**

2 ○ **107**

3 ○ **108**

4 ○ **109**

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

Team India made 411 and 279 runs in Quarter final and Semi final match of a tournament respectively. Out of eleven players, 7 players, that is, Shikhar, Rohit, Virat, Rahul, Kedar, Hardik, and Dhoni are batsman whereas other 4 players, that is, Kuldeep, Chahal, Shami, and Bumrah are bowler. It is known that no player scored zero runs in any of the two matches and each player batted in both the matches. The additional information is as below:-

I. The sum of the runs scored in both the matches together was the highest for Rahul. The runs scored by Rohit and Kedar in Quarter final match was higher than their respective runs they scored in Semi final match.
II. Exactly one player made a century in Quarter final match and exactly four players made a half century in Semi final match.
III. The player who scored the least sum of runs in both the matches together was not a bowler and total runs scored by him was a perfect square.
IV. No bowler scored more than 7 runs in either of the matches.
V. The total runs scored by Shikhar, Rohit, Virat and Rahul in Quarter final match was 181 and that by Rohit, Hardik, Kuldeep, and Bumrah was 79 in Semi final match.
VI. The runs scored by Shikhar, Virat, Dhoni, Chahal, and Shami in Quarter final match were 51, 27, 98, 4 and 3 respectively and that by Rahul, Hardik, Chahal, and Shami in Semi final match were 81, 23, 3 and 4 respectively.

Q.48
How many values of the total score of Rohit in both matches together are possible?

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Q.49
Which of the following cannot be the total score of Kuldeep and Bumrah in both matches together?

1 ⚪ **17**

2 ⚪ **18**

3 ○ **19**

4 ○ **Both (1) and (2)**

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

Team India made 411 and 279 runs in Quarter final and Semi final match of a tournament respectively. Out of eleven players, 7 players, that is, Shikhar, Rohit, Virat, Rahul, Kedar, Hardik, and Dhoni are batsman whereas other 4 players, that is, Kuldeep, Chahal, Shami, and Bumrah are bowler. It is known that no player scored zero runs in any of the two matches and each player batted in both the matches. The additional information is as below:-

I. The sum of the runs scored in both the matches together was the highest for Rahul. The runs scored by Rohit and Kedar in Quarter final match was higher than their respective runs they scored in Semi final match.
II. Exactly one player made a century in Quarter final match and exactly four players made a half century in Semi final match.
III. The player who scored the least sum of runs in both the matches together was not a bowler and total runs scored by him was a perfect square.
IV. No bowler scored more than 7 runs in either of the matches.
V. The total runs scored by Shikhar, Rohit, Virat and Rahul in Quarter final match was 181 and that by Rohit, Hardik, Kuldeep, and Bumrah was 79 in Semi final match.
VI. The runs scored by Shikhar, Virat, Dhoni, Chahal, and Shami in Quarter final match were 51, 27, 98, 4 and 3 respectively and that by Rahul, Hardik, Chahal, and Shami in Semi final match were 81, 23, 3 and 4 respectively.

Q.50
In semi final match, if runs scored by Shikhar is greater than the runs scored by Rohit, who scored more runs than Virat, then for how many players, exact runs scored by them can be found in that match?

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

In a survey, some people were asked about their favourite tourist places among - Bihar, UP, MP, Rajasthan and HP - during the year 2015 to 2019. The number of people participated in this survey in these years were 30, 40, 70, 100 and 120 respectively. It is given that some people like more than one place among these places and some people do not like any place. The additional information regarding the number of people and their favourite places is as shown in the following table:

Place / Year	Bihar	UP	MP	Rajasthan	HP
2019	30	65	26	25	4
2018	25	58	23	18	2
2017	18	33	20	15	2
2016	14	18	15	11	1
2015	5	12	13	8	1

Q.51
What could be the maximum number of people who like at least four places, out of the given five, in the year 2019?

1 ○ 29

2 ○ 27

3 ○ 15

4 ○ 9

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🔍 Answer key/Solution

Q.52
The minimum possible number of people who like at least two places in the year 2015 is

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

In a survey, some people were asked about their favourite tourist places among - Bihar, UP, MP, Rajasthan and HP - during the year 2015 to 2019. The number of people participated in this survey in these years were 30, 40, 70, 100 and 120 respectively. It is given that some people like more than one place among these places and some people do not like any place. The additional information regarding the number of people and their favourite places is as shown in the following table:

Year \ Place	Bihar	UP	MP	Rajasthan	HP
2019	30	65	26	25	4
2018	25	58	23	18	2
2017	18	33	20	15	2
2016	14	18	15	11	1
2015	5	12	13	8	1

Q.53
The maximum possible number of people who like exactly three places in the year 2017 can be

1 ⬡ 27

2 ⬡ 11

3 ⬡ 23

4 ⬡ 5

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

In a survey, some people were asked about their favourite tourist places among - Bihar, UP, MP, Rajasthan and HP - during the year 2015 to 2019. The number of people participated in this survey in these years were 30, 40, 70, 100 and 120 respectively. It is given that some people like more than one place among these places and some people do not like any place. The additional information regarding the number of people and their favourite places is as shown in the following table:

Place / Year	Bihar	UP	MP	Rajasthan	HP
2019	30	65	26	25	4
2018	25	58	23	18	2
2017	18	33	20	15	2
2016	14	18	15	11	1
2015	5	12	13	8	1

Q.54
What could be the minimum number of people who like Bihar, UP and Rajasthan as their favourite tourist places in the year 2016?

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🔍 Answer key/Solution

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

Five friends – A, J, T, N and S – live in houses which are situated in such a way that all the five houses are on a straight line, not necessarily in this order, with distance between any two houses be an integral multiple of 10 (in kms).
They are planning a trip and are bound to take a flight on Sunday at 9 a.m. from the airport, which is at the distance of 50 km from the right-most house in the same straight line.
• J came to his friend's house which is nearest to the airport, the night prior to their flight.
• A, who lives in the house situated in the middle of the five houses, leaves her house at 5:30 am at a constant speed of 40 km/hr, so that she reaches 1 hour before the flight timing.
• Distance of A's house from the houses of N and T is in ratio of 2 : 1.
• Had J travelled from her house at a speed 1/3rd of her actual speed to reach airport, she would have taken nine times of her actual time that she could have taken to reach airport from the house nearest to the airport.
• Houses of N and T are not at the extreme ends. Also, the distance between the houses of N and S is 30 km.

