

General Instructions

- (i) This booklet contains 108 questions, each provided with a complete, step-by-step solution.
- (ii) It comprises 108 single-correct multiple-choice questions.
- (iii) Attempt each question on your own before reviewing the given solution.

1. If $ab = 16$ and $\log_2 a - \log_2 b = 2$, find the value of $\log_2(a^2b^3)$.

- (A) 8
- (B) 9
- (C) 10
- (D) 11

Correct Answer: (B) 9

SOLUTION:

Step 1: Let $\log_2 a = x$ and $\log_2 b = y$. Then $\log_2 a - \log_2 b = x - y = 2$.

Step 2: Since $ab = 16$, $\log_2(ab) = \log_2 a + \log_2 b = x + y = \log_2 16 = 4$.

Step 3: Solve the two linear equations $x - y = 2$ and $x + y = 4$: adding gives $2x = 6 \Rightarrow x = 3$; subtracting gives $2y = 2 \Rightarrow y = 1$. So $\log_2 a = 3$, $\log_2 b = 1$.

Step 4: $\log_2(a^2b^3) = 2x + 3y = 2(3) + 3(1) = 6 + 3 = 9$.

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Quick Tip: Try turning the two given conditions into a linear system in $x = \log_2 a$ and $y = \log_2 b$, then combine x and y to get the target expression.

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2. A fair die is thrown three times. What is the probability of getting exactly two 6s?

- (A) $\frac{5}{72}$
- (B) $\frac{1}{18}$
- (C) $\frac{1}{12}$
- (D) $\frac{7}{72}$

Correct Answer: (A) $\frac{5}{72}$

SOLUTION:

Step 1: Total outcomes when a fair die is thrown 3 times $= 6^3 = 216$.

Step 2: "Exactly two 6s" means exactly one of the three throws is NOT a 6. Choose which throw is the non-6 throw: this can happen in 3 ways (1st, 2nd, or 3rd throw).

Step 3: For each such arrangement, the two chosen throws must show 6 (1 way each), and the remaining throw must show any of the 5 non-6 faces.

Step 4: Number of favourable outcomes $= 3 \times 1 \times 1 \times 5 = 15$.

Step 5: Probability $= \frac{\text{favourable}}{\text{total}} = \frac{15}{216} = \frac{5}{72}$.

$$\boxed{\frac{5}{72}}$$

Quick Tip: Think about how many ways you can pick which single throw is the "non-six" among the three throws, then count outcomes for each face.

3. Four siblings share a jar of candies. Aman took $\frac{1}{3}$ of the candies and returned 4 to the jar. Bharat then took $\frac{1}{4}$ of what remained and returned 3. Chitra then took $\frac{1}{2}$ of what remained and returned 2. Deepa took the remaining 17 candies. How many candies did Bharat and Chitra keep altogether (taken minus returned)?

- (A) 25
- (B) 23
- (C) 19
- (D) 17

Correct Answer: (C) 19

SOLUTION:

Step 1: Let the original total be N . Aman takes $\frac{N}{3}$, leaving $\frac{2N}{3}$, then returns 4, so the jar has $J_1 = \frac{2N}{3} + 4$.

Step 2: Bharat takes $\frac{J_1}{4}$, leaving $\frac{3J_1}{4}$, then returns 3, so the jar has $J_2 = \frac{3J_1}{4} + 3$.

Step 3: Chitra takes $\frac{J_2}{2}$, leaving $\frac{J_2}{2}$, then returns 2, so the jar has $J_3 = \frac{J_2}{2} + 2 = 17$ (Deepa's share).

Step 4: Solve forward: $\frac{J_2}{2} + 2 = 17 \Rightarrow J_2 = 30$. Then $\frac{3J_1}{4} + 3 = 30 \Rightarrow J_1 = 36$. Then $\frac{2N}{3} + 4 = 36 \Rightarrow N = 48$.

Step 5: Bharat kept (taken – returned) $= \frac{J_1}{4} - 3 = 9 - 3 = 6$. Chitra kept $= \frac{J_2}{2} - 2 = 15 - 2 = 13$.

Step 6: Together Bharat and Chitra kept $6 + 13 = 19$.

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Quick Tip: Instead of working backward from the last remainder, try setting up forward equations in terms of the original total and solving for it directly.

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4. Find the sum of the first 10 terms of the series $2, -8, 32, -128, 512, \dots$

- (A) -419430
- (B) -419340
- (C) -414930
- (D) -413940

Correct Answer: (A) -419430

SOLUTION:

Step 1: The series is geometric with first term $a = 2$ and common ratio $r = -4$: the 10 terms are

$2, -8, 32, -128, 512, -2048, 8192, -32768, 131072, -524288$.

Step 2: Group the terms into 5 consecutive pairs: $P_1 = 2 - 8 = -6$, $P_2 = 32 - 128 = -96$, $P_3 = 512 - 2048 = -1536$, $P_4 = 8192 - 32768 = -24576$, $P_5 = 131072 - 524288 = -393216$.

Step 3: Since $r^2 = 16$, each pair is exactly 16 times the previous pair (check: $-96 / -6 = 16$). So $P_1, P_2, \dots, P_5$ themselves form a GP with first term -6 and ratio 16.

Step 4: Sum of these 5 pairs $= \frac{-6(16^5 - 1)}{16 - 1} = \frac{-6(1048576 - 1)}{15}$
 $= \frac{-6(1048575)}{15} = -6(69905) = -419430$.

-419430

Quick Tip: Notice the series is geometric with ratio -4 ; pairing consecutive terms turns it into a new, smaller geometric series.

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5. 3 men, 5 women and 7 children finish a job in 40 days; 6 men, 10 women and 18 children finish it in 18 days. In how many days can 9 men, 15 women and 5 children finish the same job?

- (A) $17\frac{17}{18}$
- (B) $18\frac{18}{19}$
- (C) $18\frac{17}{18}$
- (D) $19\frac{18}{19}$

Correct Answer: (B) $18\frac{18}{19}$

SOLUTION:

Step 1: Let daily work rates be m, w, c for a man, woman and child.

Given $3m + 5w + 7c = \frac{1}{40}$... (i) and $6m + 10w + 18c = \frac{1}{18}$... (ii).

Step 2: Multiply (i) by 2: $6m + 10w + 14c = \frac{1}{20}$.

Step 3: Subtract this from (ii): $(6m + 10w + 18c) - (6m + 10w + 14c) = 4c = \frac{1}{18} - \frac{1}{20} = \frac{10-9}{180} = \frac{1}{180}$, so $c = \frac{1}{720}$.

Step 4: From (i): $3m + 5w = \frac{1}{40} - 7c = \frac{18}{720} - \frac{7}{720} = \frac{11}{720}$.

Step 5: Required daily rate for 9 men, 15 women, 5 children: $9m + 15w + 5c = 3(3m + 5w) + 5c = 3\left(\frac{11}{720}\right) + \frac{5}{720} = \frac{33+5}{720} = \frac{38}{720} = \frac{19}{360}$.

Step 6: Time taken $= \frac{360}{19} = 18\frac{18}{19}$ days.

$18\frac{18}{19}$ days

Quick Tip: Look for a way to combine the two work-rate equations by

scaling one of them so that the man and woman terms cancel out directly.

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6. Anuj, Bheem and Charles invest in the ratio $2 : 4 : 5$. After 6 months Anuj withdrew $\frac{1}{4}$ of his capital. Bheem withdrew $\frac{1}{4}$ of his initial capital at the end of every quarter, while Charles added $\frac{2}{5}$ of his initial capital at the end of every quarter. If the annual profit is Rs. 98000, what is Bheem's share?

- (A) Rs. 14000
- (B) Rs. 18000
- (C) Rs. 20000
- (D) Rs. 21000

Correct Answer: (C) Rs. 20000

SOLUTION:

Step 1: Take initial capitals as $2k, 4k, 5k$ for Anuj, Bheem and Charles.

Step 2: Anuj: $2k$ for the first 6 months, then $1.5k$ for the next 6 months (withdrew $\frac{1}{4}$ of $2k = 0.5k$). Average capital over 12 months
$$= \frac{2k(6) + 1.5k(6)}{12} = 1.75k$$
, so capital-months $= 1.75k \times 12 = 21k$.

Step 3: Bheem: withdraws $\frac{1}{4}$ of his INITIAL capital ($1k$) at the end of every quarter, giving quarterly capitals $4k, 3k, 2k, 1k$. Average capital
$$= \frac{4k + 3k + 2k + 1k}{4} = 2.5k$$
, so capital-months $= 2.5k \times 12 = 30k$.

Step 4: Charles: adds $\frac{2}{5}$ of his initial capital ($2k$) every quarter, giving quarterly capitals $5k, 7k, 9k, 11k$. Average capital $= \frac{5k + 7k + 9k + 11k}{4}$
 $= 8k$, so capital-months $= 8k \times 12 = 96k$.

Step 5: Total capital-months $= 21k + 30k + 96k = 147k$.

Step 6: Bheem's share of the annual profit = $\frac{30k}{147k} \times 98000 = \frac{30}{147} \times 98000 = 20000$.

Rs. 20000

Quick Tip: Instead of summing capital-months quarter by quarter, try computing each partner's average capital over the year and multiplying by 12.

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7. Find the sum of all possible integer values of p , where $20 \leq p \leq 30$, such that $p^4 - p^3$ has unit digit 2.

- (A) 46
- (B) 49
- (C) 53
- (D) 56

Correct Answer: (C) 53

SOLUTION:

Step 1: $p^4 - p^3 = p^3(p - 1)$; its units digit depends only on the units digit d of p (with the units digit of $p - 1$ being $d - 1$, or 9 if $d = 0$).

Step 2: Build a table of the units digit of $p^3(p - 1)$ for each possible last digit d of p : $d = 0 \rightarrow 0$; $d = 1 \rightarrow 0$; $d = 2 \rightarrow 8 \times 1 = 8$; $d = 3 \rightarrow 7 \times 2 = 14 \rightarrow 4$; $d = 4 \rightarrow 4 \times 3 = 12 \rightarrow 2$; $d = 5 \rightarrow 5 \times 4 = 20 \rightarrow 0$; $d = 6 \rightarrow 6 \times 5 = 30 \rightarrow 0$; $d = 7 \rightarrow 3 \times 6 = 18 \rightarrow 8$; $d = 8 \rightarrow 2 \times 7 = 14 \rightarrow 4$; $d = 9 \rightarrow 9 \times 8 = 72 \rightarrow 2$.

Step 3: Only last digits 4 and 9 give a units digit of 2.

Step 4: In the range 20 to 30, the numbers ending in 4 or 9 are 24 and

29.

Step 5: $\text{Sum} = 24 + 29 = 53$.

53

Quick Tip: The last digit of $p^4 - p^3$ depends only on the last digit of p ; build a small table of last-digit outcomes for $p^3(p - 1)$.

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8. In a class of 20 students, one student aged 18 years is replaced by a new student, and the average age of the class falls by 2 months. What is the age of the new student?

- (A) 14 years
- (B) 14 years 4 months
- (C) 14 years 6 months
- (D) 14 years 8 months

Correct Answer: (D) 14 years 8 months

SOLUTION:

Step 1: Let the original average age of the 20-student class (with the 18-year-old) be A years, so the total age = $20A$.

Step 2: Let x be the new student's age. New total = $20A - 18 + x$, and the new average is $A - \frac{2}{12} = A - \frac{1}{6}$ years (since 2 months = $\frac{1}{6}$ year).

Step 3: $\frac{20A - 18 + x}{20} = A - \frac{1}{6}$.

Step 4: $20A - 18 + x = 20A - \frac{20}{6} = 20A - \frac{10}{3}$, so $x = 18 - \frac{10}{3}$
 $= \frac{54 - 10}{3} = \frac{44}{3}$ years.

Step 5: $\frac{44}{3}$ years = $14\frac{2}{3}$ years = 14 years 8 months (since $\frac{2}{3}$ year = 8 months).

14 years 8 months

Quick Tip: Introduce a variable for the original (unknown) average age and set up one equation connecting the old and new averages and totals.

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9. A sum invested at 16% p.a. simple interest earns Rs. 736 as interest. If the same sum were kept for 8 more years, the interest would be Rs. 3680. What amount is obtained if the same sum is invested at 9% p.a. compounded annually for 2 years?

- (A) Rs. 2732.63
- (B) Rs. 2720.75
- (C) Rs. 2714.00
- (D) Rs. 2845.26

Correct Answer: (A) Rs. 2732.63

SOLUTION:

Step 1: Extending the investment by 8 more years adds interest = $3680 - 736 = 2944$ for those 8 years. Since simple interest accrues uniformly each year, the annual SI amount = $\frac{2944}{8} = 368$ per year.

Step 2: Annual SI = $\frac{P \times \text{rate}}{100}$, so $368 = \frac{P \times 16}{100} \Rightarrow P = \frac{368 \times 100}{16} = 2300$.

Step 3: Check: the original interest of 736 at 368/year corresponds to $t = \frac{736}{368} = 2$ years, a valid original time period.

Step 4: Now grow $P = 2300$ at 9% p.a. compounded annually for 2 years, year by year: Year 1 interest = $2300 \times \frac{9}{100} = 207$, amount after Year 1 = $2300 + 207 = 2507$.

Step 5: Year 2 interest = $2507 \times \frac{9}{100} = 225.63$, amount after Year 2 = $2507 + 225.63 = 2732.63$.

Rs. 2732.63

Quick Tip: Work out the simple interest earned in a single year first, then use that to find the principal before compounding it year by year.

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10. Pushkin, Qutub and Ravinder together finish a task in 4 days. Ravinder and Samrat together finish it in 6 days. Qutub alone takes 20 days and Ravinder alone takes 10 days. In how many days can Pushkin and Samrat together finish the task?

- (A) 8
- (B) 5
- (C) 6
- (D) 4

Correct Answer: (C) 6

SOLUTION:

Step 1: Take the total work as $\text{LCM}(4, 6, 20, 10) = 60$ units.

Step 2: Combined rate of Pushkin + Qutub + Ravinder = $\frac{60}{4} = 15$ units/day.

Step 3: Qutub's rate = $\frac{60}{20} = 3$ units/day; Ravinder's rate = $\frac{60}{10} = 6$ units/day.

Step 4: Pushkin's rate = $15 - 3 - 6 = 6$ units/day.

Step 5: Combined rate of Ravinder + Samrat = $\frac{60}{6} = 10$ units/day, so
Samrat's rate = $10 - 6 = 4$ units/day.

Step 6: Pushkin + Samrat rate = $6 + 4 = 10$ units/day, so time = $\frac{60}{10}$
= 6 days.

6 days

Quick Tip: Convert the whole job into a convenient number of "work units" (a common multiple of all the days given) instead of working with fractions.

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11. The price of sugar rises by 25%. By what percentage must a family reduce its consumption so that its expenditure on sugar stays the same?

- (A) 16.67%
- (B) 20%
- (C) 25%
- (D) 22.5%

Correct Answer: (B) 20%

SOLUTION:

Step 1: Assume convenient numbers: let the original price be Rs. 1 per kg and the original consumption be 100 kg, so the original expenditure = $100 \times 1 = \text{Rs. } 100$.

Step 2: After a 25% rise, the new price = Rs. 1.25 per kg.

Step 3: For expenditure to remain Rs. 100 at the new price, the new consumption = $\frac{100}{1.25} = 80$ kg.

Step 4: Reduction in consumption = $100 - 80 = 20$ kg, which is $\frac{20}{100} \times 100\% = 20\%$ of the original consumption.

20%

Quick Tip: Try assuming a simple round number for the original price and quantity, then see what new quantity keeps the expenditure unchanged.

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12. A shopkeeper marks his goods 40% above cost price and then allows a discount of 10% on the marked price. What is his profit percentage?

- (A) 24%
- (B) 25%
- (C) 26%
- (D) 30%

Correct Answer: (C) 26%

SOLUTION:

Step 1: Two successive percentage changes are applied to the cost price: a markup of **+40%** followed by a discount of **-10%**.

Step 2: Net percentage change for two successive changes $a\%$ and $b\%$ is given by $a + b + \frac{ab}{100}$, with $a = +40$, $b = -10$.

Step 3: Net change = $40 + (-10) + \frac{(40)(-10)}{100} = 40 - 10 - 4 = 26$.

Step 4: Since the net change is positive, this represents a net profit of **26%**.

26%

Quick Tip: Recall the shortcut formula for combining two successive percentage changes instead of computing the marked price and selling price separately.

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13. A train 180 m long crosses a platform 270 m long in 30 seconds. Find the speed of the train in km/h.

- (A) 48
- (B) 50
- (C) 60
- (D) 54

Correct Answer: (D) 54

SOLUTION:

Step 1: Total distance to be covered while crossing the platform = train length + platform length = $180 + 270 = 450$ m = 0.45 km.

Step 2: Time taken = 30 seconds = $\frac{30}{3600}$ hours = $\frac{1}{120}$ hour.

Step 3: Speed (km/h) = $\frac{\text{distance (km)}}{\text{time (h)}} = 0.45 \div \frac{1}{120} = 0.45 \times 120$
= 54 km/h.

54 km/h

Quick Tip: Convert the distance to kilometres and the time to hours first, then divide directly to get the speed in km/h in one step.

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14. A boat covers 24 km downstream in 2 hours and 12 km upstream in 2 hours. Find the speed of the boat in still water.

- (A) 9 km/h
- (B) 8 km/h
- (C) 7.5 km/h
- (D) 10 km/h

Correct Answer: (A) 9 km/h

SOLUTION:

Step 1: Let the boat's speed in still water be b km/h and the stream's speed be s km/h.

Step 2: Downstream: $b + s = \frac{24}{2} = 12$...(i). Upstream: $b - s = \frac{12}{2} = 6$...(ii).

Step 3: Adding (i) and (ii): $2b = 18 \Rightarrow b = 9$ km/h. (Subtracting gives $s = 3$ km/h.)

9 km/h

Quick Tip: Set up two simple equations for boat speed and stream speed from the downstream and upstream speeds, then eliminate one variable by adding them.

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15. In what ratio must water be mixed with milk costing Rs. 32 per litre to obtain a mixture worth Rs. 28 per litre? (Water is free.)

- (A) 1 : 8
(B) 1 : 7
(C) 2 : 7
(D) 1 : 6

Correct Answer: (B) 1 : 7

SOLUTION:

Step 1: Consider exactly 1 litre of the final mixture, containing w litres of water (cost 0) and m litres of milk (cost Rs. 32/litre), with $w + m = 1$.

Step 2: The total cost of this 1 litre of mixture must equal $28 \times (w + m) = 28 \times 1 = 28$. Also, total cost $= 0 \times w + 32 \times m = 32m$.

Step 3: $32m = 28 \Rightarrow m = \frac{28}{32} = \frac{7}{8}$ litres, so $w = 1 - \frac{7}{8} = \frac{1}{8}$ litres.

Step 4: Ratio of water to milk $= w : m = \frac{1}{8} : \frac{7}{8} = 1 : 7$.

1 : 7

Quick Tip: Assume the final mixture is exactly one litre and write a direct cost-balance equation between water and milk instead of using the alligation cross method.

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16. The average of 11 numbers is 50. The average of the first 6 numbers is 49 and the average of the last 6 numbers is 52. Find the 6th number.

- (A) 54
- (B) 55
- (C) 56
- (D) 58

Correct Answer: (C) 56

SOLUTION:

Step 1: Take deviations from the overall average of 50. First-6 average = 49 $\Rightarrow$ each of these 6 numbers has an average deviation of -1 , so the sum of first-6 deviations = -6 .

Step 2: Last-6 average = 52 $\Rightarrow$ each of these 6 numbers has an average deviation of $+2$, so the sum of last-6 deviations = $+12$.

Step 3: Adding the first-6 and last-6 lists together covers all 11 numbers once each EXCEPT the 6th number, which is counted twice (once in "first 6", once in "last 6"). Combined deviation sum = $-6 + 12 = +6$.

Step 4: Since the true average of all 11 numbers is exactly 50, the sum of deviations of all 11 numbers (counted once) is 0. So the extra $+6$ found above must be exactly the deviation of the double-counted 6th number.

Step 5: Deviation of the 6th number = $+6 \Rightarrow$ 6th number = $50 + 6 = 56$.

56

Quick Tip: Think in terms of deviations from the overall average of 50 rather than working with the raw totals.



17. What is the remainder when 7^{100} is divided by 5?

- (A) 4
- (B) 1
- (C) 2
- (D) 3

Correct Answer: (B) 1

SOLUTION:

Step 1: Compute successive powers of 7 modulo 5 directly: $7^1 = 7 \equiv 2 \pmod{5}$; $7^2 = 49 \equiv 4 \pmod{5}$; $7^3 = 343 \equiv 3 \pmod{5}$; $7^4 = 2401 \equiv 1 \pmod{5}$.

Step 2: The remainders repeat with cycle length 4: 2, 4, 3, 1, 2, 4, 3, 1, ...

Step 3: Divide the exponent 100 by the cycle length 4: $100 = 4 \times 25$ exactly, remainder 0, meaning 7^{100} sits at the 4th (last) position of the cycle.

Step 4: The 4th position value in the cycle is 1.

1

Quick Tip: Track the remainders of successive powers of 7 when divided by 5 directly, and look for when the pattern starts repeating.

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18. The LCM of two numbers is 495 and their HCF is 5. If one of the numbers is 45, find the other number.

- (A) 45
- (B) 55
- (C) 65
- (D) 75

Correct Answer: (B) 55

SOLUTION:

Step 1: Write $45 = 5 \times 9$, where $\text{HCF} = 5$, so $\frac{45}{5} = 9$ must be coprime to the corresponding cofactor of the other number.

Step 2: Let the other number $= 5k$, where k is coprime to 9.

Step 3: Since $\text{LCM} = \text{HCF} \times (\text{coprime parts multiplied}) = 5 \times 9 \times k = 45k$, and LCM is given as 495: $45k = 495 \Rightarrow k = 11$.

Step 4: Check: $\text{gcd}(9, 11) = 1$, so this is valid. Other number $= 5 \times 11 = 55$.

55

Quick Tip: Use the fact that HCF times LCM equals the product of the two numbers, approached through prime factorization and coprime cofactors rather than direct division.

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19. How many trailing zeros are there at the end of $25!$?

- (A) 4
- (B) 5
- (C) 7
- (D) 6

Correct Answer: (D) 6

SOLUTION:

Step 1: Instead of using the floor-division formula, list every multiple of 5 up to 25 individually and count how many factors of 5 each contributes. This is a direct counting check on the formula-based answer.

Step 2: The multiples of 5 up to 25 are 5, 10, 15, 20, 25. That is 5 numbers, so each contributes at least one factor of 5, giving a baseline of 5 factors of 5.

Step 3: Among these, $25 = 5^2$ contributes an EXTRA factor of 5 beyond its first one, since 25 itself is a multiple of 5^2 .

Step 4: Total power of 5 dividing $25! = 5$ (baseline, one per multiple of 5) $+1$ (extra from 25) $= 6$.

Step 5: Since $25!$ has far more factors of 2 than factors of 5, the number of trailing zeros is limited by the power of 5, i.e. 6.

6

Quick Tip: Trailing zeros come from pairs of 2 and 5 in the factorization; since 2s are far more plentiful in $25!$, just count how many multiples of 5 (and multiples of 25) lie between 1 and 25.

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20. If $x + \frac{1}{x} = 4$, find the value of $x^2 + \frac{1}{x^2}$.

- (A) 12
- (B) 14
- (C) 16
- (D) 18

Correct Answer: (B) 14

SOLUTION:

Step 1: Instead of squaring the given expression, solve directly for x using the equation $x + \frac{1}{x} = 4$.

Step 2: Multiply both sides by x : $x^2 + 1 = 4x \Rightarrow x^2 - 4x + 1 = 0$.

Step 3: Apply the quadratic formula: $x = \frac{4 \pm \sqrt{16-4}}{2} = \frac{4 \pm \sqrt{12}}{2} = 2 \pm \sqrt{3}$.

Step 4: Take $x = 2 + \sqrt{3}$. Then $x^2 = (2 + \sqrt{3})^2 = 4 + 4\sqrt{3} + 3 = 7 + 4\sqrt{3}$.

Step 5: Find $\frac{1}{x^2}$ by rationalising: $\frac{1}{x^2} = \frac{1}{7+4\sqrt{3}} = \frac{7-4\sqrt{3}}{(7+4\sqrt{3})(7-4\sqrt{3})} = \frac{7-4\sqrt{3}}{49-48} = 7 - 4\sqrt{3}$.

Step 6: Add: $x^2 + \frac{1}{x^2} = (7 + 4\sqrt{3}) + (7 - 4\sqrt{3}) = 14$.

14

Quick Tip: You do not have to solve the quadratic for x explicitly, but if you do, notice how the surd terms are designed to cancel out when you add x^2 and $\frac{1}{x^2}$.

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21. In how many distinct ways can the letters of the word LEADER be arranged?

- (A) 120
- (B) 360
- (C) 720
- (D) 480

Correct Answer: (B) 360

SOLUTION:

Step 1: Instead of dividing $6!$ by the factorial of the repeat count, count the arrangements directly by first fixing positions for the repeated letter.

Step 2: The word LEADER has 6 letters: L, E, A, D, E, R. The letter E occurs twice; all other letters (L, A, D, R) are distinct.

Step 3: First choose 2 positions out of the 6 available slots to place the two identical E's. This can be done in $\binom{6}{2} = \frac{6 \times 5}{2 \times 1} = 15$ ways.

Step 4: The remaining 4 positions must be filled with the 4 distinct letters L, A, D, R in some order. Since these letters are all different, they can be arranged in $4! = 24$ ways.

Step 5: By the multiplication principle, total distinct arrangements $= 15 \times 24 = 360$.

360

Quick Tip: Try choosing the two slots for the repeated letter E first, then arranging the remaining distinct letters in the leftover slots.

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22. The angles of a triangle are in the ratio $2 : 3 : 4$. Find the largest angle.

- (A) 60°
- (B) 70°
- (C) 80°
- (D) 90°

Correct Answer: (C) 80°

SOLUTION:

Step 1: Instead of introducing a variable x and solving $9x = 180$, express the largest angle directly as a fraction of the total angle sum.

Step 2: The angles are in ratio $2 : 3 : 4$, so the total number of "parts" is $2 + 3 + 4 = 9$ parts, and these parts together make up the full angle sum of a triangle, 180° .

Step 3: The largest angle corresponds to the ratio term 4 , so it represents $\frac{4}{9}$ of the total 180° .

Step 4: Largest angle $= \frac{4}{9} \times 180^\circ = 80^\circ$.

Step 5: Check: the three angles would be $\frac{2}{9} \times 180 = 40^\circ$, $\frac{3}{9} \times 180 = 60^\circ$, $\frac{4}{9} \times 180 = 80^\circ$, and indeed $40 + 60 + 80 = 180^\circ$, confirming consistency.

80°

Quick Tip: Add up the ratio terms to get the total number of parts, then work out what fraction of 180 degrees the largest ratio term represents.

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23. A right circular cylinder has radius 7 cm and height 10 cm. Find its curved surface area. (Take $\pi = \frac{22}{7}$.)

- (A) 420 cm^2
- (B) 440 cm^2
- (C) 480 cm^2
- (D) 220 cm^2

Correct Answer: (B) 440 cm^2

SOLUTION:

Step 1: Instead of applying the curved surface area formula in one shot, think of the cylinder's curved surface unrolled flat into a rectangle.

Step 2: When you cut the curved surface of a cylinder along its height and unroll it, you get a rectangle whose length equals the circumference of the circular base and whose width equals the height of the cylinder.

Step 3: Circumference of the base $= 2\pi r = 2 \times \frac{22}{7} \times 7 = 44$ cm.

Step 4: The unrolled rectangle has length 44 cm and width = height of cylinder = 10 cm.

Step 5: Curved surface area = area of this rectangle = length $\times$ width $= 44 \times 10 = 440$ cm².

440 cm^2

Quick Tip: Picture the curved surface of the cylinder unrolled flat - it becomes a rectangle whose sides are the base circumference and the cylinder's height.

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24. The area of a circle is 154 cm². Find its circumference. (Take $\pi = \frac{22}{7}$.)

- (A) 36 cm
- (B) 22 cm
- (C) 48 cm
- (D) 44 cm

Correct Answer: (D) 44 cm

SOLUTION:

Step 1: Instead of solving algebraically for the radius first, test the given options by working backward from each candidate circumference.

Step 2: For any circle, if the circumference is C , then radius $r = \frac{C}{2\pi}$, and the area is $\pi r^2 = \pi \left(\frac{C}{2\pi}\right)^2 = \frac{C^2}{4\pi}$. This lets us check each option against the given area of 154 cm^2 directly.

Step 3: Try option "44 cm": $r = \frac{44}{2 \times \frac{22}{7}} = \frac{44 \times 7}{44} = 7 \text{ cm}$.

Step 4: Compute the area for this radius: $\text{Area} = \pi r^2 = \frac{22}{7} \times 7 \times 7 = 22 \times 7 = 154 \text{ cm}^2$.

Step 5: This matches the given area of 154 cm^2 exactly, so the circumference must be 44 cm. (Any other option would give a radius that does not reproduce the area 154 cm^2 .)

44 cm

Quick Tip: Since the options give circumference values, try converting each option back into a radius and check which one reproduces the given area of 154 cm squared .

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25. Directions:

Directions for the following 4 questions: The table below shows the sales (in thousands of units) of four products P, Q, R and S of a company over three years. Study the table and answer the questions that follow.

Year	P	Q	R	S
2021	20	30	25	15
2022	25	35	20	20
2023	30	40	30	25

What was the total number of units (in thousands) of all four products sold in 2022?

- (A) 90
- (B) 95
- (C) 100
- (D) 110

Correct Answer: (C) 100

SOLUTION:

Step 1: Instead of adding all four 2022 values left to right in one line, group them into convenient pairs to reduce the chance of an arithmetic slip.

Step 2: From the table, the 2022 sales figures are $P = 25$, $Q = 35$, $R = 20$, $S = 20$ (in thousands of units).

Step 3: Pair P with Q: $25 + 35 = 60$. Pair R with S: $20 + 20 = 40$.

Step 4: Add the two partial sums: $60 + 40 = 100$.

Step 5: So the total units of all four products sold in 2022 is 100 thousand units.

100

Quick Tip: Read the 2022 row of the table for all four products and add the values in convenient pairs to avoid an arithmetic slip.

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26. Directions:

Directions for the following 4 questions: The table below shows the sales (in thousands of units) of four products P, Q, R and S of a company over three years. Study the table and answer the questions that follow.

Year	P	Q	R	S
2021	20	30	25	15
2022	25	35	20	20
2023	30	40	30	25

What is the percentage increase in the sales of product Q from 2021 to 2023?

- (A) 33.33%
- (B) 25%
- (C) 40%
- (D) 20%

Correct Answer: (A) 33.33%

SOLUTION:

Step 1: Instead of computing the increase and dividing by the original value, use the ratio of final value to initial value directly.

Step 2: Product Q's sales were 30 (thousand units) in 2021 and 40 (thousand units) in 2023.