Q.55
Which of the friends lives in the house situated 4th from the left end ?

1 ○ T

2 ○ S

3 ○ N

4 ○ J

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

Five friends – A, J, T, N and S – live in houses which are situated in such a way that all the five houses are on a straight line, not necessarily in this order, with distance between any two houses be an integral multiple of 10 (in kms).
They are planning a trip and are bound to take a flight on Sunday at 9 a.m. from the airport, which is at the distance of 50 km from the right-most house in the same straight line.
• J came to his friend's house which is nearest to the airport, the night prior to their flight.
• A, who lives in the house situated in the middle of the five houses, leaves her house at 5:30 am at a constant speed of 40 km/hr, so that she reaches 1 hour before the flight timing.
• Distance of A's house from the houses of N and T is in ratio of 2 : 1.
• Had J travelled from her house at a speed 1/3rd of her actual speed to reach airport, she would have taken nine times of her actual time that she could have taken to reach airport from the house nearest to the airport.
• Houses of N and T are not at the extreme ends. Also, the distance between the houses of N and S is 30 km.

Q.56
Which friend lives farthest from the airport?

1 ○ **J**

2 ○ **N**

3 ○ **A**

4 ○ **T**

Q.57

What is the distance (in km) between the houses of T and S?

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

Five friends – A, J, T, N and S – live in houses which are situated in such a way that all the five houses are on a straight line, not necessarily in this order, with distance between any two houses be an integral multiple of 10 (in kms).
They are planning a trip and are bound to take a flight on Sunday at 9 a.m. from the airport, which is at the distance of 50 km from the right-most house in the same straight line.
• J came to his friend's house which is nearest to the airport, the night prior to their flight.
• A, who lives in the house situated in the middle of the five houses, leaves her house at 5:30 am at a constant speed of 40 km/hr, so that she reaches 1 hour before the flight timing.
• Distance of A's house from the houses of N and T is in ratio of 2 : 1.
• Had J travelled from her house at a speed 1/3rd of her actual speed to reach airport, she would have taken nine times of her actual time that she could have taken to reach airport from the house nearest to the airport.
• Houses of N and T are not at the extreme ends. Also, the distance between the houses of N and S is 30 km.

Q.58

What is the ratio of the distance between the houses of J and S to that of A and N?

1 ⚪ **1 : 5**

2 ⚪ **5 : 1**

3 ⚪ **3 : 1**

4 ⚪ **2 : 3**

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

Five students - Alisha, Brien, Ceirra, D'Suza and Elish - participate in Management Entrance Test (MET) for seeking admission in three colleges - CIM(A), CIM(B) and CIM(K). MET is conducted in 2 phases. First phase is written exam and Second phase is Essay writing and Personal Interview (EWPI). In written exam, there are three sections - Quantitative Ability (QA), Verbal Ability and Reading Comprehension (VARC) and Logical Reasoning and Data Interpretation (LRDI) - each section consists of 34, 34 and 32 questions respectively. Each right answer gives 1 mark and each wrong answer deducts 1/3 mark. No mark is given for an unattempted question. The line graph given below shows the number of right and wrong answers given by each student:-

Further, as their question papers were of different difficulty level; therefore, their total scores, in three sections together were multiplied by a multiplication factor in order to reach their final score in written exam.

Student	Alisha	Brien	Ceirra	D'Suza	Elish
Multiplication factor	$\dfrac{162}{163}$	$\dfrac{27}{28}$	$\dfrac{3}{4}$	$\dfrac{168}{179}$	$\dfrac{33}{29}$

Now, it is known that second stage of MET is EWPI; in which Essay Writing (EW) and Personal Interview (PI) was of 50 marks each. The marks obtained by the students in (EW, PI) are (68%, 84%), (44%, 88%), (70%, 68%), (72%, 80%), and (60%, 64%) in no particular order.
Additional information are as below:-
(i) Total score in MET = Final score in written exam + EWPI score
(ii) Student who get more than or equal to 140 marks get selected for CIM(A). Similarly, who get more than or equal to 130 marks get selected for CIM(B) and who get more than or equal to 120 marks get selected for CIM(C).
(iii) Exactly 1 student is selected for CIM(A), 2 for CIM(B) and 2 for CIM(C). Each student was selected for exactly one college.

Q.59
Who was selected for CIM(A)?