Step 3: Form the ratio of new to old value: $\frac{2023 \text{ value}}{2021 \text{ value}} = \frac{40}{30} = \frac{4}{3}$.

Step 4: This ratio $\frac{4}{3}$ represents the value as a multiple of the original. The growth factor beyond the original is $\frac{4}{3} - 1 = \frac{1}{3}$.

Step 5: Convert this fraction to a percentage: $\frac{1}{3} \times 100 = 33.33\%$.

33.33%

Quick Tip: Instead of subtracting first, try forming the ratio of the 2023 value to the 2021 value and see what that ratio tells you about growth

beyond 100%.

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27. Directions:

Directions for the following 4 questions: The table below shows the sales (in thousands of units) of four products P, Q, R and S of a company over three years. Study the table and answer the questions that follow.

Year	P	Q	R	S
2021	20	30	25	15
2022	25	35	20	20
2023	30	40	30	25

Which product had the highest total sales over the three years combined?

- (A) Q
- (B) P
- (C) R
- (D) S

Correct Answer: (A) Q

SOLUTION:

Step 1: Instead of computing each product's three-year sum, compare the products year by year to spot which one dominates consistently.

Step 2: Look at each year's row: in 2021, sales are $P = 20$, $Q = 30$, $R = 25$, $S = 15$ - Q is already the highest.

Step 3: In 2022, sales are $P = 25$, $Q = 35$, $R = 20$, $S = 20$ - Q is again the highest.

Step 4: In 2023, sales are $P = 30$, $Q = 40$, $R = 30$, $S = 25$ - Q is once more the highest.

Step 5: Since Q has the strictly highest sales figure in every single year compared to every other product, its three-year total must also be the highest of all four products, without needing to add up every column.

Q

Correct option: Q

Quick Tip: Instead of totaling all three years for every product, check whether one product's sales value is the largest in every single year - that product's overall total must then be the largest too.

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28. Directions:

Directions for the following 4 questions: The table below shows the sales (in thousands of units) of four products P, Q, R and S of a company over three years. Study the table and answer the questions that follow.

Year	P	Q	R	S
2021	20	30	25	15
2022	25	35	20	20
2023	30	40	30	25

What is the average yearly sales (in thousands) of product S over the three years?

- (A) 18
- (B) 22
- (C) 25
- (D) 20

Correct Answer: (D) 20

SOLUTION:

Step 1: Instead of adding the three values and dividing by 3, use the assumed-mean (deviation) method to find the average of product S's sales.

Step 2: Product S's sales over the three years are 15, 20, 25 (in

thousands of units). Assume a trial mean of 20.

Step 3: Find the deviation of each value from this assumed mean: $15 - 20 = -5$, $20 - 20 = 0$, $25 - 20 = +5$.

Step 4: Sum the deviations: $-5 + 0 + 5 = 0$.

Step 5: Since the deviations from the assumed mean sum to exactly zero, the assumed mean of 20 must be the actual average. Average yearly sales of $S = 20$ thousand units.

20

Quick Tip: Try assuming a trial average and see whether the deviations of the three yearly values above and below it cancel out to zero - that confirms the true average.

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29. Directions:

Directions for the following 4 questions: The table below shows the annual Revenue and Expenditure (both in Rs. crore) of a company for five years. Profit in a year = Revenue - Expenditure. Study the data and answer the questions that follow.

Year	Revenue	Expenditure
2019	120	80
2020	150	90
2021	180	120
2022	200	140
2023	250	175

What was the profit (in Rs. crore) earned by the company in 2021?

- (A) 50
- (B) 55
- (C) 60
- (D) 70

Correct Answer: (C) 60

SOLUTION:

Step 1: Instead of subtracting Expenditure from Revenue directly, use the ratio between Expenditure and Revenue for 2021 to find what fraction of revenue is profit.

Step 2: In 2021, Revenue = 180 crore and Expenditure = 120 crore.

Step 3: Express expenditure as a fraction of revenue: $\frac{120}{180} = \frac{2}{3}$.

Step 4: Since expenditure is $\frac{2}{3}$ of revenue, profit (which is revenue minus expenditure) must be the remaining fraction: $1 - \frac{2}{3} = \frac{1}{3}$ of revenue.

Step 5: Profit = $\frac{1}{3} \times 180 = 60$ crore.

60

Quick Tip: Instead of subtracting directly, try expressing the expenditure as a fraction of the revenue for that year - the remaining fraction of revenue is the profit.

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30. Directions:

Directions for the following 4 questions: The table below shows the annual Revenue and Expenditure (both in Rs. crore) of a company for five years. Profit in a year = Revenue - Expenditure. Study the data and answer the questions that follow.

Year	Revenue	Expenditure
2019	120	80
2020	150	90
2021	180	120
2022	200	140
2023	250	175

In which year was the profit as a percentage of expenditure the highest?

- (A) 2020
- (B) 2019
- (C) 2021
- (D) 2023

Correct Answer: (A) 2020

SOLUTION:

Step 1: Instead of converting every Profit/Expenditure ratio into a decimal percentage, compare the fractions pairwise using cross-multiplication to find the largest without decimals.

Step 2: Profit for each year: 2019 = $120 - 80 = 40$; 2020 = $150 - 90 = 60$; 2021 = $180 - 120 = 60$; 2022 = $200 - 140 = 60$; 2023 = $250 - 175 = 75$.

Step 3: The Profit/Expenditure fractions are: 2019 = $\frac{40}{80}$, 2020 = $\frac{60}{90}$, 2021 = $\frac{60}{120}$, 2022 = $\frac{60}{140}$, 2023 = $\frac{75}{175}$.

Step 4: Compare 2020 ($\frac{60}{90}$) with 2019 ($\frac{40}{80}$) using cross-multiplication: $60 \times 80 = 4800$ versus $40 \times 90 = 3600$. Since $4800 > 3600$, $\frac{60}{90} > \frac{40}{80}$, so 2020 beats 2019.

Step 5: Compare 2020 with 2021: both have profit 60, but 2020 has the smaller expenditure (90 vs 120), so $\frac{60}{90} > \frac{60}{120}$; 2020 also beats 2022 for the same reason (90 < 140). Compare 2020 with 2023: $60 \times 175 = 10500$ versus $75 \times 90 = 6750$; since $10500 > 6750$, $\frac{60}{90} > \frac{75}{175}$. So 2020 has the highest profit-to-expenditure ratio among all five years.

2020

Quick Tip: Rather than converting every ratio to a percentage, try comparing the profit-to-expenditure fractions two at a time using cross-multiplication to see which is bigger.

31. Directions:

Directions for the following 4 questions: The table below shows the annual Revenue and Expenditure (both in Rs. crore) of a company for five years.

Profit in a year = Revenue - Expenditure. Study the data and answer the

questions that follow.

Year	Revenue	Expenditure
2019	120	80
2020	150	90
2021	180	120
2022	200	140
2023	250	175

What was the total revenue (in Rs. crore) over the five years?

- (A) 850
- (B) 880
- (C) 900
- (D) 950

Correct Answer: (C) 900

SOLUTION:

Step 1: Instead of adding all five revenue figures straight across, group them into convenient pairs first to simplify the arithmetic.

Step 2: The revenue figures for 2019 to 2023 are 120, 150, 180, 200, 250 crore.

Step 3: Pair the first and last values: $120 + 250 = 370$. Pair the second and fourth values: $150 + 200 = 350$.

Step 4: Add these two partial sums along with the middle value: $370 + 350 = 720$, then $720 + 180 = 900$.

Step 5: Total revenue over the five years = 900 crore.

900

Quick Tip: Try pairing the revenue figures from the two ends of the table inward before adding, rather than summing all five numbers in one pass.

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32. Directions:

Directions for the following 4 questions: The table below shows the annual Revenue and Expenditure (both in Rs. crore) of a company for five years. Profit in a year = Revenue - Expenditure. Study the data and answer the questions that follow.

Year	Revenue	Expenditure
2019	120	80
2020	150	90
2021	180	120
2022	200	140
2023	250	175

What is the percentage increase in revenue from 2019 to 2023?

- (A) 100%
- (B) 120%
- (C) 130%
- (D) 108.33%

Correct Answer: (D) 108.33%

SOLUTION:

Step 1: Instead of computing the increase and dividing by the original value directly, use the ratio of final revenue to initial revenue.

Step 2: Revenue was 120 crore in 2019 and 250 crore in 2023.

Step 3: Form the ratio: $\frac{250}{120} = \frac{25}{12}$.

Step 4: This means 2023 revenue is $\frac{25}{12}$ times the 2019 revenue. The growth beyond the original amount is $\frac{25}{12} - 1 = \frac{13}{12}$.

Step 5: Convert to a percentage: $\frac{13}{12} \times 100 = 108.33\%$.

108.33%

Quick Tip: Try forming the ratio of the 2023 revenue to the 2019 revenue as a single fraction, then see how much that fraction exceeds 1, in percentage terms.

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33. Is the positive integer n divisible by 6? Statement I: n is divisible by 3. Statement II: n is divisible by 4.

- (A) Statement I alone is sufficient, but Statement II alone is not sufficient.
- (B) Statement II alone is sufficient, but Statement I alone is not sufficient.
- (C) Both statements together are sufficient, but neither statement alone is sufficient.
- (D) Each statement alone is sufficient.

Correct Answer: (C) Both statements together are sufficient, but neither statement alone is sufficient.

SOLUTION:

Step 1: Instead of using the LCM directly, test each statement with concrete counter-example numbers to check whether the answer to "is n divisible by 6?" stays consistent.

Step 2: Test Statement I alone: take $n = 9$, which is divisible by 3. Is 9 divisible by 6? No. Now take $n = 6$, which is also divisible by 3. Is 6 divisible by 6? Yes. Since Statement I allows both a "no" and a "yes" answer, Statement I alone is NOT sufficient.

Step 3: Test Statement II alone: take $n = 4$, which is divisible by 4. Is 4 divisible by 6? No. Now take $n = 12$, which is also divisible by 4. Is 12 divisible by 6? Yes. Since Statement II also allows both a "no" and a "yes" answer, Statement II alone is NOT sufficient.

Step 4: Test both statements together: n must be divisible by both 3

and 4 simultaneously. Any such n must be a multiple of $\text{lcm}(3, 4) = 12$, i.e. $n \in \{12, 24, 36, \dots\}$.

Step 5: Every multiple of 12 is automatically a multiple of 6 (since $12 = 2 \times 6$), so the answer to "is n divisible by 6?" is consistently "yes" for every value satisfying both statements. Together, the statements ARE sufficient, while neither alone is.

Both statements together are sufficient, but neither statement alone is sufficient.

Correct option: (3) Both statements together are sufficient, but neither statement alone is sufficient.

Quick Tip: Try plugging in two different concrete numbers that satisfy each statement separately and see if they give different yes/no answers to the divisibility-by-6 question.

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34. What is the two-digit number? Statement I: The sum of its digits is 9. Statement II: The number is divisible by 9 and its tens digit is 4.

- (A) Statement I alone is sufficient, but Statement II alone is not sufficient.
- (B) Statement II alone is sufficient, but Statement I alone is not sufficient.
- (C) Both statements together are sufficient, but neither statement alone is sufficient.
- (D) Each statement alone is sufficient.

Correct Answer: (B) Statement II alone is sufficient, but Statement I alone is not sufficient.

SOLUTION:

Step 1: Instead of listing candidates for each statement separately, set up the two-digit number algebraically as $10a + b$, where a is the tens digit (1 to 9) and b is the units digit (0 to 9), and test each statement using modular arithmetic.

Step 2: Statement I says $a + b = 9$. This equation alone has multiple solutions: (a, b) can be

$(1, 8), (2, 7), (3, 6), (4, 5), (5, 4), (6, 3), (7, 2), (8, 1), (9, 0)$, giving nine different two-digit numbers $(18, 27, 36, 45, 54, 63, 72, 81, 90)$. The number is not unique, so Statement I alone is NOT sufficient.

Step 3: Statement II says the number is divisible by 9 and $a = 4$.

Divisibility by 9 means $10a + b \equiv 0 \pmod{9}$, and since $10 \equiv 1 \pmod{9}$, this simplifies to $a + b \equiv 0 \pmod{9}$.

Step 4: Substitute $a = 4$: $4 + b \equiv 0 \pmod{9} \Rightarrow b \equiv -4 \equiv 5 \pmod{9}$.

Since b must be a single digit (0 to 9), the only valid solution is $b = 5$.

Step 5: This gives the unique two-digit number $10(4) + 5 = 45$.

Statement II alone determines the number uniquely, so Statement II alone IS sufficient, while Statement I alone is not.

Statement II alone is sufficient, but Statement I alone is not sufficient.

Correct option: (2) Statement II alone is sufficient, but Statement I alone is not sufficient.

Quick Tip: Write the number as $10a + b$ and turn the divisibility-by-9 condition into a modular equation for b once the tens digit a is fixed - see if it pins down a unique digit.

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35. What is the area of a square? Statement I: The perimeter of the square is 20 cm. Statement II: The diagonal of the square is $\sqrt{50}$ cm.

- (A) Statement I alone is sufficient, but Statement II alone is not sufficient.
- (B) Statement II alone is sufficient, but Statement I alone is not sufficient.
- (C) Both statements together are sufficient, but neither statement alone is sufficient.
- (D) Each statement alone is sufficient.

Correct Answer: (D) Each statement alone is sufficient.

SOLUTION:

Step 1: Instead of first solving for the side length and then squaring it, apply direct area formulas that use the perimeter or diagonal without an intermediate side-length step.

Step 2: For a square with perimeter P , the side is $\frac{P}{4}$, so the area formula directly in terms of perimeter is $\text{Area} = \left(\frac{P}{4}\right)^2 = \frac{P^2}{16}$.

Step 3: Statement I: $P = 20$ cm, so $\text{Area} = \frac{20^2}{16} = \frac{400}{16} = 25 \text{ cm}^2$. This is a single unique value, so Statement I alone IS sufficient.

Step 4: For a square with diagonal d , the direct area formula is $\text{Area} = \frac{d^2}{2}$ (since diagonal $d = s\sqrt{2}$, so $d^2 = 2s^2$, giving $s^2 = \frac{d^2}{2}$, and s^2 is exactly the area).

Step 5: Statement II: $d = \sqrt{50}$ cm, so $\text{Area} = \frac{(\sqrt{50})^2}{2} = \frac{50}{2} = 25 \text{ cm}^2$. This is also a single unique value, so Statement II alone IS sufficient. Since each statement independently pins down the area, each statement alone is sufficient.

Each statement alone is sufficient.

Correct option: (4) Each statement alone is sufficient.

Quick Tip: Recall that a square's area can be written directly in terms of its perimeter ($\text{Area} = P^2 \text{ over } 16$) or directly in terms of its diagonal ($\text{Area} = d^2 \text{ over } 2$), without solving for the side first.

36. By what percentage did the sales of a shop increase? Statement I: Sales rose from Rs. 200 to Rs. 250. Statement II: The increase in sales was Rs. 50.

- (A) Statement I alone is sufficient, but Statement II alone is not sufficient.
- (B) Statement II alone is sufficient, but Statement I alone is not sufficient.
- (C) Both statements together are sufficient, but neither statement alone is sufficient.
- (D) Each statement alone is sufficient.

Correct Answer: (A) Statement I alone is sufficient, but Statement II alone is not sufficient.

SOLUTION:

Step 1: Instead of just computing the percentage from Statement I, reason about what information a percentage-increase calculation fundamentally requires, then test whether each statement supplies it.

Step 2: A percentage increase is defined as $\frac{\text{increase}}{\text{original value}} \times 100$. This formula needs BOTH the amount of increase AND the original (base) value to produce a unique percentage.

Step 3: Statement I: Sales rose from Rs. 200 to Rs. 250. This gives both the original value (Rs. 200) and the increase (Rs. 50), so the percentage is fixed: $\frac{50}{200} \times 100 = 25\%$. Statement I alone IS sufficient.

Step 4: Statement II: The increase in sales was Rs. 50. This gives only the increase amount, with no original value stated. To see this is not enough, imagine the original sales were Rs. 500 instead of Rs. 200: the same Rs. 50 increase would then represent $\frac{50}{500} \times 100 = 10\%$, a completely different percentage.

Step 5: Since Statement II can correspond to many different percentage increases depending on the unstated original value,

Statement II alone is NOT sufficient. Only Statement I alone is sufficient.

Statement I alone is sufficient, but Statement II alone is not sufficient.

Correct option: (1) Statement I alone is sufficient, but Statement II alone is not sufficient.

Quick Tip: Remember that a percentage increase needs both the base (original) value and the amount of change - check whether each statement alone supplies both pieces.

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37. Directions:

Study the following information carefully and answer the questions based on it. Seven friends A, B, C, D, E, F and G are sitting in a straight row, all facing north. The positions are numbered 1 to 7 from the left end to the right end. (i) C sits at the extreme right end of the row. (ii) There are exactly three persons sitting between C and A. (iii) B sits immediately to the left of A. (iv) D sits at the extreme left end of the row. (v) E is not sitting adjacent to A. (vi) F sits immediately to the right of E.

Who sits at the extreme left end of the row?

- (A) A
- (B) D
- (C) G
- (D) E

Correct Answer: (B) D

SOLUTION:

Step 1: Anchor the two fixed ends first. Clue (i) fixes C at position 7, and clue (iv) fixes D at position 1. We will verify D's spot by rebuilding the full row from a position-equation instead of reading clue (iv) alone.

Step 2: Turn clue (ii) into an equation. If A is at position p , the count of persons strictly between A and C(7) is $7 - p - 1$. Setting this equal to 3 gives $7 - p - 1 = 3$, so $p = 3$. Hence A sits at position 3.

Step 3: Clue (iii) gives B immediately left of A, so B is at position $3 - 1 = 2$.

Step 4: Positions 4, 5 and 6 remain for E, F and G. Clue (vi) needs F directly right of E, so the pair (E, F) can only be (4, 5) or (5, 6).

Step 5: Clue (v) rules out E being adjacent to A (position 3), i.e. E cannot be 2 or 4. This eliminates the (4, 5) option, leaving $E = 5$, $F = 6$, and G takes the leftover position 4.

Step 6: The complete row is D(1), B(2), A(3), G(4), E(5), F(6), C(7). Checking every option against this row: A sits at 3, G at 4, E at 5 - none of them is at the extreme left. Only D occupies position 1.

Correct option: D

Quick Tip: Turn the 'exactly three between C and A' clue into a position equation first, then fill the row left to right using the remaining clues one at a time.



38. Directions:

Study the following information carefully and answer the questions based on it. Seven friends A, B, C, D, E, F and G are sitting in a straight row, all facing north. The positions are numbered 1 to 7 from the left end to the right end. (i) C sits at the extreme right end of the row. (ii) There are exactly three persons sitting between C and A. (iii) B sits immediately to the left of A. (iv) D sits at the extreme left end of the row. (v) E is not sitting adjacent to A. (vi) F sits immediately to the right of E.

Who sits exactly between A and E?

- (A) B
- (B) F
- (C) G
- (D) D

Correct Answer: (C) G

SOLUTION:

Step 1: Rebuild the key positions using the anchor equation: C is fixed at position 7 (clue i), and clue (ii) gives $7 - p_A - 1 = 3$, so $p_A = 3$.

Clue (iii) then places B at position 2.

Step 2: Positions 4, 5, 6 hold E, F, G with F immediately right of E (clue vi), so $(E, F) = (4, 5)$ or $(5, 6)$. Clue (v) forbids E from sitting next to A (position 3), which rules out $E = 4$. So $E = 5$, $F = 6$, and $G = 4$.

Step 3: The question asks for the person exactly midway between A and E. Using the midpoint formula for two positions x and y : $\text{midpoint} = \frac{x + y}{2}$.

Step 4: Substituting A's position (3) and E's position (5): $\frac{3 + 5}{2} = 4$.

Step 5: Position 4 is occupied by G, so G sits exactly between A and E.

Step 6: Checking the other options confirms this: B is at position 2, F is at position 6, and D is at position 1 - none of these is at position 4.

Correct option: G

Quick Tip: Once you know the exact seat numbers of A and E, the person exactly between them sits at the arithmetic midpoint of those two seat numbers.



39. Directions:

Study the following information carefully and answer the questions based on it. Seven friends A, B, C, D, E, F and G are sitting in a straight row, all facing north. The positions are numbered 1 to 7 from the left end to the right end. (i) C sits at the extreme right end of the row. (ii) There are exactly three persons sitting between C and A. (iii) B sits immediately to the left of A. (iv) D sits at the extreme left end of the row. (v) E is not sitting adjacent to A. (vi) F sits immediately to the right of E.

How many persons sit between B and F?

- (A) Two
- (B) Three
- (C) Four
- (D) One

Correct Answer: (B) Three

SOLUTION:

Step 1: Re-derive the needed seats using the anchor equation: $C = 7$ (clue i), and $7 - p_A - 1 = 3 \Rightarrow p_A = 3$ (clue ii), so $B = 2$ (clue iii, immediately left of A).

Step 2: For the remaining positions 4, 5, 6 (E, F, G), clue (vi) requires $F = E + 1$, giving candidate pairs $(E, F) = (4, 5)$ or $(5, 6)$; clue (v) removes $E = 4$ (adjacent to A at 3), so $E = 5$ and $F = 6$.

Step 3: Apply the "persons between two seats" formula: for positions x and y with $x < y$, the number of people strictly between them is $y - x - 1$.

Step 4: Here B is at position 2 and F is at position 6, so the count is $6 - 2 - 1 = 3$.

Step 5: This rules out "Two", "Four" and "One" as options, since none of them equals the computed value of 3.

Correct option: Three

Quick Tip: Once you know exactly where B and F sit, use the simple gap formula (difference of positions minus one) instead of counting seat by seat.

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40. Directions:

Study the following information carefully and answer the questions that follow. Five friends - Rahul, Sameer, Tarun, Umesh and Vikas - are of different ages. (i) Tarun is older than Rahul but younger than Sameer. (ii) Umesh is younger than Rahul. (iii) Vikas is older than Sameer.

Who among the five friends is the oldest?

- (A) Sameer
- (B) Vikas
- (C) Tarun
- (D) Rahul

Correct Answer: (B) Vikas

SOLUTION:

Step 1: Convert every clue into a directed "older than" arrow: Sameer > Tarun (from clue i), Tarun > Rahul (clue i), Rahul > Umesh (clue ii), Vikas > Sameer (clue iii).

Step 2: Build a simple relation graph and check each person for an "incoming" arrow, meaning someone else is stated to be older than them: Tarun has one from Sameer, Rahul has one from Tarun, Umesh has one from Rahul, and Sameer has one from Vikas.

Step 3: Vikas is the only person with no incoming arrow at all - nobody in any clue is said to be older than Vikas.

Step 4: Since "older than" is transitive, Vikas > Sameer > Tarun > Rahul > Umesh, confirming Vikas exceeds every other friend in age.

Step 5: This eliminates Sameer, Tarun and Rahul as options, since each of them has at least one person placed above them.

Correct option: Vikas

Quick Tip: Draw the 'older than' relations as arrows between names and look for the one person who never receives an arrow pointing at them.

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41. Directions:

Study the following information carefully and answer the questions that follow. Five friends - Rahul, Sameer, Tarun, Umesh and Vikas - are of different ages. (i) Tarun is older than Rahul but younger than Sameer. (ii) Umesh is younger than Rahul. (iii) Vikas is older than Sameer.

Who among the five friends is the youngest?

- (A) Rahul
- (B) Tarun
- (C) Sameer
- (D) Umesh

Correct Answer: (D) Umesh

SOLUTION:

Step 1: Convert every clue into a directed "older than" arrow: Sameer > Tarun, Tarun > Rahul, Rahul > Umesh, Vikas > Sameer.

Step 2: This time check each person for an "outgoing" arrow, meaning they are stated to be older than someone else: Vikas points to Sameer, Sameer points to Tarun, Tarun points to Rahul, and Rahul points to Umesh.

Step 3: Umesh is the only person with no outgoing arrow - no clue says Umesh is older than anyone.

Step 4: By transitivity, Vikas > Sameer > Tarun > Rahul > Umesh, so Umesh is below every other friend in age.

Step 5: This rules out Rahul, Tarun and Sameer, since each of them is shown to be older than at least one person.

Correct option: Umesh

Quick Tip: Instead of tracing who is older, trace who never appears on the 'older than' side of any clue - that person has nobody below them.

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42. Directions:

Study the following information carefully and answer the questions that follow. Five friends - Rahul, Sameer, Tarun, Umesh and Vikas - are of different ages. (i) Tarun is older than Rahul but younger than Sameer. (ii) Umesh is younger than Rahul. (iii) Vikas is older than Sameer.

Who is exactly in the middle when the five friends are arranged from oldest to youngest?

- (A) Rahul
- (B) Sameer
- (C) Tarun
- (D) Vikas

Correct Answer: (C) Tarun

SOLUTION:

Step 1: From the chain of clues, the full transitive order is Vikas > Sameer > Tarun > Rahul > Umesh.

Step 2: Instead of just reading off the middle name, compute for each person how many others they are definitely older than (their "older-than count"): Vikas is older than Sameer, Tarun, Rahul and Umesh, so his count is 4. Sameer is older than Tarun, Rahul and Umesh, count 3. Tarun is older than Rahul and Umesh, count 2. Rahul is older than only Umesh, count 1. Umesh is older than nobody, count 0.

Step 3: With 5 people, the exact middle person (2 people older, 2

people younger) must have an older-than count of exactly 2.

Step 4: Only Tarun has a count of 2, confirming he is the middle person, with Vikas and Sameer above him and Rahul and Umesh below him.

Step 5: This eliminates Rahul (count 1), Sameer (count 3) and Vikas (count 4).

Correct option: Tarun

Quick Tip: For each friend, count how many others they are definitely older than - the middle person in a group of five will have exactly two people below them.

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43. Pointing to a photograph, a man said, 'She is the daughter of my grandfather's only son.' How is the woman in the photograph related to the man?

- (A) Mother
- (B) Sister
- (C) Aunt
- (D) Cousin

Correct Answer: (B) Sister

SOLUTION:

Step 1: Simplify the phrase "my grandfather's only son" first. Since the grandfather has only one son, and the man is describing his own family line through that son, this only son must be the man's own father.

Step 2: The statement now reduces to "she is the daughter of my

father."

Step 3: Test each option against this simplified statement. Mother: a mother is the man's female parent, not a daughter of his father, so this fails. Aunt: an aunt would be the grandfather's own daughter (the father's sister), not the father's daughter, so this fails too. Cousin: a cousin would be the child of the father's sibling, but the woman here is described as the father's own daughter, so this also fails.

Step 4: Sister: the daughter of the man's own father is, by definition, his sister, and this matches the simplified statement exactly.

Correct option: Sister

Quick Tip: First work out exactly who 'my grandfather's only son' must be relative to the man, then ask what a daughter of that person is called.

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44. A is the brother of B. B is the brother of C. C is the father of D. How is A related to D?

- (A) Father
- (B) Brother
- (C) Uncle
- (D) Grandfather

Correct Answer: (C) Uncle

SOLUTION:

Step 1: Assign generation levels. Since A is B's brother and B is C's brother, A, B and C all belong to the same generation (call it Level 0), and by extension A is also C's brother.

Step 2: C is D's father, so D belongs to the generation below C, at Level

1.

Step 3: A generation-0 person who is the sibling of a generation-1 person's parent is, by definition, that generation-1 person's uncle (if male).

Step 4: Since A sits at Level 0 (same generation as C, D's father) and is C's brother, A is D's paternal uncle.

Step 5: Checking the remaining options: A cannot be D's father, since that role belongs to C; A cannot be D's brother, since they are a generation apart; and A cannot be D's grandfather, since a grandfather would need to be one generation above C, not level with him.

Correct option: Uncle

Quick Tip: Place each name on a generation level first (who is a parent, who is a sibling), then see which level A actually falls on relative to D.

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45. In a certain code language, 'MARKET' is written as 'NBSLFU'. How is 'BRAND' written in that code?

- (A) CSBOE
- (B) CSBME
- (C) ASBME
- (D) CTBOE

Correct Answer: (A) CSBOE

SOLUTION:

Step 1: Convert the code pair MARKET to NBSLFU into alphabet position numbers: M=13, A=1, R=18, K=11, E=5, T=20 become N=14, B=2, S=19, L=12, F=6, U=21.

Step 2: Compute the numeric shift for each letter: $14 - 13 = 1$, $2 - 1 = 1$, $19 - 18 = 1$, $12 - 11 = 1$, $6 - 5 = 1$, $21 - 20 = 1$. Every letter's code value equals (original value + 1).

Step 3: Apply the rule "code value = original value + 1" to BRAND: B=2 to 3=C, R=18 to 19=S, A=1 to 2=B, N=14 to 15=O, D=4 to 5=E.

Step 4: Reading the new numeric values 3, 19, 2, 15, 5 back as letters gives C, S, B, O, E, i.e. CSBOE.

Step 5: The remaining options each break this consistent +1 numeric shift on at least one letter, so they are eliminated.

Correct option: CSBOE

Quick Tip: Convert both the sample word and its code into numeric alphabet positions and look for a constant add-on value between them, then reapply that same number to the new word.

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46. In a certain code language, 'TABLE' is written as 'GZYOV'. How is 'CHAIR' written in that code?

- (A) XSZRI
- (B) XRZSI
- (C) WSZRI
- (D) XSYRI

Correct Answer: (A) XSZRI

SOLUTION:

Step 1: Convert TABLE and its code GZYOV into alphabet position numbers: T=20, A=1, B=2, L=12, E=5 and G=7, Z=26, Y=25,

O=15, V=22.

Step 2: Check whether each pair adds up to a constant: $20 + 7 = 27$, $1 + 26 = 27$, $2 + 25 = 27$, $12 + 15 = 27$, $5 + 22 = 27$. Every pair sums to 27, so the coding rule is: code value = $27 -$ original value.

Step 3: Apply this formula to CHAIR: C=3 gives $27 - 3 = 24 = X$; H=8 gives $27 - 8 = 19 = S$; A=1 gives $27 - 1 = 26 = Z$; I=9 gives $27 - 9 = 18 = R$; R=18 gives $27 - 18 = 9 = I$.

Step 4: Reading the results in order gives X, S, Z, R, I, i.e. XSZRI.

Step 5: The remaining options each place at least one letter incorrectly under the $27 - n$ rule, so they are ruled out.

Correct option: XSZRI

Quick Tip: Convert letters to numbers and check if each original-code pair adds up to a fixed total - that constant sum gives you a direct formula for any new word.

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47. Find the next number in the series: 3, 6, 11, 18, 27, ?

- (A) 36
- (B) 40
- (C) 39
- (D) 38

Correct Answer: (D) 38

SOLUTION:

Step 1: List the terms with their position number n : $T_1 = 3, T_2 = 6, T_3 = 11, T_4 = 18, T_5 = 27$.

Step 2: Since the first differences (3, 5, 7, 9) themselves form an

arithmetic progression, the sequence is a quadratic in n : assume $T_n = an^2 + bn + c$.

Step 3: Substitute three known terms to form equations:

$$a + b + c = 3, \quad 4a + 2b + c = 6, \quad 9a + 3b + c = 11$$

Subtracting consecutive equations gives $3a + b = 3$ and $5a + b = 5$.