1 ○ **Brien**

2 ○ **Alisha**
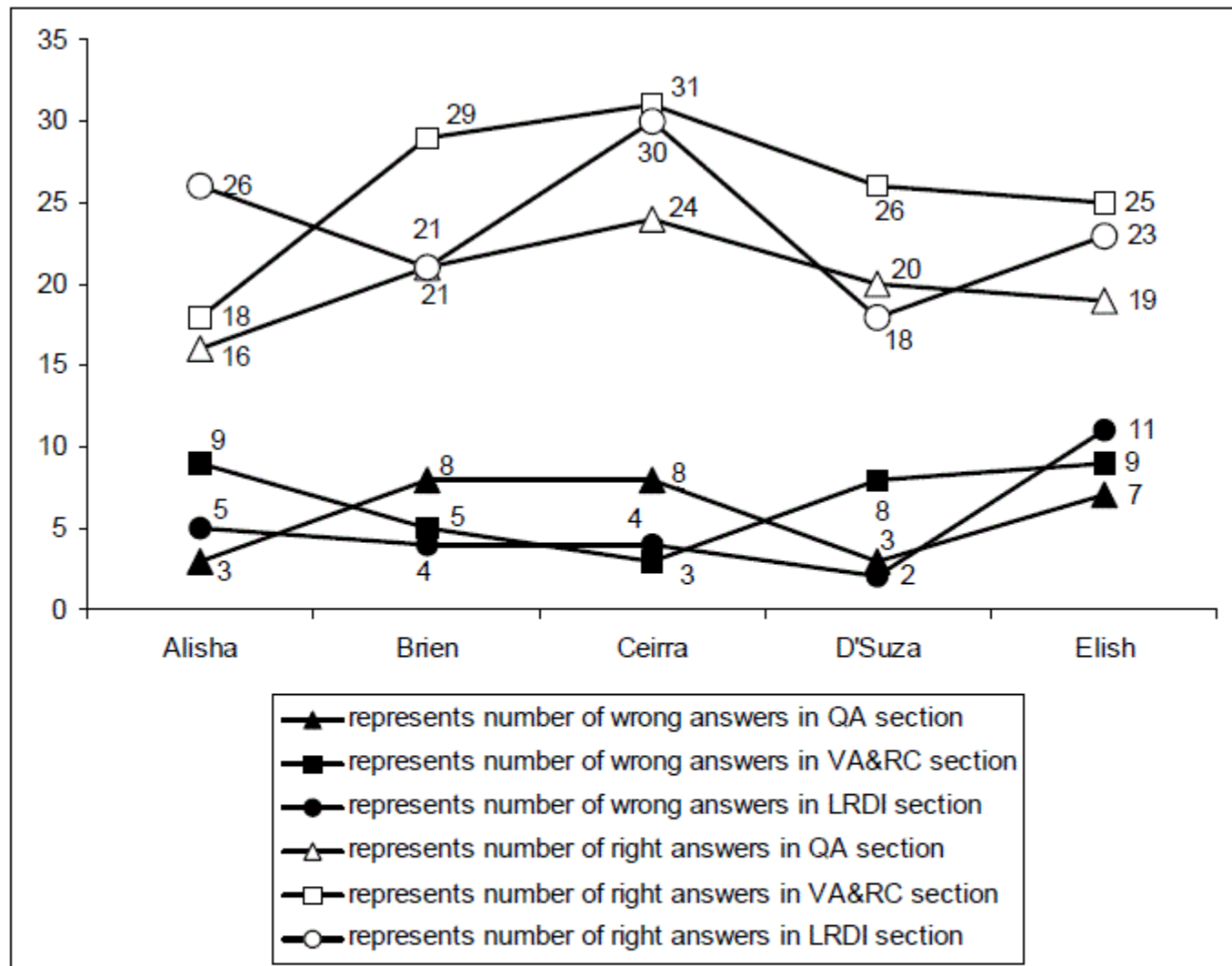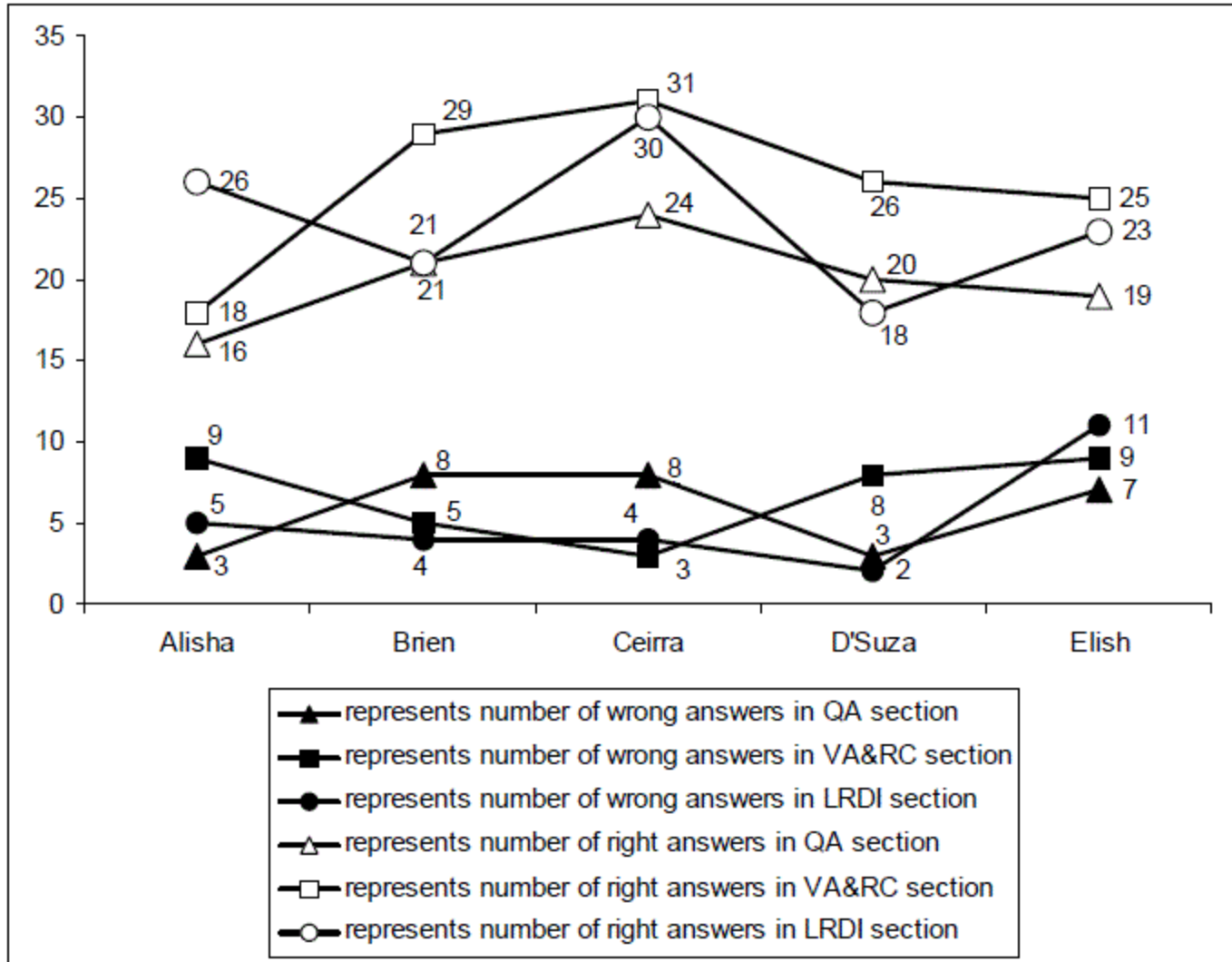
3 ○ **Elish**

4 ○ **D'Suza**

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🔍 **Answer key/Solution**

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

Five students - Alisha, Brien, Ceirra, D'Suza and Elish - participate in Management Entrance Test (MET) for seeking admission in three colleges - CIM(A), CIM(B) and CIM(K). MET is conducted in 2 phases. First phase is written exam and Second phase is Essay writing and Personal Interview (EWPI). In written exam, there are three sections - Quantitative Ability (QA), Verbal Ability and Reading Comprehension (VARC) and Logical Reasoning and Data Interpretation (LRDI) - each section consists of 34, 34 and 32 questions respectively. Each right answer gives 1 mark and each wrong answer deducts 1/3 mark. No mark is given for an unattempted question. The line graph given below shows the number of right and wrong answers given by each student:-

35

31

29

30

26

25 26 25

21 24 23

20 20

21 18 19

18

16

11

9 9

5 8 8 8 7

5 8

3 4 4 3 3

2

0

| Alisha | Brien | Ceirra | D'Suza | Elish |

—▲— represents number of wrong answers in QA section
—■— represents number of wrong answers in VA&RC section
—●— represents number of wrong answers in LRDI section
—△— represents number of right answers in QA section
—□— represents number of right answers in VA&RC section
—○— represents number of right answers in LRDI section

Further, as their question papers were of different difficulty level; therefore, their total scores, in three sections together were multiplied by a multiplication factor in order to reach their final score in written exam.

Student	Alisha	Brien	Ceirra	D'Suza	Elish
Multiplication factor	$\dfrac{162}{163}$	$\dfrac{27}{28}$	$\dfrac{3}{4}$	$\dfrac{168}{179}$	$\dfrac{33}{29}$

Now, it is known that second stage of MET is EWPI; in which Essay Writing (EW) and Personal Interview (PI) was of 50 marks each. The marks obtained by the students in (EW, PI) are (68%, 84%), (44%, 88%), (70%, 68%), (72%, 80%), and (60%, 64%) in no particular order.

Additional information are as below:-

(i) Total score in MET = Final score in written exam + EWPI score

(ii) Student who get more than or equal to 140 marks get selected for CIM(A). Similarly, who get more than or equal to 130 marks get selected for CIM(B) and who get more than or equal to 120 marks get selected for CIM(C).

(iii) Exactly 1 student is selected for CIM(A), 2 for CIM(B) and 2 for CIM(C). Each student was selected for exactly one college.

Q.60
Which of the following students cannot be selected for CIM(B)?

1 ○ Alisha

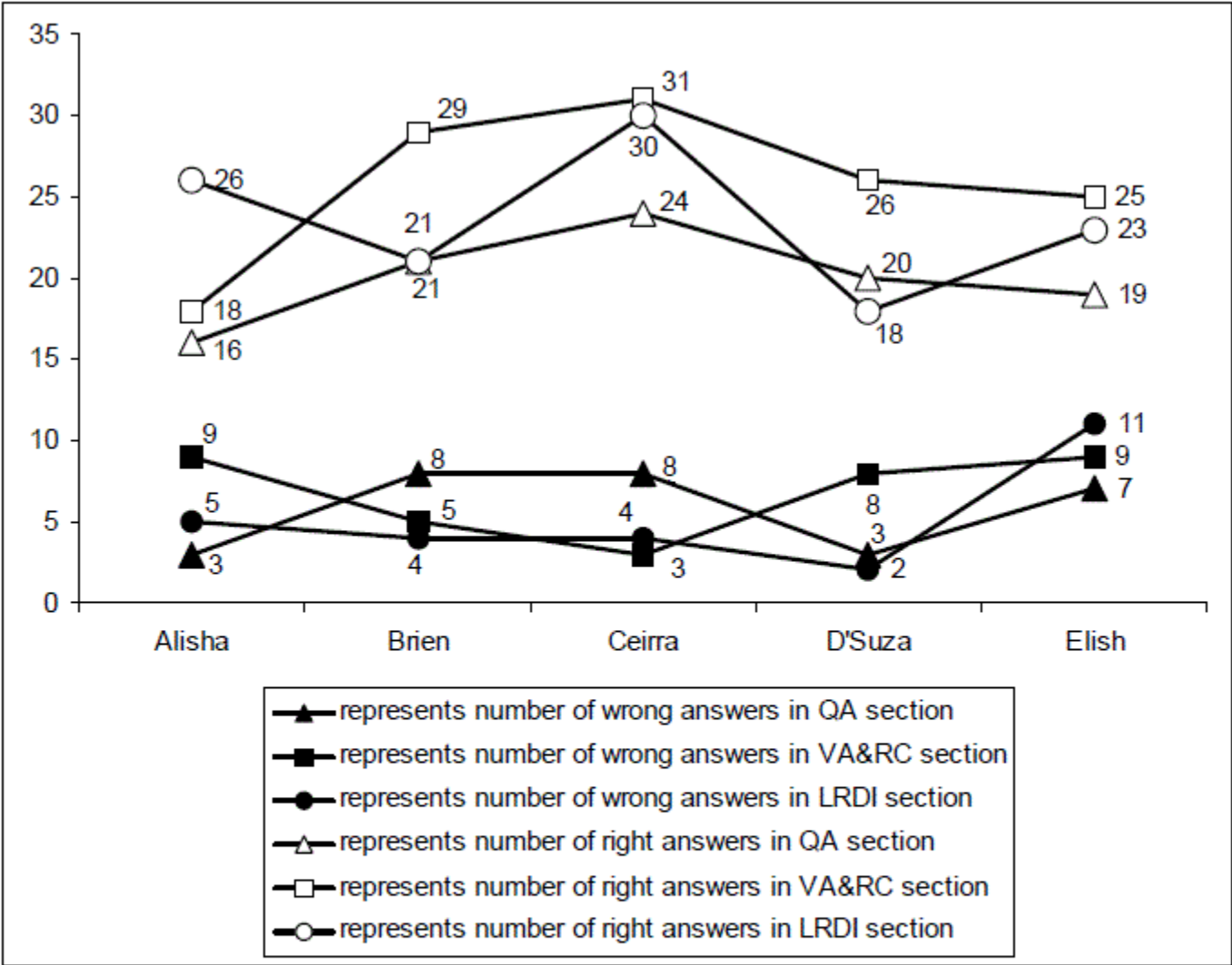2 ○ Brien

3 ○ Ceirra

4 ○ None of these

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

Five students - Alisha, Brien, Ceirra, D'Suza and Elish - participate in Management Entrance Test (MET) for seeking admission in three colleges - CIM(A), CIM(B) and CIM(K). MET is conducted in 2 phases. First phase is written exam and Second phase is Essay writing and Personal Interview (EWPI). In written exam, there are three sections - Quantitative Ability (QA), Verbal Ability and Reading Comprehension (VARC) and Logical Reasoning and Data Interpretation (LRDI) - each section consists of 34, 34 and 32 questions respectively. Each right answer gives 1 mark and each wrong answer deducts 1/3 mark. No mark is given for an unattempted question. The line graph given below shows the number of right and wrong answers given by each student:-

Further, as their question papers were of different difficulty level; therefore, their total scores, in three sections together were multiplied by a multiplication factor in order to reach their final score in written exam.