Subtracting these: $2a = 2 \Rightarrow a = 1$, then $b = 0$ and $c = 2$.

Step 4: So the closed-form rule is $T_n = n^2 + 2$. Checking: $T_1 = 1 + 2 = 3$, $T_2 = 4 + 2 = 6$, $T_3 = 9 + 2 = 11$, $T_4 = 16 + 2 = 18$, $T_5 = 25 + 2 = 27$ - all match.

Step 5: For the next term, $n = 6$:

$$T_6 = 6^2 + 2 = 36 + 2$$

$T_6 = 38$

Quick Tip: Notice that the differences between terms are themselves increasing steadily - try fitting the sequence to a quadratic formula in terms of its position number.

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48. Find the missing number in the series: 2, 6, 12, 20, 30, ?

- (A) 40
- (B) 44
- (C) 42
- (D) 38

Correct Answer: (C) 42

SOLUTION:

Step 1: Compute the first differences of the given terms 2, 6, 12, 20, 30: $6 - 2 = 4$, $12 - 6 = 6$, $20 - 12 = 8$, $30 - 20 = 10$. These differences themselves increase by a constant 2 each time (a second difference of 2), so the next first-difference should be 12.

Step 2: Rather than just adding, verify by testing each option and checking whether it keeps the second difference constant at 2.

Step 3: Test option "40": difference would be $40 - 30 = 10$, same as the previous difference, giving a second difference of $10 - 10 = 0 \neq 2$. Reject.

Step 4: Test option "44": difference would be $44 - 30 = 14$, giving a second difference of $14 - 10 = 4 \neq 2$. Reject.

Step 5: Test option "38": difference would be $38 - 30 = 8$, giving a second difference of $8 - 10 = -2 \neq 2$. Reject.

Step 6: Test option "42": difference is $42 - 30 = 12$, giving a second difference of $12 - 10 = 2$, which matches the constant pattern perfectly.

42

Quick Tip: Instead of extending the pattern forward, try plugging each answer choice back in and see which one keeps the difference-of-differences constant.

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49. Find the next term in the series: B, D, G, K, P, ?

- (A) U
- (B) W
- (C) T
- (D) V

Correct Answer: (D) V

SOLUTION:

Step 1: Convert each letter to its alphabet position: B=2, D=4, G=7, K=11, P=16.

Step 2: These numbers 2, 4, 7, 11, 16 match the pattern of a shifted triangular number sequence. Test the closed-form rule

$$a_n = 1 + \frac{n(n+1)}{2}$$

for $n = 1, 2, 3, 4, 5$.

Step 3: Check: $n = 1 : 1 + 1 = 2$ (B); $n = 2 : 1 + 3 = 4$ (D); $n = 3 : 1 + 6 = 7$ (G); $n = 4 : 1 + 10 = 11$ (K); $n = 5 : 1 + 15 = 16$ (P). All five terms match exactly, confirming the formula.

Step 4: For the next letter, use $n = 6$:

$$a_6 = 1 + \frac{6 \times 7}{2} = 1 + 21 = 22$$

Step 5: Position 22 in the alphabet corresponds to the letter V.

V

Quick Tip: Turn each letter into its numeric alphabet position and see if those numbers fit a known formula pattern like triangular numbers, rather than just tracking the gaps one by one.

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50. A man walks 5 km towards the north, then turns right and walks 3 km, then turns right again and walks 5 km, and finally turns left and walks 4 km. In which direction is he facing now?

- (A) North
- (B) South
- (C) East
- (D) West

Correct Answer: (C) East

SOLUTION:

Step 1: Set up a coordinate system with the starting point at the origin $(0, 0)$ and north as the $+y$ direction, east as $+x$.

Step 2: Walk 5 km north: new position $(0, 5)$, still facing north.

Step 3: A right turn while facing north points the man east (clockwise from N is E). Walking 3 km east: position becomes $(0 + 3, 5) = (3, 5)$, now facing east.

Step 4: A right turn while facing east points him south (clockwise from E is S). Walking 5 km south: position becomes $(3, 5 - 5) = (3, 0)$, now facing south.

Step 5: A left turn while facing south points him east (counter-clockwise from S is E). Walking 4 km east: position becomes $(3 + 4, 0) = (7, 0)$.

Step 6: His final facing direction after this last left turn is east, and his last leg of movement itself was also along the east direction, confirming the result.

Correct option: East

Quick Tip: Plot the walk on an x-y grid with north as up, and apply the standard clockwise-for-right, counter-clockwise-for-left turn rule at each step to track the final facing direction.



51. Statements: All pens are books. All books are tables. Conclusions: I. All pens are tables. II. Some tables are pens.

- (A) Only conclusion I follows
- (B) Only conclusion II follows
- (C) Both conclusions I and II follow
- (D) Neither conclusion follows

Correct Answer: (C) Both conclusions I and II follow

SOLUTION:

Step 1: Draw three nested circles: the "pens" circle sits completely inside the "books" circle (since all pens are books), and the "books" circle sits completely inside the "tables" circle (since all books are tables).

Step 2: Because circles are nested inside one another, the innermost "pens" circle automatically lies completely inside the outermost "tables" circle as well. This directly means every pen is a table, so conclusion I ("All pens are tables") is valid.

Step 3: Now look at the overlap between the "tables" circle and the "pens" circle. Since the entire non-empty "pens" circle lies inside "tables", the shared region between them is exactly the whole "pens" circle, which is not empty.

Step 4: A non-empty shared region between "tables" and "pens" is precisely what the statement "Some tables are pens" requires, so conclusion II is also valid.

Step 5: Since both nested-circle checks succeed, neither conclusion can be rejected.

Correct option: Both conclusions I and II follow

Quick Tip: Sketch the three categories as one circle fully inside another fully inside a third, and see what that nesting forces about overlap between the outermost and innermost circles.

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52. Statements: Some cats are dogs. All dogs are animals. Conclusions: I. Some cats are animals. II. All cats are animals.

- (A) Only conclusion I follows
- (B) Only conclusion II follows
- (C) Both conclusions I and II follow
- (D) Neither conclusion follows

Correct Answer: (A) Only conclusion I follows

SOLUTION:

Step 1: Draw two circles for "cats" and "dogs" that partially overlap, since the statement is "Some cats are dogs" (a particular, not a universal, statement). Draw a third, larger circle for "animals" that completely encloses the entire "dogs" circle, since all dogs are animals.

Step 2: The overlapping region shared by "cats" and "dogs" lies entirely inside the "dogs" circle, which in turn lies entirely inside the "animals" circle. So that same overlapping region is automatically also inside "animals".

Step 3: This means the "cats" circle and the "animals" circle share at least this non-empty region, which is exactly what "Some cats are animals" requires. Conclusion I is valid.

Step 4: For conclusion II ("All cats are animals") to hold, the entire "cats" circle - not just its overlap with "dogs" - would need to sit inside "animals". Because only "some" cats are confirmed to be dogs, the rest

of the cats circle can freely extend outside both "dogs" and "animals" without breaking any given statement.

Step 5: Since a valid diagram can be drawn where some cats fall outside the "animals" circle, conclusion II is not guaranteed to follow.

Correct option: Only conclusion I follows

Quick Tip: Draw overlapping circles for the 'some' relationship and a fully enclosing circle for the 'all' relationship, then check whether the entire first circle - or only the overlapping part - is forced inside the third circle.

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53. Statement: 'Please switch off your mobile phones during the movie.' - A notice displayed in a cinema hall. Assumptions: I. Ringing mobile phones may disturb other viewers. II. People carry mobile phones into the cinema hall.

- (A) Only assumption I is implicit
- (B) Only assumption II is implicit
- (C) Both assumptions I and II are implicit
- (D) Neither assumption is implicit

Correct Answer: (C) Both assumptions I and II are implicit

SOLUTION:

Step 1: Apply the negation test: an assumption is implicit only if denying it would make the given statement pointless or contradictory.

Step 2: Negate assumption I: suppose "ringing mobile phones do NOT disturb other viewers." If that were true, there would be no reason at all to ask people to switch off their phones during the movie, so the notice would serve no purpose.

Step 3: Since the notice clearly exists for a reason, this negation is unreasonable, which confirms assumption I is implicit in the statement.

Step 4: Negate assumption II: suppose "people do NOT carry mobile phones into the cinema hall." If that were true, the instruction to switch off phones would be entirely meaningless, since nobody would have a phone to switch off.

Step 5: Since the notice would not have been written under that condition, this negation is also unreasonable, confirming assumption II is implicit too.

Step 6: Both negation tests fail, meaning both assumptions must be taken as implicit.

Correct option: Both assumptions I and II are implicit

Quick Tip: Try denying each assumption in turn and check whether the notice would still make any sense if that denial were true - if it wouldn't, the assumption is implicit.

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54. Statement: 'Use our herbal shampoo for healthy and shiny hair.' - An advertisement. Assumptions: I. People want healthy and shiny hair. II. No other shampoo can make hair healthy.

- (A) Only assumption I is implicit
- (B) Only assumption II is implicit
- (C) Both assumptions I and II are implicit
- (D) Neither assumption is implicit

Correct Answer: (A) Only assumption I is implicit

SOLUTION:

Step 1: Apply the negation test: an assumption is implicit only if denying it would make the advertisement pointless or self-contradictory.

Step 2: Negate assumption I: suppose "people do NOT want healthy and shiny hair." If that were true, the advertisement's entire appeal (promising healthy, shiny hair) would attract no one, making the ad pointless.

Step 3: Since the advertisement is clearly designed to appeal to a real desire, this negation is unreasonable, so assumption I is implicit.

Step 4: Negate assumption II: suppose "other shampoos CAN also make hair healthy." If that were true, the advertisement can still reasonably promote its own product on its own merits, without needing to claim that competitors fail.

Step 5: Since the advertisement remains sensible and complete even under this negation, assumption II is not required for the statement to hold, so it is not implicit.

Step 6: Only the first negation test fails, so only assumption I is implicit.

Correct option: Only assumption I is implicit

Quick Tip: Deny each assumption one at a time and check whether the advertisement would still make sense on its own without that assumption being true.



55. Statement: 'To improve punctuality among staff, the office has installed a biometric attendance system.' Assumptions: I. Staff members were not fully punctual earlier. II. A biometric system can help monitor attendance and timing.

- (A) Only assumption I is implicit
- (B) Only assumption II is implicit
- (C) Both assumptions I and II are implicit
- (D) Neither assumption is implicit

Correct Answer: (C) Both assumptions I and II are implicit

SOLUTION:

Step 1: Apply the negation test to each assumption - negate it and check whether the office's stated action (installing a biometric system to improve punctuality) would still make sense. If the action becomes pointless once an assumption is negated, that assumption was implicit.

Step 2: Negate I: suppose staff members were already fully punctual. Then there would be nothing to "improve", and installing a biometric system for this purpose becomes pointless. Since negating I destroys the logic of the statement, I is a valid implicit assumption.

Step 3: Negate II: suppose a biometric system cannot monitor attendance and timing at all. Then installing it to improve punctuality would be a meaningless step, since the tool would be useless for the stated aim. Since negating II also destroys the logic, II is a valid implicit assumption.

Step 4: Both assumptions survive the negation test, so both are implicit.

Correct option: (3) Both assumptions I and II are implicit.

Quick Tip: Try the negation test: negate each assumption and see whether the office's action of installing the system would still make logical sense.



56. Statement: A recent study found that students who sleep at least 7 hours a night tend to score higher on exams than those who sleep less.
Conclusions: I. Adequate sleep may have a positive effect on exam performance. II. Students who sleep less than 7 hours always fail their exams.

- (A) Only conclusion I follows
- (B) Only conclusion II follows
- (C) Both conclusions follow
- (D) Neither conclusion follows

Correct Answer: (A) Only conclusion I follows

SOLUTION:

Step 1: A valid conclusion must follow directly from the statement alone, without adding outside claims or overstating the evidence.

Step 2: Check conclusion II first: it says students who sleep less than 7 hours "always fail" their exams. The statement only reports a tendency - more sleep is linked with higher scores - it never mentions failing at all. "Always fail" is an absolute claim the data does not support, so II does not follow.

Step 3: Check conclusion I: it says adequate sleep "may have a positive effect" on exam performance. This is a cautious, hedged claim that stays within exactly what a link between sleep and scores supports, without overreaching.

Step 4: Only I passes the strict-derivation test.

Correct option: (1) Only conclusion I follows.

Quick Tip: Compare how strongly each conclusion is worded against how strongly the statement is worded - watch for absolute words that go beyond a

simple tendency.

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57. Statement: The government has increased the tax on cigarettes by 25 percent in order to discourage smoking. **Conclusions:** I. Higher prices may reduce cigarette consumption. II. The government intends to reduce smoking among citizens.

- (A) Only conclusion I follows
- (B) Only conclusion II follows
- (C) Neither conclusion follows
- (D) Both conclusions I and II follow

Correct Answer: (D) Both conclusions I and II follow

SOLUTION:

Step 1: Split the statement into two parts: (a) the action taken - raising cigarette tax by 25 percent, and (b) the stated purpose behind it - to discourage smoking.

Step 2: Test conclusion I against part (a): raising prices to reduce consumption relies on the well-accepted principle that demand falls as price rises. This is a reasonable, moderate inference from the action taken, so I follows.

Step 3: Test conclusion II against part (b): the phrase "in order to discourage smoking" is the government's own stated purpose. Concluding that the government intends to reduce smoking is essentially a restatement of this explicit purpose, so II certainly follows.

Step 4: Since I is supported by the logic of the action and II is a direct

restatement of the stated purpose, both conclusions follow.

Correct option: (4) Both conclusions I and II follow.

Quick Tip: Break the statement into the action taken and the stated purpose behind it, then check which conclusion each part supports.

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58. Statement: Most of the successful entrepreneurs surveyed said that they had failed at least once before finally succeeding. Which of the following can most reasonably be inferred from this statement?

- (A) Failure is a necessary step for every kind of success.
- (B) Experiencing failure does not necessarily prevent future success.
- (C) Only people who have failed can become entrepreneurs.
- (D) Success is impossible without formal business education.

Correct Answer: (B) Experiencing failure does not necessarily prevent future success.

SOLUTION:

Step 1: For inference questions, eliminate any option that needs an extra, unstated premise to be true, and keep the option that stays strictly within the scope of the given evidence.

Step 2: Option A claims failure is "necessary for every kind of success" - but the statement only covers entrepreneurs who were surveyed, not every kind of success, so this is too broad and is rejected.

Step 3: Option C claims "only people who have failed can become entrepreneurs" - this reverses the statement's logic; the statement never says failure is a requirement to become an entrepreneur, only that many who succeeded had failed earlier, so this is rejected.

Step 4: Option D brings in "formal business education", a topic never mentioned anywhere in the statement, so it is irrelevant and rejected.

Step 5: Option B stays entirely within the evidence: since many entrepreneurs failed and still went on to succeed, failure clearly did not permanently block their success.

Correct option: (2) Experiencing failure does not necessarily prevent future success.

Quick Tip: Check whether each option only restates what the survey evidence supports, or whether it stretches the claim into a universal rule.

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59. Statement: Should smoking be completely banned in all public places in the country? Argument I: Yes, it protects non-smokers from the harmful effects of passive smoking. Argument II: No, it violates the personal freedom of individuals to smoke wherever they wish.

- (A) Only argument I is strong
- (B) Only argument II is strong
- (C) Both arguments are strong
- (D) Neither argument is strong

Correct Answer: (A) Only argument I is strong

SOLUTION:

Step 1: Judge each argument with a checklist: is it directly relevant to the policy question, and does it give a specific, realistic reason rather than a vague general principle?