Student	Alisha	Brien	Ceirra	D'Suza	Elish
Multiplication factor	$\dfrac{162}{163}$	$\dfrac{27}{28}$	$\dfrac{3}{4}$	$\dfrac{168}{179}$	$\dfrac{33}{29}$

Now, it is known that second stage of MET is EWPI; in which Essay Writing (EW) and Personal Interview (PI) was of 50 marks each. The marks obtained by the students in (EW, PI) are (68%, 84%), (44%, 88%), (70%, 68%), (72%, 80%), and (60%, 64%) in no particular order.
Additional information are as below:-
(i) Total score in MET = Final score in written exam + EWPI score
(ii) Student who get more than or equal to 140 marks get selected for CIM(A). Similarly, who get more than or equal to 130 marks get selected for CIM(B) and who get more than or equal to 120 marks get selected for CIM(C).
(iii) Exactly 1 student is selected for CIM(A), 2 for CIM(B) and 2 for CIM(C). Each student was selected for exactly one college.

Q.61

Who among the following was the least scorer in MET?

1 ○ **Alisha**

2 ○ **D'Suza**

3 ○ **Ceirra**
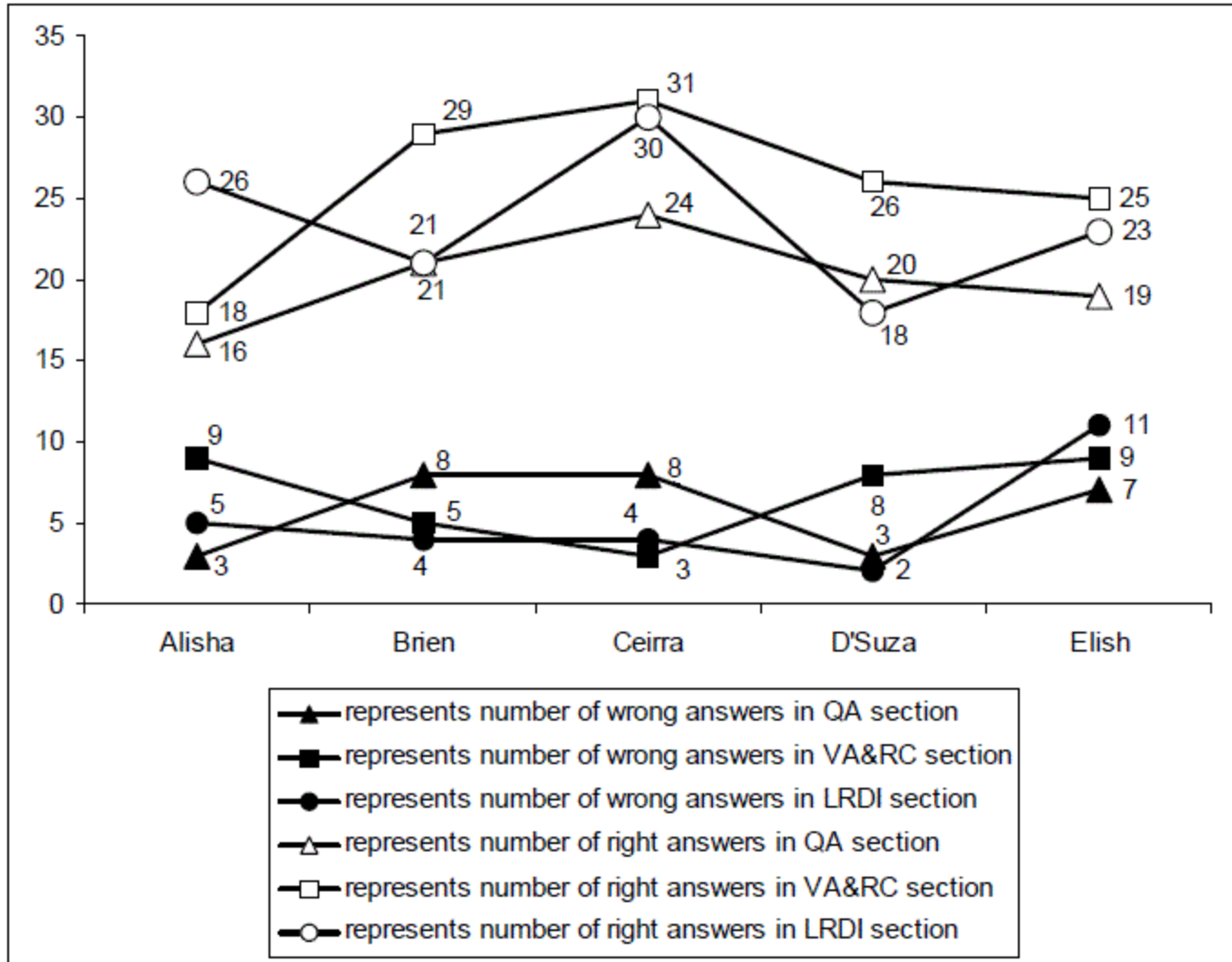
4 ○ **Cannot be determined**

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

Five students - Alisha, Brien, Ceirra, D'Suza and Elish - participate in Management Entrance Test (MET) for seeking admission in three colleges - CIM(A), CIM(B) and CIM(K). MET is conducted in 2 phases. First phase is written exam and Second phase is Essay writing and Personal Interview (EWPI). In written exam, there are three sections - Quantitative Ability (QA), Verbal Ability and Reading Comprehension (VARC) and Logical Reasoning and Data Interpretation (LRDI) - each section consists of 34, 34 and 32 questions respectively. Each right answer gives 1 mark and each wrong answer deducts 1/3 mark. No mark is given for an unattempted question. The line graph given below shows the number of right and wrong answers given by each student:-

Chart showing marks for students Alisha, Brien, Ceirra, D'Suza, Elish across Y-axis (0 to 35).

Legend:
- ▲ represents number of wrong answers in QA section
- ■ represents number of wrong answers in VA&RC section
- ● represents number of wrong answers in LRDI section
- △ represents number of right answers in QA section
- □ represents number of right answers in VA&RC section
- ○ represents number of right answers in LRDI section

Further, as their question papers were of different difficulty level; therefore, their total scores, in three sections together were multiplied by a multiplication factor in order to reach their final score in written exam.

Student	Alisha	Brien	Ceirra	D'Suza	Elish
Multiplication factor	$\frac{162}{163}$	$\frac{27}{28}$	$\frac{3}{4}$	$\frac{168}{179}$	$\frac{33}{29}$

Now, it is known that second stage of MET is EWPI; in which Essay Writing (EW) and Personal Interview (PI) was of 50 marks each. The marks obtained by the students in (EW, PI) are (68%, 84%), (44%, 88%), (70%, 68%), (72%, 80%), and (60%, 64%) in no particular order.

Additional information are as below:-

(i) Total score in MET = Final score in written exam + EWPI score

(ii) Student who get more than or equal to 140 marks get selected for CIM(A). Similarly, who get more than or equal to 130 marks get selected for CIM(B) and who get more than or equal to 120 marks get selected for CIM(C).

(iii) Exactly 1 student is selected for CIM(A), 2 for CIM(B) and 2 for CIM(C). Each student was selected for exactly one college.

Q.62
Who among the following was the second highest scorer in MET? (Given that, D'Suza was selected for CIM(B)).

1 ⚪ Brien

2 ⚪ D'Suza

3 ⚪ Both (1) and (2)

4 ⚪ Cannot be determined

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

Four top schools - Ramakrishna Mission Vidyapith (RMV), National Public School (NPS), Chinmaya International Residential School (CIRS) and The Heritage School (THS) - from all over India are in a contention to host the IRIS National Fair (INF) in the year 2021.

The eventual winner, out of these four schools, to host the INF is determined through several rounds of voting, done by members of the National Fair Committee (NFC), with each member representing a different school. All the four schools in contention are also represented as members of NFC.

• In any round of voting, the school receiving the lowest number of votes in that round gets eliminated.

The survivor, after the last round of voting, gets to host the fair.

• A member is allowed to cast votes for at most two different schools in all rounds of voting combined.

(Hence, a member becomes ineligible to cast a vote in a given round if both the schools (s)he voted for in earlier rounds are out of contention in that round of voting.)

• A member is also ineligible to cast a vote in a round, if the school (s)he represents is in contention in that round of voting.

• As long as the member is eligible, (s)he must vote and vote for only one candidate school in any round of voting.

The following incomplete table shows the information on schools that received the maximum and minimum votes in different rounds, the number of votes cast in their favor, and the total votes that were cast in those rounds.

Round	Total votes cast	Maximum votes cast		Eliminated	
1		NPS	30	CIRS	12
2	83	THS	32	RMV	21
3	75				

Further, it is also known that

• All those who voted for NPS and THS in round 1, continued to vote for the same schools in subsequent rounds as long as these schools were in contention. 75% of those who voted for RMV in round 1, voted for RMV in round 2 as well.

• Those who voted for CIRS in round 1, voted either for RMV or THS in round 2.

• The difference between the number of votes cast for the two contending schools in the last round i.e, round 3, was 1.

• 50% of those who voted for RMV in round 1, voted for THS in round 3.

Q.63
What percentage of members, who voted for CIRS in round 1, voted for RMV in round 2?

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

Four top schools - Ramakrishna Mission Vidyapith (RMV), National Public School (NPS), Chinmaya International Residential School (CIRS) and The Heritage School (THS) - from all over India are in a contention to host the IRIS National Fair (INF) in the year 2021.
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• 50% of those who voted for RMV in round 1, voted for THS in round 3.

Q.64
How many votes cast in favour of THS in round 1?

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🔍 **Answer key/Solution**

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

Four top schools - Ramakrishna Mission Vidyapith (RMV), National Public School (NPS), Chinmaya International Residential School (CIRS) and The Heritage School (THS) - from all over India are in a contention to host the IRIS National Fair (INF) in the year 2021.

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• 50% of those who voted for RMV in round 1, voted for THS in round 3.

Q.65
What percentage of members, who voted for RMV in round 2 and were eligible to vote in round 3, voted for NPS in round 3?

1 ⚪ 33.33

2 ⚪ 38.10

3 ⚪ 50

4 ⚪ 66.67

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• 50% of those who voted for RMV in round 1, voted for THS in round 3.

Q.66
Which of the following statements must be true?
I. NFC member from CIRS voted for THS in round 2.
II. NFC member from RMV voted for NPS in round 3.

1 ○ Only I

2 ○ Only II

3 ○ Both I and II

4 ○ Neither I nor II

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🔍 Answer key/Solution

Sec 3

Q.67

Arun, Barun and Chitto thought of buying a car together in a partnership but they had different amounts of money with them. Chitto gave an amount equal to the average of the total amount with all three of them. Arun gave half the amount of what he had, Barun gave two-third of what he had and Chitto gave all the money he had. If the sum of the remaining amount with all of them was half of what Barun originally had, then what percentage of the total amount was spent by all three together?

1 ○ 62.5%

2 ○ 45%

3 ○ 55%

4 ○ None of these

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🔑 Answer key/Solution

Q.68

Atul started from Nagpur at p hrs q minutes and travelled to Hyderabad. He reached Hyderabad at q hrs r minutes. If the total time travel was r hrs and p minutes, his starting time in Nagpur could have been (Assume clock format to be 0 to 24 hrs.)

1 ○ 03 : 08 hrs

2 ○ 14 : 10 hrs

3 ○ 00 : 02 hrs

4 ○ 12 : 01 hrs

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🔑 Answer key/Solution

Q.69

ABCD is a rhombus in which E and F are the midpoints of BC and CD respectively. If AE = $\sqrt{83}$ units and BF= $\sqrt{107}$ units, then find the area of ABCD (in sq. units).