Step 2: Argument I - relevant, since passive smoking harm is directly tied to banning smoking in shared public places; realistic, since the

health risk to non-smokers from passive smoke is well-established and significant. It passes both checks, so it is strong.

Step 3: Argument II - relevant on the surface (personal freedom), but it fails the "specific and realistic" check: it treats freedom as absolute and ignores that this freedom directly harms other people sharing the same public space. A general principle that overlooks the actual harm involved is a weak basis for policy.

Step 4: Only argument I clears the full checklist.

Correct option: (1) Only argument I is strong.

Quick Tip: Judge each argument on whether it is directly relevant to the policy question and backed by a specific, realistic reason, not just a general principle.

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60. Statement: Should there be a strict upper age limit for candidates appearing in government job examinations? Argument I: No, age has nothing to do with a person's ability to do a job. Argument II: Yes, it ensures a steady inflow of younger people into the workforce and gives fair opportunity across generations.

- (A) Only argument I is strong
- (B) Only argument II is strong
- (C) Both arguments are strong
- (D) Neither argument is strong

Correct Answer: (B) Only argument II is strong

SOLUTION:

Step 1: Apply the same checklist - relevance to the policy plus a concrete, realistic basis rather than a sweeping generalisation.

Step 2: Argument I says "age has nothing to do with a person's ability to do a job." This is an unqualified, sweeping claim; many roles do involve age-related considerations for stamina or workforce planning, so stating it has "nothing to do" with ability ignores nuance and fails the realism check.

Step 3: Argument II gives a concrete workforce-planning benefit (steady inflow of younger workers) and a fairness rationale (opportunity across generations), both of which are specific, relevant considerations directly tied to whether an age limit should exist. It passes the checklist.

Step 4: Only argument II clears the checklist.

Correct option: (2) Only argument II is strong.

Quick Tip: Ask whether each argument gives a concrete, policy-relevant reason or just an unqualified sweeping statement.

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61. Statement: Should all college students be required to complete a mandatory internship before graduation? Argument I: No, students in some fields may find it very hard to secure a relevant internship, which could delay their graduation. Argument II: Yes, it gives students practical work experience that improves their employability.

- (A) Only argument I is strong
- (B) Only argument II is strong
- (C) Both arguments are strong
- (D) Neither argument is strong

Correct Answer: (C) Both arguments are strong

SOLUTION:

Step 1: Apply the relevance-plus-realism checklist to both arguments regarding mandatory internships.

Step 2: Argument I - relevant, since it addresses a direct consequence of making internships mandatory; realistic, since uneven availability of internships across different fields is a genuine, practical obstacle that could delay graduation. It passes.

Step 3: Argument II - relevant, since it addresses the direct intended benefit of the mandatory policy; realistic, since improved employability from practical experience is a real and substantial gain colleges care about. It also passes.

Step 4: Both arguments raise genuine, policy-relevant considerations that clear the checklist.

Correct option: (3) Both arguments are strong.

Quick Tip: Weigh whether each argument raises a genuine, practical consideration tied directly to the mandatory-internship question.

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62. Statement: Several students of a school have fallen ill due to contaminated water supplied within the school premises. **Courses of action:** I. The water supply should be immediately tested and purified. II. The school should be shut down permanently.

- (A) Only course of action I follows
- (B) Only course of action II follows
- (C) Both courses of action follow
- (D) Neither course of action follows

Correct Answer: (A) Only course of action I follows

SOLUTION:

Step 1: Identify the root cause stated in the passage: contaminated water supplied within the school.

Step 2: Test course I - testing and purifying the water directly targets this root cause and is a proportionate, feasible administrative step, so it follows.

Step 3: Test course II - permanently shutting the school does nothing to fix the contaminated water itself, and it is a disproportionate overreaction that denies all students their education instead of solving the actual problem. It fails the root-cause and proportionality test.

Step 4: Only the course that fixes the root cause follows.

Correct option: (1) Only course of action I follows.

Quick Tip: Focus on which course of action actually tackles the root cause of the illness, versus which is a disproportionate overreaction.

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63. Statement: There has been a sharp rise in road accidents at a particular traffic junction over the past month. Courses of action: I. Traffic signals and speed breakers should be installed at the junction. II. Traffic police personnel should be deployed to regulate traffic at the junction.

- (A) Only course of action I follows
- (B) Only course of action II follows
- (C) Neither course of action follows
- (D) Both courses of action follow

Correct Answer: (D) Both courses of action follow

SOLUTION:

Step 1: Identify the root problem: a sharp rise in accidents at one junction, which can stem from both physical road conditions and driver behaviour.

Step 2: Test course I - installing signals and speed breakers is a structural, engineering fix that addresses the physical cause of accidents, so it follows.

Step 3: Test course II - deploying traffic police addresses the behavioural cause, since regulation and enforcement directly influence how drivers act at the junction, so it also follows.

Step 4: Since the two courses address different but equally valid facets of the same underlying safety problem, both are reasonable and complementary.

Correct option: (4) Both courses of action follow.

Quick Tip: Consider whether each course addresses a different valid aspect of the same road-safety problem - one physical, one behavioural.

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64. Statement: Many passengers complain that trains on a certain route are frequently delayed. **Courses of action:** I. The railway authority should stop running all trains on that route. II. The railway authority should investigate the causes of the delays and take corrective measures.

- (A) Only course of action I follows
- (B) Both courses of action follow
- (C) Only course of action II follows
- (D) Neither course of action follows

Correct Answer: (C) Only course of action II follows

SOLUTION:

Step 1: Identify the root problem: frequent, unexplained delays on a certain train route.

Step 2: Test course I - stopping all trains on the route removes the service entirely instead of fixing the delays; it fails the feasibility and root-cause test because it does not diagnose or correct anything, it simply eliminates the option passengers depend on.

Step 3: Test course II - investigating the causes and taking corrective measures directly targets identifying and fixing the root problem, so it is a sound administrative response and follows.

Step 4: Only the course that fixes rather than eliminates the service follows.

Correct option: (3) Only course of action II follows.

Quick Tip: Think about which course fixes the underlying delay problem versus which simply removes the service altogether.

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65. Two statements are given below. Statement I: The prices of vegetables have risen sharply in the local market this week. Statement II: Heavy rains and floods damaged standing crops in the region last week. Which of the following best describes the relationship between the two statements?

- (A) Statement I is the cause and Statement II is its effect.
- (B) Statement II is the cause and Statement I is its effect.
- (C) Both statements are independent causes.
- (D) Both statements are effects of independent causes.

Correct Answer: (B) Statement II is the cause and Statement I is its effect.

SOLUTION:

Step 1: Test the direction of causation both ways instead of assuming it. First ask: could Statement I (rising vegetable prices this week) have caused Statement II (heavy rains and floods last week)?

Step 2: That direction is impossible - market prices cannot influence the weather, so I cannot be the cause of II.

Step 3: Now ask: could Statement II have caused Statement I? Floods damaging standing crops reduces the supply of vegetables reaching the market; with demand roughly unchanged, reduced supply pushes prices up. This is a standard, well-understood economic mechanism.

Step 4: The timing also supports this direction - the floods happened "last week" and the price rise is being observed "this week", meaning the cause precedes the effect.

Correct option: (2) Statement II is the cause and Statement I is its effect.

Quick Tip: Ask which event could not possibly have caused the other, then check the timing of the remaining event against the outcome.



66. Two statements are given below. Statement I: A company announced record quarterly profits today. Statement II: The company's share price rose significantly on the stock exchange today. Which of the following best describes the relationship between the two statements?

- (A) Statement I is the cause and Statement II is its effect.
- (B) Statement II is the cause and Statement I is its effect.
- (C) Both statements are independent of each other.
- (D) Both statements are effects of a common cause.

Correct Answer: (A) Statement I is the cause and Statement II is its effect.

SOLUTION:

Step 1: Test the direction of causation both ways. First ask: could Statement II (the share price rising) have caused Statement I (the company announcing record profits)?

Step 2: That direction is impossible - a company's actual quarterly profit is a real business outcome determined by its operations, not something created after the fact by movements in its stock price.

Step 3: Now ask: could Statement I have caused Statement II? Announcing record profits boosts investor confidence, which increases demand for the shares and drives the price up - a well-established market mechanism, and the announcement is the triggering news event of the day.

Step 4: Since only one direction of causation is logically possible, that is the correct relationship.

Correct option: (1) Statement I is the cause and Statement II is its effect.

Quick Tip: Consider which of the two events is a real underlying business result and which is a market reaction that depends on it.

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67. A city introduced a new bus rapid transit system, and within a year traffic congestion in the city center fell by 30 percent. The transport minister concluded that the new bus system was responsible for reducing the congestion. Which of the following, if true, most weakens the minister's conclusion?

- (A) The bus rapid transit system was used by thousands of commuters every day.
- (B) The bus system was more expensive to build than the city had originally expected.
- (C) Several neighbouring cities have also recently built bus rapid transit systems.
- (D) During the same year, a large employer relocated its offices out of the city center, removing many daily commuters.

Correct Answer: (D) During the same year, a large employer relocated its offices out of the city center, removing many daily commuters.

SOLUTION:

Step 1: Identify the hidden assumption behind the minister's conclusion: that no other factor besides the bus system could explain the drop in congestion.

Step 2: Test option A - high daily ridership is consistent with the bus system working well; it does not supply an alternative explanation, so it does not attack the assumption.

Step 3: Test option B - construction cost has nothing to do with what caused the congestion to fall, so it is irrelevant to the assumption.

Step 4: Test option C - other cities building similar systems does not change what happened to congestion in this particular city, so it does not attack the assumption.

Step 5: Test option D - a major employer relocating out of the city center and removing many daily commuters supplies exactly the missing alternative cause the hidden assumption denies exists, directly undermining the minister's conclusion.

Correct option: (4) During the same year, a large employer

relocated its offices out of the city center, removing many daily commuters.

Quick Tip: Look for an option that offers a completely separate explanation for the drop in congestion, rather than one that just describes the bus system's popularity or cost.

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68. A researcher claims that eating breakfast improves concentration in schoolchildren. Which of the following, if true, would most strengthen this claim?

- (A) Many children say that they enjoy eating breakfast in the morning.
- (B) Breakfast foods are widely available in most shops and homes.
- (C) Some adults report feeling more alert after eating breakfast.
- (D) In a controlled trial, children given breakfast scored higher on concentration tests than a similar group who skipped breakfast.

Correct Answer: (D) In a controlled trial, children given breakfast scored higher on concentration tests than a similar group who skipped breakfast.

SOLUTION:

Step 1: To strengthen a causal claim like "breakfast improves concentration", the best kind of evidence is a controlled comparison that isolates breakfast as the variable, since simple opinions or unrelated facts cannot establish cause and effect.

Step 2: Option A shows children merely enjoy breakfast, which is a preference, not a measure of concentration - it does not strengthen the claim.

Step 3: Option B shows breakfast is widely available, a fact about

access with no connection to concentration outcomes - it does not strengthen the claim.

Step 4: Option C involves adults, not schoolchildren, and relies on a subjective "feeling" of alertness rather than a measured concentration outcome - it does not strengthen the specific claim about children.

Step 5: Option D provides a controlled trial with a comparison group and an objective concentration test, exactly isolating breakfast as the cause of the improved outcome - this is the strongest possible support.

Correct option: (4) In a controlled trial, children given breakfast scored higher on concentration tests than a similar group who skipped breakfast.

Quick Tip: Think about what kind of evidence, correlational or a proper controlled comparison, actually proves cause and effect for a group like schoolchildren.

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69. Advertisement: 'Nine out of ten dentists recommend BrightSmile toothpaste. Therefore, BrightSmile must be the best toothpaste available for everyone.' The reasoning in the advertisement is most flawed because it

- (A) assumes that what most dentists recommend is necessarily the best choice for every individual.
- (B) relies on data that was gathered from a survey of dentists.
- (C) provides a specific numerical figure to support its claim.
- (D) directly compares BrightSmile with every other available brand.

Correct Answer: (A) assumes that what most dentists recommend is necessarily the best choice for every individual.

SOLUTION:

Step 1: First name the logical fallacy in the advertisement's structure: "most experts recommend X" is being turned into "X is best for everyone" - this is a classic appeal-to-majority fallacy, where a popular choice is wrongly treated as automatically optimal for every individual, ignoring that needs differ from person to person.

Step 2: Now match this named fallacy to the options. Option B (survey data) and Option C (a numerical figure) merely describe the ad's method of gathering and presenting evidence - using data or numbers is not itself a logical error.

Step 3: Option D misdescribes the ad, which never actually compares BrightSmile with every other brand, so this cannot be the flaw either.

Step 4: Option A precisely names the fallacy identified in Step 1 - treating a majority recommendation as necessarily the best individual choice.

Correct option: (1) assumes that what most dentists recommend is necessarily the best choice for every individual.

Quick Tip: Try naming the specific logical fallacy the advertisement commits before matching it to an option.

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70. Manager: 'Employees who attended our new training program showed a 15 percent increase in productivity. Therefore, we should make the training program mandatory for all employees.' Which of the following, if true, most weakens the manager's argument?

- (A) The training program was generally popular among the employees who attended it.
- (B) The employees who volunteered for the training were already the most motivated and highest-performing workers.
- (C) The training program lasted only two days from start to finish.
- (D) Employee productivity in the company is measured once every quarter.

Correct Answer: (B) The employees who volunteered for the training were already the most motivated and highest-performing workers.

SOLUTION:

Step 1: Identify the hidden assumption in the manager's argument: that the productivity increase came from the training itself, and not from some trait of the particular employees who chose to attend.

Step 2: Test option A - popularity of the program reflects how attendees felt about it, not why their productivity rose, so it has no bearing on the causal claim.

Step 3: Test option C - the two-day duration is a neutral fact that neither supports nor challenges what caused the productivity gain.

Step 4: Test option D - measuring productivity quarterly is a detail about measurement frequency, unrelated to whether training caused the gain.

Step 5: Test option B - if the volunteers were already the most motivated and highest-performing workers before the training, their higher productivity may simply reflect who they already were, not what the training taught them. This directly attacks the manager's hidden assumption and shows the gain may not repeat if the program is made mandatory for everyone.

Correct option: (2) The employees who volunteered for the

training were already the most motivated and highest-performing workers.

Quick Tip: Consider whether the people who signed up for the training might already have been different from the rest of the staff in a way that explains their results.

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71. 'Doctor' is to 'Hospital' as 'Teacher' is to ____.

- (A) Student
- (B) Book
- (C) Education
- (D) School

Correct Answer: (D) School

SOLUTION:

Step 1: Classify the exact relationship in the given pair: "Doctor : Hospital" is a Professional : Primary workplace relationship, where the second word names the place that professional works in.

Step 2: Apply this same template to "Teacher : ____" - we need the primary workplace of a teacher, not a person the teacher deals with, a tool the teacher uses, or an outcome of teaching.

Step 3: Test each option against the template - "Student" fits a Professional : Client relationship, not Professional : Workplace, so it is rejected. "Book" fits a Professional : Tool relationship, so it is rejected. "Education" fits a Professional : Outcome relationship, so it is rejected. "School" is the institution where a teacher works, matching the

Professional : Workplace template exactly.

Correct option: (4) School.

Quick Tip: Identify the exact type of relationship in the first pair - is it about the people involved, the tools used, or the place of work - before choosing a match.

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72. 'Thermometer' is to 'Temperature' as 'Barometer' is to ____.

- (A) Humidity
- (B) Altitude
- (C) Wind
- (D) Pressure

Correct Answer: (D) Pressure

SOLUTION:

Step 1: Classify the exact relationship in the given pair: "Thermometer : Temperature" is an Instrument : Measured-quantity relationship, where the second word is the specific physical quantity the instrument is built to measure.