1 ○ 18$\sqrt{13}$

2 ○ 16$\sqrt{22}$

3 ○ **15√10**

4 ○ **13√22**

Q.70

If the fractional part of $\dfrac{2^{403}}{15}$ is $\dfrac{p}{15}$, then what is the value of p?

Q.71

If $2^{x+3} + 3^{y-2} = 145$ and $2^{2x+1} + 3^{2y-7} = 371$, then find the value of $2^{3x-5} + 3^{y-1}$.

Q.72

The cost per ounce of the acid has a linear relation with its concentration. The cost per ounce of 98% of A is Rs. 590. If the cost of per ounce of 20% of A is Rs. 200, then find the cost (in Rs.) per ounce of 56% of A.

1 ○ **280**

2 ○ **380**

3 ○ **400**

4 ○ **450**

Q.73

A contractor observed that with the existing number of workers, he could finish a project in 12 days. However, if he added 20 more workers to the existing team, the project will be completed in 10 days. How many days would have taken by a single worker to complete the entire project?

Q.74

If a, b, and c are the sides of a triangle such that $a^3 + b^3 + 8c^3 = 6abc$, then the triangle is

1 ⚪ **Equilateral**

2 ⚪ **Isosceles and obtuse-angled**

3 ⚪ **Isosceles acute-angled**

4 ⚪ **Right-angled**

Q.75

If the principal at the beginning of the fourth year on a certain sum at a certain rate of interest, compounded annually, is 10% more than that at the beginning of the third year, then by what percent does the compound interest for seventeenth year exceed the compound interest for the thirteenth year?

1 ⚪ **40%**

2 ⚪ **33.1%**

3 ⚪ **46.41%**

4 ⚪ **80%**

Q.76

If a function f(x) is defined as f(x) = y, then the inverse of 'f' is defined as $f^{-1}(y)$ = x. If f(x) = mx + n and $f^{-1}(x)$ = nx − 4, then which of the following gives the value of the product (mn)?

1 ○ 1

2 ○ 1/2

3 ○ 2

4 ○ 3

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🔑 Answer key/Solution

Q.77

A juice vendor sells m% of milk from a can and adds the same amount of water to the can so that the can is full again. He then again sells m% of the mixture from that can and again adds water to the can so that the can is full again. He carries out this process for 4 times. If the can now contains 40.96% milk, then what is the value of m?

1 ○ 10

2 ○ 15

3 ○ 20

4 ○ 25

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🔑 Answer key/Solution

Q.78

In the figure given below, PQRS is a parallelogram with PQ = 36 cm and QR = 28 cm. RS is extended to T, such that PS and QT intersect at U. If ST = 6 cm, then find the length (in cm) of PU.
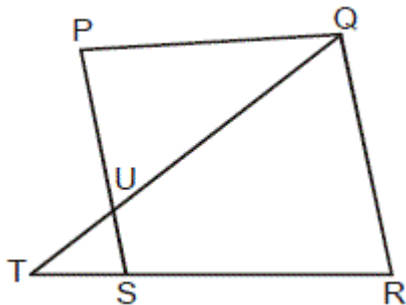
Q.79

The number of real solutions of the equation

$$2\log_3 \log_9 \frac{x}{2} + \log_{\frac{1}{3}} \log_9 \frac{9x}{2} = 0 \text{ is}$$

1 ○ **0**

2 ○ **1**

3 ○ **2**

4 ○ **3**

Q.80
A dealer offered a cash discount of 15% and he further gave 2 items free at the purchase of 6 items, there by making an overall profit of 5%. How much percent (approximate) above the cost price were his items marked?

1 ○ **100%**

2 ○ **65%**

3 ○ **85%**

4 ○ **75%**

Q.81

If $x \diamond y = \dfrac{xy}{x+y}$, then for how many natural numbers 't', less than 100, will $t \diamond (t \diamond t)$ be equal to an integer?

1 ○ 25

2 ○ 30

3 ○ 33

4 ○ 40

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🔍 Answer key/Solution

Q.82

In a cricket match between India and Australia, Bumrah, an Indian pace bowler, can bowl at most four overs out of 20 overs in the match. No bowler can bowl two consecutive overs. If it is known that the 20th over was bowled by Bumrah, which is also his fourth over, then in how many ways could he bowled the rest of his overs ?

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🔍 Answer key/Solution

Q.83

$a_1, a_2, a_3, ..., a_{50}$ are in an Arithmetic Progression with a common difference of 1. If $a_1 + a_2 + a_3 + ... + a_{50} = 75$, then find the value of $a_2 + a_4 + a_6 + ... + a_{50}$.

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🔍 Answer key/Solution

Q.84

A pipe P fills a tank at the rate of 80 liters/min, pipe Q fills at the rate of 30 liters/min and pipe R drains at the rate of 40 liters/min. The three pipes are kept open for one minute each, one after the other i.e., P is kept open first, followed by R and then Q. If the capacity of the tank is 6950 liters, then find the time (in minutes) (correct upto two decimal place) taken to fill the tank completely.

Q.85

A square and an equilateral triangle have the same perimeter. Let P be the area of the circle circumscribed about the square and Q be the area of the circle circumscribed about the triangle. Find the value of Q/P.

1 ○ 32/27

2 ○ 4/3

3 ○ 16/9

4 ○ $\dfrac{8\sqrt{6}}{3}$

Q.86

If n is a positive integer such that (n + 5)×(n + 7) is even, then what is the minimum possible value of (n − 6)×(n − 8)?

1 ○ 48

2 ○ 15

3 ○ −1

4 ○ −5

Q.87

In a mock tail party organized at white house, total 64 guests were present. Out of which, 5 guests took lemon soda and fruit juice, 11 guests took fruit juice and lassi and 9 guests took lemon soda and lassi. 2 guests took all three soft drinks. How many guests took lemon soda or lassi but not fruit juice? [Note: All types of drinks were consumed in same quantity in same number of glasses and each guest took atleast one soft drink]

1 ○ 37

2 ○ 41

3 ○ 35

4 ○ 43

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🔍 Answer key/Solution

Q.88

Group P has females and males in the ratio of 3 : 5, group Q has males and females in the ratio of 3 : 2. If the number of people in group P is at least two-third of the number of people in group Q, then find the minimum percentage of males when both groups are considered together.

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🔍 Answer key/Solution

Q.89

Find the value of the following series:

$$\frac{1}{2^2-1}+\frac{1}{3^2-1}+\frac{1}{4^2-1}+\frac{1}{5^2-1}+\dots+\frac{1}{10^2-1}$$

1 ○ 22/25

2 ○ 36/55

3 ○ 4/5

4 ○ 9/11

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🔍 Answer key/Solution

Q.90

In the triangle ABC as shown below, AE : ED = 2 : 3, BD : DC = 3 : 4 and AF = 8 cm. Find length (in cm) of AC.
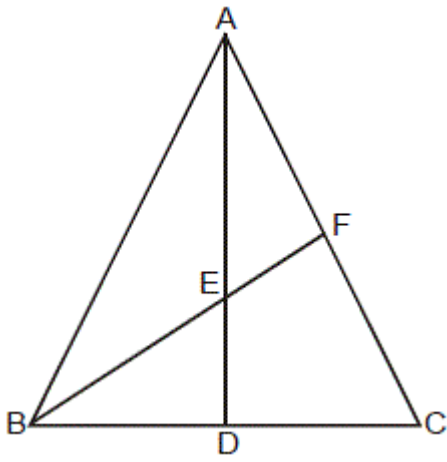
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Answer key/Solution

Q.91

A cocktail is prepared by adding equal quantity of three mixtures having wine and soda in the ratio of 5 : 7, 3 : 5 and 7 : 9. Now, 15 litres of cocktail is drawn and replaced by same quantity of soda. This process is repeated two more times. Thus, in three attempts, the ratio of wine and soda became 20237:53491. What quantity of each mixture was added to the cocktail?

1 ◯ 15 litres

2 ◯ 30 litres

3 ◯ 45 litres

4 ◯ None of these

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Answer key/Solution

Q.92

How many real roots does the equation, $5^{|x - 2|.|3 - |x||} = 1$, have?

1 ◯ 0

2 ◯ 1

3 ◯ 2

4 ◯ **None of these**

Q.93

For how many 3-digit numbers xyz, does this equation $xyz_8 - xyz_6 = 90_{10}$ holds true?

1 ◯ **4**

2 ◯ **5**

3 ◯ **6**

4 ◯ **None of these**

Q.94

In the figure shown below, QP || ST, TV || RS and TU ⊥ ST. If $\angle PQR = 70°$ and $\angle VTU = 25°$, then find $\angle QRS$ (in degrees).
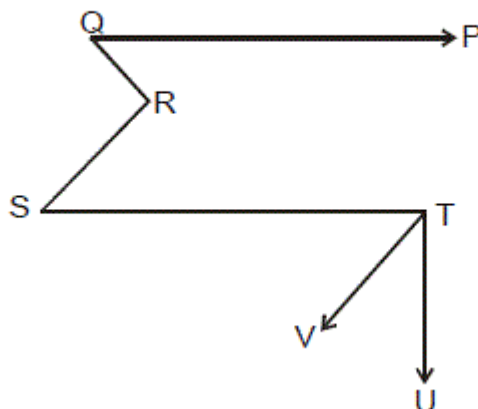
Q.95

Sumit walks down on a moving down escalator. Usually he takes 24 steps while going down. But on a particular day, the escalator became non-operational for 30 seconds due to some technical issues and Sumit took 20 seconds more to reach the bottom of the escalator. Find the number of steps in the stationary escalator.

Q.96

The solution set of the inequality, $|x^3 - 6x^2 + 12x - 6| \geq (x - 2)^3$ is

1. ○ $x \in [2, \infty)$

2. ○ $x \in [-2, 2]$

3. ○ $(-\infty, \infty)$

4. ○ $[0, \infty)$

Q.97

The number of digits in 7^{39} is equal to the number of zeroes between the decimal point and first significant digit in which of the following options? [Note: log2 = 0.3010, log3 = 0.47712 and log7 = 0.8451].

1. ○ $\left(\dfrac{1}{3}\right)^{65}$

2. ○ $\left(\dfrac{1}{2}\right)^{110}$

3. ○ $\left(\dfrac{1}{6}\right)^{65}$

4. ○ $\left(\dfrac{1}{3}\right)^{69}$

Q.98

Three pipes A, B and C are connected to a tank. Out of these pipes two pipes are inlet pipes and one pipe is outlet pipe. Inlet pipes A and B take 8 minutes and 12 minutes to fill the tank respectively and the outlet pipe takes 16 minutes to empty the tank. If these three pipes were operational for total 22 minutes, where only one pipe is operational at a time, then the tank gets filled completely.

Which of the following two case(s) is/are possible?

Case I: Two pipes were operational for the same time and third pipe was operational for lesser time.

Case II: Two pipes were operational for the same time and third pipe was operational for more time.

1 ◯ Only case I

2 ◯ Only case II

3 ◯ Both case I and case II

4 ◯ Neither case I nor case II

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Q.99

If a set X is defined as X = {0, 1, 2, 5, 6, 8, 9}, then how many six-digit numbers divisible by 3 can be formed using the elements of X, without repetition?

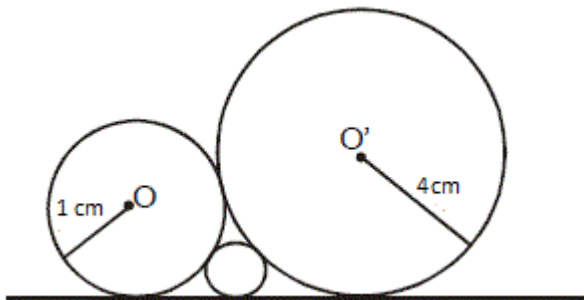FeedBack

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Q.100

A circle centered at O with a radius of 1 cm and a circle centered at O' with a radius of 4 cm are externally tangent. A third circle is tangent to the first two and to one of their common external tangents as shown in the figure. What is the radius (in cm) of the third circle?

1 ◯ 5/12

2 ⚪ **4/9**

3 ⚪ **1/3**

4 ⚪ **2/5**

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🔑 Answer key/Solution