Step 2: Apply this same template to "Barometer : ____" - a barometer is the instrument specifically designed to measure atmospheric pressure.

Step 3: Test each option against the template - "Humidity" is measured by a hygrometer, not a barometer, so it is rejected. "Altitude" is the quantity read by an altimeter, a different instrument, so it is rejected. "Wind" is measured by an anemometer, so it is rejected. "Pressure" is exactly the quantity a barometer measures, matching the Instrument :

Measured-quantity template precisely.

Correct option: (4) Pressure.

Quick Tip: Identify what specific physical quantity a barometer is designed to measure, distinguishing it from the instruments used to measure humidity, altitude, or wind.

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73. Read the passage and answer the question that follows:

Read the passage below and answer the questions that follow.

Multiculturalism, as a social philosophy, asserts that a society can accommodate multiple ethnic, religious, and linguistic groups without requiring any one group to abandon its distinct identity in favour of a homogenous national culture. Proponents argue that diversity enriches public life, fosters innovation through the cross-pollination of ideas, and strengthens democratic institutions by demanding that citizens negotiate difference rather than suppress it. Critics, however, contend that unchecked multiculturalism can fragment a nation into insular communities that share little beyond geography, weakening the shared civic bonds that make collective governance possible. The debate sharpened in Western Europe during the early 2000s, when several governments that had long championed multicultural policies began to reassess them. One European leader famously declared that the multicultural approach had utterly failed, pointing to segregated neighbourhoods and stalled integration as evidence. Yet defenders of multiculturalism counter that the failure lies not in diversity itself but in inadequate investment in language training, employment access, and civic education for immigrant communities. They argue that assimilation, which demands minorities dissolve into a dominant culture, is neither realistic nor desirable in an interconnected world, and that a more workable goal is integration, where communities retain distinct identities while sharing common civic obligations and opportunities. Ultimately, the controversy is less about whether diversity exists, since it plainly does in most modern states, than about how societies should manage it, and whose responsibility that management is.

Which of the following best captures the central idea of the passage?

- (A) The passage examines the debate between multiculturalism and assimilation, and suggests integration as a more workable middle path.
- (B) Multiculturalism has failed everywhere it has been tried and should be abandoned entirely.
- (C) Germany was the first country in the world to introduce multicultural policies.
- (D) Diversity automatically strengthens democratic institutions in every society without exception.

Correct Answer: (A) The passage examines the debate between multiculturalism and assimilation, and suggests integration as a more workable middle path.

SOLUTION:

Step 1: Instead of restating the passage, test each option against the passage's actual scope and stance, eliminating any option the passage does not support.

Step 2: Option (b), "Multiculturalism has failed everywhere it has been tried and should be abandoned entirely," is an extreme claim. The passage only says one leader called it a failure in a specific context (Western Europe), and immediately presents a rebuttal from defenders. So this option contradicts the passage's balanced structure.

Step 3: Option (c), "Germany was the first country in the world to introduce multicultural policies," is not stated anywhere; the passage never names Germany or claims any country was "first". This is an unsupported detail, so it is eliminated.

Step 4: Option (d), "Diversity automatically strengthens democratic institutions in every society without exception," over-generalises a claim that the passage attributes only to "proponents" as one side of a debate, not as an established fact holding "in every society without

exception". Eliminated.

Step 5: By elimination, only option (a) survives: it correctly captures that the passage stages a two-sided debate (multiculturalism versus assimilation) and resolves it, in its final paragraphs, by proposing integration as the middle ground where communities keep their identity while sharing civic duties.

Correct option: (1) The passage examines the debate between multiculturalism and assimilation, and suggests integration as a more workable middle path.

Quick Tip: Rather than picking the option that sounds closest to the passage's wording, try ruling out the three options that make claims the passage never actually makes or that go too far.

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74. Read the passage and answer the question that follows:

Read the passage below and answer the questions that follow.

Multiculturalism, as a social philosophy, asserts that a society can accommodate multiple ethnic, religious, and linguistic groups without requiring any one group to abandon its distinct identity in favour of a homogenous national culture. Proponents argue that diversity enriches public life, fosters innovation through the cross-pollination of ideas, and strengthens democratic institutions by demanding that citizens negotiate difference rather than suppress it. Critics, however, contend that unchecked multiculturalism can fragment a nation into insular communities that share little beyond geography, weakening the shared civic bonds that make collective governance possible. The debate sharpened in Western Europe during the early 2000s, when several governments that had long championed multicultural policies began to reassess them. One European leader famously declared that the multicultural approach had utterly failed, pointing to segregated neighbourhoods and stalled integration as evidence. Yet defenders of multiculturalism counter that the failure lies not in diversity itself but in inadequate investment in language training, employment access, and civic education for immigrant communities. They argue that assimilation, which demands minorities dissolve into a dominant culture, is neither realistic nor desirable in an interconnected world, and that a more workable goal is integration, where communities retain distinct identities while sharing common civic obligations and opportunities. Ultimately, the controversy is less about whether diversity exists, since it plainly does in most modern states, than about how societies should manage it, and whose responsibility that management is.

Based on the passage, which of the following can be inferred about the author's view of assimilation?

- (A) The author considers assimilation an ideal solution for managing diversity.
- (B) The author regards assimilation as impractical and undesirable given how interconnected the world has become.
- (C) The author believes assimilation and integration mean exactly the same thing.
- (D) The author does not mention assimilation anywhere in the passage.

Correct Answer: (B) The author regards assimilation as impractical and undesirable given how interconnected the world has become.

SOLUTION:

Step 1: Use a targeted keyword-locate strategy: scan the passage specifically for the word "assimilation" rather than re-reading the whole text, since the question asks only about the author's stance on that one term.

Step 2: The word appears once, in the sentence: "They argue that assimilation, which demands minorities dissolve into a dominant culture, is neither realistic nor desirable in an interconnected world." This single sentence carries the entire answer.

Step 3: Break the sentence into its two judgments: (i) "neither realistic" = impractical, and (ii) "nor desirable" = unwanted, tied to the reason "in an interconnected world". This directly matches option (b).

Step 4: Check the distractors against this same sentence. Option (a) claims assimilation is "ideal", which is the opposite of what the sentence says. Option (c) claims assimilation and integration "mean exactly the same thing", but the very next clause of the passage defines integration separately, as retaining identity while sharing civic duties, so the two terms are explicitly contrasted, not equated. Option (d) is

factually wrong since assimilation is mentioned, as shown above.

Step 5: Only option (b) is consistent with the sentence located in Step 2.

Correct option: (2) The author regards assimilation as impractical and undesirable given how interconnected the world has become.

Quick Tip: Find the one sentence in the passage that uses the exact word "assimilation" and read its two paired judgments carefully before matching to an option.



75. Read the passage and answer the question that follows:

Read the passage below and answer the questions that follow.

Multiculturalism, as a social philosophy, asserts that a society can accommodate multiple ethnic, religious, and linguistic groups without requiring any one group to abandon its distinct identity in favour of a homogenous national culture. Proponents argue that diversity enriches public life, fosters innovation through the cross-pollination of ideas, and strengthens democratic institutions by demanding that citizens negotiate difference rather than suppress it. Critics, however, contend that unchecked multiculturalism can fragment a nation into insular communities that share little beyond geography, weakening the shared civic bonds that make collective governance possible. The debate sharpened in Western Europe during the early 2000s, when several governments that had long championed multicultural policies began to reassess them. One European leader famously declared that the multicultural approach had utterly failed, pointing to segregated neighbourhoods and stalled integration as evidence. Yet defenders of multiculturalism counter that the failure lies not in diversity itself but in inadequate investment in language training, employment access, and civic education for immigrant communities. They argue that assimilation, which demands minorities dissolve into a dominant culture, is neither realistic nor desirable in an interconnected world, and that a more workable goal is integration, where communities retain distinct identities while sharing common civic obligations and opportunities. Ultimately, the controversy is less about whether diversity exists, since it plainly does in most modern states, than about how societies should manage it, and whose responsibility that management is.

In the context of the passage, the word 'insular' (paragraph 1) most nearly means:

- (A) Connected and outward-looking
- (B) Wealthy and self-sufficient
- (C) Isolated and inward-looking
- (D) Diverse and welcoming

Correct Answer: (C) Isolated and inward-looking

SOLUTION:

Step 1: Use the substitution technique for vocabulary-in-context questions: replace "insular" in its original sentence with each option and check which one preserves the sentence's meaning.

Step 2: The original sentence reads: critics worry multiculturalism can "fragment a nation into insular communities that share little beyond geography, weakening the shared civic bonds". The key clue phrase is "share little beyond geography", which describes communities cut off from the wider whole.

Step 3: Substitute option (a), "connected and outward-looking": this would mean communities that engage with others, which contradicts "share little beyond geography". Rejected.

Step 4: Substitute option (b), "wealthy and self-sufficient": the passage never links insularity to money or resources, so this substitution introduces an idea absent from the text. Rejected.

Step 5: Substitute option (d), "diverse and welcoming": this is the near opposite of "fragmenting into" separate groups. Rejected.

Step 6: Substitute option (c), "isolated and inward-looking": communities cut off and turned inward naturally "share little beyond geography", which fits the sentence perfectly.

Correct option: (3) Isolated and inward-looking.

Quick Tip: Plug each option back into the original sentence in place of "insular" and see which one still makes sense alongside the clue phrase "share little beyond geography".

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76. Read the passage and answer the question that follows:

Read the passage below and answer the questions that follow.

Multiculturalism, as a social philosophy, asserts that a society can accommodate multiple ethnic, religious, and linguistic groups without requiring any one group to abandon its distinct identity in favour of a homogenous national culture. Proponents argue that diversity enriches public life, fosters innovation through the cross-pollination of ideas, and strengthens democratic institutions by demanding that citizens negotiate difference rather than suppress it. Critics, however, contend that unchecked multiculturalism can fragment a nation into insular communities that share little beyond geography, weakening the shared civic bonds that make collective governance possible. The debate sharpened in Western Europe during the early 2000s, when several governments that had long championed multicultural policies began to reassess them. One European leader famously declared that the multicultural approach had utterly failed, pointing to segregated neighbourhoods and stalled integration as evidence. Yet defenders of multiculturalism counter that the failure lies not in diversity itself but in inadequate investment in language training, employment access, and civic education for immigrant communities. They argue that assimilation, which demands minorities dissolve into a dominant culture, is neither realistic nor desirable in an interconnected world, and that a more workable goal is integration, where communities retain distinct identities while sharing common civic obligations and opportunities. Ultimately, the controversy is less about whether diversity exists, since it plainly does in most modern states, than about how societies should manage it, and whose responsibility that management is.

According to the passage, what did critics cite as evidence that multicultural policies had failed in parts of Western Europe?

- (A) Rising unemployment among native populations
- (B) A decline in overall population diversity
- (C) The closure of language training programmes
- (D) Segregated neighbourhoods and stalled integration

Correct Answer: (D) Segregated neighbourhoods and stalled integration

SOLUTION:

Step 1: This is a fact-retrieval question, so use a scan-and-match approach: locate the paragraph discussing the European leader's criticism, then match its exact wording to the options word for word.

Step 2: The relevant sentence is: "One European leader famously declared that the multicultural approach had utterly failed, pointing to segregated neighbourhoods and stalled integration as evidence."

Step 3: Cross-check each option against this sentence. Option (a), "rising unemployment among native populations", does not appear in the passage at all. Option (b), "a decline in overall population diversity", is also absent, and in fact the closing paragraph says diversity "plainly does" exist. Option (c), "the closure of language training programmes", is not mentioned as evidence of failure; language training is instead mentioned later as something proponents feel is under-invested in, not as evidence critics cited.

Step 4: Option (d), "segregated neighbourhoods and stalled integration", reproduces the exact evidence named in the sentence quoted in Step 2.

Correct option: (4) Segregated neighbourhoods and stalled integration.

Quick Tip: Locate the exact sentence about the European leader's declaration and check which option restates its named evidence word for

word, rather than a detail from elsewhere in the passage.

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77. Read the passage and answer the question that follows:

Read the passage below and answer the questions that follow.

Hypertension, commonly known as high blood pressure, is often called a silent killer because it typically produces no obvious symptoms even as it steadily damages the arteries, heart, kidneys, and eyes. Blood pressure is recorded as two figures, systolic over diastolic, and a reading that persistently exceeds 140 over 90 millimetres of mercury is generally classified as hypertensive. Left unmanaged, chronically elevated pressure forces the heart to work harder than it should, thickening its walls and raising the long-term risk of heart attack, stroke, and kidney failure. Public health researchers point out that hypertension has become disproportionately common in urbanising, middle-income countries, where diets rich in processed sodium, sedentary lifestyles, and chronic stress converge. Unlike many chronic illnesses, hypertension is largely preventable and manageable through relatively inexpensive interventions: reducing salt intake, maintaining a healthy body weight, exercising regularly, and, where necessary, taking low-cost generic medication. The obstacle, researchers argue, is rarely medical knowledge but rather access, since routine blood pressure screening remains patchy in many low-resource health systems, and millions of people live for years without knowing their numbers. Some public health experts now advocate for community-level screening camps and pharmacist-led monitoring as a pragmatic bridge until primary healthcare systems can absorb the burden. Such measures, they note, cost little but could catch the condition before it silently causes irreversible damage.

What is the main idea of the passage?

- (A) Hypertension is a largely preventable and manageable condition whose real-world control is limited more by access to screening than by lack of medical knowledge.
- (B) Hypertension is untreatable and always leads to fatal outcomes.
- (C) Urbanisation has no relationship with the prevalence of hypertension.
- (D) Community screening camps are more effective than hospital-based treatment in every case.

Correct Answer: (A) Hypertension is a largely preventable and manageable condition whose real-world control is limited more by access to screening than by lack of medical knowledge.

SOLUTION:

Step 1: For a main-idea question, identify the topic sentence of each paragraph rather than any single detail, then see which option synthesises all three.

Step 2: Paragraph 1 topic: hypertension is a silent, damaging condition. Paragraph 2 topic: it is common in urbanising countries but "largely preventable and manageable", and the real obstacle is "access", not "medical knowledge". Paragraph 3 topic: low-cost screening measures can close that access gap.

Step 3: Combine the three topic sentences: the passage's throughline is that hypertension is manageable, and the barrier is access to screening, not medical understanding, which is best captured by option (a).

Step 4: Check the distractors against this synthesis. Option (b), "untreatable and always leads to fatal outcomes", contradicts paragraph 2 directly, which calls it "preventable and manageable". Option (c), "urbanisation has no relationship with prevalence", contradicts the sentence stating hypertension is "disproportionately

common in urbanising, middle-income countries". Option (d) overstates paragraph 3's suggestion into an absolute claim ("in every case") that the passage never makes; the passage only calls screening camps a "pragmatic bridge", not superior to hospitals in every case.

Step 5: Only option (a) fits all three paragraphs without contradiction or overstatement.

Correct option: (1) Hypertension is a largely preventable and manageable condition whose real-world control is limited more by access to screening than by lack of medical knowledge.

Quick Tip: Write down the topic sentence of each of the three paragraphs separately, then look for the single option that ties all three together without exaggerating any one of them.

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78. Read the passage and answer the question that follows:

Read the passage below and answer the questions that follow.

Hypertension, commonly known as high blood pressure, is often called a silent killer because it typically produces no obvious symptoms even as it steadily damages the arteries, heart, kidneys, and eyes. Blood pressure is recorded as two figures, systolic over diastolic, and a reading that persistently exceeds 140 over 90 millimetres of mercury is generally classified as hypertensive. Left unmanaged, chronically elevated pressure forces the heart to work harder than it should, thickening its walls and raising the long-term risk of heart attack, stroke, and kidney failure. Public health researchers point out that hypertension has become disproportionately common in urbanising, middle-income countries, where diets rich in processed sodium, sedentary lifestyles, and chronic stress converge. Unlike many chronic illnesses, hypertension is largely preventable and manageable through relatively inexpensive interventions: reducing salt intake, maintaining a healthy body weight, exercising regularly, and, where necessary, taking low-cost generic medication. The obstacle, researchers argue, is rarely medical knowledge but rather access, since routine blood pressure screening remains patchy in many low-resource health systems, and millions of people live for years without knowing their numbers. Some public health experts now advocate for community-level screening camps and pharmacist-led monitoring as a pragmatic bridge until primary healthcare systems can absorb the burden. Such measures, they note, cost little but could catch the condition before it silently causes irreversible damage.

It can be inferred from the passage that in low-resource health systems, the biggest barrier to controlling hypertension is:

- (A) The high cost of blood pressure medication
- (B) Insufficient routine screening, which leaves many cases undiagnosed
- (C) Lack of awareness about healthy diets
- (D) Genetic factors that cannot be modified

Correct Answer: (B) Insufficient routine screening, which leaves many cases undiagnosed

SOLUTION:

Step 1: Treat this as a cause-and-effect question: find the sentence in the passage that names a specific cause for poor hypertension control in low-resource settings.

Step 2: The relevant sentence: "routine blood pressure screening remains patchy in many low-resource health systems, and millions of people live for years without knowing their numbers." The cause named is patchy screening; the effect is people going undiagnosed for years.

Step 3: Test option (a), "high cost of blood pressure medication": the passage actually calls medication "low-cost generic", so cost is explicitly ruled out as a barrier, not confirmed as one. Rejected.

Step 4: Test option (c), "lack of awareness about healthy diets": the passage states the obstacle is "rarely medical knowledge", which rules out an awareness gap as the cause. Rejected.

Step 5: Test option (d), "genetic factors that cannot be modified": genetics is never mentioned in the passage at all. Rejected.

Step 6: Option (b), "insufficient routine screening, which leaves many cases undiagnosed", directly restates the cause-effect relationship identified in Step 2.

Correct option: (2) Insufficient routine screening, which leaves many cases undiagnosed.

Quick Tip: Look for the sentence that names what stays "patchy" in low-resource health systems, and connect that cause to the effect of people not knowing their blood pressure numbers.

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79. Read the passage and answer the question that follows:

Read the passage below and answer the questions that follow.

Hypertension, commonly known as high blood pressure, is often called a silent killer because it typically produces no obvious symptoms even as it steadily damages the arteries, heart, kidneys, and eyes. Blood pressure is recorded as two figures, systolic over diastolic, and a reading that persistently exceeds 140 over 90 millimetres of mercury is generally classified as hypertensive. Left unmanaged, chronically elevated pressure forces the heart to work harder than it should, thickening its walls and raising the long-term risk of heart attack, stroke, and kidney failure. Public health researchers point out that hypertension has become disproportionately common in urbanising, middle-income countries, where diets rich in processed sodium, sedentary lifestyles, and chronic stress converge. Unlike many chronic illnesses, hypertension is largely preventable and manageable through relatively inexpensive interventions: reducing salt intake, maintaining a healthy body weight, exercising regularly, and, where necessary, taking low-cost generic medication. The obstacle, researchers argue, is rarely medical knowledge but rather access, since routine blood pressure screening remains patchy in many low-resource health systems, and millions of people live for years without knowing their numbers. Some public health experts now advocate for community-level screening camps and pharmacist-led monitoring as a pragmatic bridge until primary healthcare systems can absorb the burden. Such measures, they note, cost little but could catch the condition before it silently causes irreversible damage.

As used in the passage, the word 'pragmatic' most nearly means:

- (A) Idealistic and theoretical
- (B) Expensive and complicated
- (C) Practical and sensible
- (D) Temporary and ineffective

Correct Answer: (C) Practical and sensible

SOLUTION:

Step 1: Use a two-part vocabulary check: first recall the general dictionary sense of "pragmatic" (concerned with practical results rather than theory), then confirm it fits the sentence's context.

Step 2: The sentence: experts advocate for screening camps "as a pragmatic bridge until primary healthcare systems can absorb the burden", adding that "such measures... cost little but could catch the condition". The surrounding words "bridge", "cost little", and "catch the condition" all describe a workable, results-focused stopgap solution, not a theory.

Step 3: Option (a), "idealistic and theoretical", is the near-opposite of a results-focused stopgap. Rejected. Option (b), "expensive and complicated", directly contradicts "cost little" in the same sentence. Rejected. Option (d), "temporary and ineffective", contradicts "could catch the condition before it silently causes irreversible damage", which shows the measure is effective, even if it is a bridge until better systems exist. Rejected.

Step 4: Option (c), "practical and sensible", matches both the dictionary sense of "pragmatic" and the low-cost, effective bridge described in context.

Correct option: (3) Practical and sensible.

Quick Tip: Recall what "pragmatic" generally means outside this passage, then check that meaning against the surrounding words "cost little" and "bridge" to confirm it still fits.

...

80. Read the passage and answer the question that follows:

Read the passage below and answer the questions that follow.

Hypertension, commonly known as high blood pressure, is often called a silent killer because it typically produces no obvious symptoms even as it steadily damages the arteries, heart, kidneys, and eyes. Blood pressure is recorded as two figures, systolic over diastolic, and a reading that persistently exceeds 140 over 90 millimetres of mercury is generally classified as hypertensive. Left unmanaged, chronically elevated pressure forces the heart to work harder than it should, thickening its walls and raising the long-term risk of heart attack, stroke, and kidney failure. Public health researchers point out that hypertension has become disproportionately common in urbanising, middle-income countries, where diets rich in processed sodium, sedentary lifestyles, and chronic stress converge. Unlike many chronic illnesses, hypertension is largely preventable and manageable through relatively inexpensive interventions: reducing salt intake, maintaining a healthy body weight, exercising regularly, and, where necessary, taking low-cost generic medication. The obstacle, researchers argue, is rarely medical knowledge but rather access, since routine blood pressure screening remains patchy in many low-resource health systems, and millions of people live for years without knowing their numbers. Some public health experts now advocate for community-level screening camps and pharmacist-led monitoring as a pragmatic bridge until primary healthcare systems can absorb the burden. Such measures, they note, cost little but could catch the condition before it silently causes irreversible damage.

The overall tone of the passage can best be described as:

- (A) Alarmist and hopeless
- (B) Dismissive of public health measures
- (C) Sarcastic about medical research
- (D) Informative and solution-oriented

Correct Answer: (D) Informative and solution-oriented

SOLUTION:

Step 1: For a tone question, classify the passage's overall register, alarming versus neutral, and its purpose, informing versus dismissing versus mocking, before matching to an option.

Step 2: Register check: the passage uses measured, factual language throughout ("is recorded as two figures", "generally classified as", "public health researchers point out"), not urgent or panicked language, so it is not alarmist.

Step 3: Purpose check: the passage explains what hypertension is, why it is common, and then spends its final paragraph on concrete fixes, screening camps and pharmacist-led monitoring, that "cost little" and could "catch the condition" early. This is a constructive, solution-focused purpose.

Step 4: Eliminate using these two checks. Option (a), "alarmist and hopeless", fails the register check and also fails the purpose check, since the passage ends on constructive measures, not despair. Option (b), "dismissive of public health measures", is the opposite of the passage's actual endorsement of screening camps. Option (c), "sarcastic about medical research", finds no support; there is no irony or mockery anywhere in the text.

Step 5: Only option (d) satisfies both the measured register and the solution-oriented purpose identified above.

Correct option: (4) Informative and solution-oriented.

Quick Tip: Separately judge the passage's register (calm versus panicked) and its ending (does it stop at the problem, or offer a fix), then combine both judgments into one tone word.

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81. Identify the part of the sentence that contains a grammatical error: (A) Neither the manager nor the employees (B) was aware of the (C) changes that had been (D) implemented overnight.

(A) Part B

(B) Part A

(C) Part C

(D) Part D

Correct Answer: (A) Part B

SOLUTION:

Step 1: Rather than naming the rule first, rewrite the sentence with the subject simplified to test subject-verb agreement directly: "...the employees was aware of..." This immediately sounds wrong to the ear, confirming an error exists near the verb.

Step 2: Recall the applicable grammar principle: in sentences joined by "either...or" or "neither...nor", the verb does not agree with the first-named noun; it agrees with whichever noun is grammatically closer to the verb.

Step 3: Here, the two nouns are "the manager" (singular) and "the employees" (plural), and the noun closer to the verb "was" is "the employees", which is plural. A plural subject needs a plural verb, "were", not "was".

Step 4: Confirm by correcting the sentence: "Neither the manager nor

the employees were aware of the changes that had been implemented overnight" reads correctly, and the only word that had to change was "was" to "were", which sits in segment (B).

Step 5: Segments (A), (C), and (D) contain no agreement, tense, or structural faults on their own.

Correct option: (1) Part B.

Quick Tip: Read the sentence with only the noun immediately before the verb in mind, ignoring the first-named noun in the "neither...nor" pair, and see if the verb still sounds right.

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82. Choose the correct alternative to replace the underlined part of the sentence, or select 'No improvement' if the sentence is already correct: 'Despite of his best efforts, he could not complete the project on time.'

- (A) Despite of his best effort
- (B) Despite his best efforts
- (C) In spite his best efforts
- (D) No improvement

Correct Answer: (B) Despite his best efforts

SOLUTION:

Step 1: Apply the preposition rule for "despite": "despite" already functions as a preposition on its own and is never followed by "of"; only its synonym phrase "in spite of" takes "of". So "despite of" is always incorrect English.

Step 2: Test each option against this rule. Option (a), "Despite of his best effort", keeps the faulty "despite of" and additionally changes

"efforts" to the singular "effort", which is a needless, unrequested change. Rejected. Option (c), "In spite his best efforts", drops the required "of" from "in spite of", creating a new error rather than fixing the original one. Rejected.

Step 3: Option (d), "No improvement", would only be correct if the original had no error, but "Despite of" is a textbook double-preposition error, so this is rejected.

Step 4: Option (b), "Despite his best efforts", removes the incorrect "of" and keeps "despite" as a stand-alone preposition directly before the noun phrase, which is the standard correct form.

Correct option: (2) Despite his best efforts.

Quick Tip: Remember that "despite" and "in spite of" are two separate correct forms; check which option cleanly picks one of the two without mixing them.



83. Choose the correct verb to complete the sentence: 'The number of students who have opted for the elective course ____ increased significantly this year.'

- (A) have
- (B) having
- (C) has
- (D) were

Correct Answer: (C) has

SOLUTION:

Step 1: Use the substitution test that distinguishes "the number of" from "a number of": mentally replace the subject phrase with just "amount" or "quantity" (singular ideas) versus "several" (a plural idea) to see which fits better.

Step 2: "The number of students" refers to one single figure, a count or amount, so it behaves as a singular subject, similar to saying "The amount has increased." In contrast, "A number of students have opted..." would describe several individual students and take a plural verb, but that is not the phrasing used here.

Step 3: Since the sentence uses the definite article "The number of", the grammatical subject is "the number" itself, not "students", and it must take the singular verb "has".

Step 4: Eliminate the alternatives: "have" and "were" are plural forms that would only suit "A number of students"; "having" is a non-finite participle that cannot stand as the main verb of an independent clause.

Correct option: (3) has.

Quick Tip: Check whether the sentence begins with "The number of" or "A number of", since these two near-identical phrases take opposite verb forms.



84. Identify the part of the sentence that contains a grammatical error: (A) The teacher along with her students (B) were going to visit (C) the science museum (D) next Monday morning.

- (A) Part A
- (B) Part C
- (C) Part D
- (D) Part B

Correct Answer: (D) Part B

SOLUTION:

Step 1: Apply the bracketing technique: mentally place commas around, and then delete, any phrase beginning with "along with", "as well as", or "together with", because these phrases never affect the number of the main verb.

Step 2: Bracketing out "along with her students" leaves the simplified sentence "The teacher were going to visit the science museum next Monday morning." Reading this stripped-down version instantly reveals the mismatch, since "the teacher" is singular and "were" is plural.

Step 3: The true grammatical subject was never the combined group, it is only "the teacher", so the verb must be the singular "was", giving "was going to visit".

Step 4: Segment (A), "The teacher along with her students", is grammatically fine as a noun phrase; the fault is only in the verb that follows it, which sits in segment (B), "were going to visit". Segments (C) and (D) contain no errors.

Correct option: (4) Part B.

Quick Tip: Try removing the phrase that starts with "along with" entirely and re-read the sentence with just its true subject and verb to check agreement.

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85. Choose the correct alternative to replace the underlined part of the sentence, or select 'No improvement': 'Each of the players were given their kit before the match.'

- (A) was given his or her kit
- (B) was given their kit
- (C) were given his kit
- (D) No improvement

Correct Answer: (A) was given his or her kit

SOLUTION:

Step 1: Break this into two separate, independent checks: first the verb form, then the pronoun form, since the sentence actually contains two agreement errors tied to the same singular word "each".

Step 2: Verb check: "Each" is always grammatically singular, even when followed by "of the players" (a plural-looking phrase), so the verb must be "was", not "were". This rules out option (b), "was given their kit", partway, and rules out the unedited "were given" pattern.

Step 3: Pronoun check: because "each" is singular, any pronoun referring back to it must also be singular, "his or her", rather than the plural "their". Option (b) fixes the verb ("was") but leaves the plural pronoun "their" uncorrected, so it only solves half the problem.

Step 4: Option (c), "were given his kit", makes the opposite mistake, fixing the pronoun to singular "his" while leaving the verb as plural "were". Option (d), "No improvement", is wrong since the original sentence has two clear errors.

Step 5: Option (a), "was given his or her kit", is the only option that resolves both the verb and the pronoun agreement simultaneously.

Correct option: (1) was given his or her kit.

Quick Tip: Notice that the sentence actually has two separate agreement problems tied to the word "each", not just one, and check that your chosen option fixes both.

86. Identify the error in the following sentence: 'He is good in mathematics and always scores well in exams.'

- (A) 'scores well' should be 'scores good'
- (B) 'good in' should be 'good at'
- (C) 'always' should be removed
- (D) No error

Correct Answer: (B) 'good in' should be 'good at'

SOLUTION:

Step 1: Use the collocation comparison method: compare "good in" against other adjective-plus-preposition pairs describing skill, such as "skilled at", "talented at", and "strong at" a subject, all of which pair with "at", never "in".

Step 2: By this pattern, "good", when describing ability in an academic subject, follows the same rule and should be followed by "at": "good at mathematics", not "good in mathematics".

Step 3: Check the remaining options against the rest of the sentence. "Scores well in exams" is correct as written; "scores good" in option (a) would wrongly use the adjective "good" in place of the adverb "well", so that proposed change is itself an error, not a fix. Option (c) suggests removing "always", but the word is grammatically fine and removing it is not required to fix any error. Option (d), "No error", is wrong because the preposition mismatch is a genuine, well-known error.

Step 4: The only real fault in the sentence is the preposition after "good", confirming option (b).

Correct option: (2) 'good in' should be 'good at'.

Quick Tip: Compare "good in mathematics" with how you would normally pair "skilled" or "talented" with a subject name, and see which preposition those adjectives usually take.

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87. Arrange sentences A, B, C, and D in the correct logical order to form a coherent paragraph. A. This gap between intention and outcome is what economists call the 'implementation problem'. B. Governments often announce ambitious policy reforms with great fanfare. C. However, translating a policy on paper into a functioning programme on the ground is far harder than drafting it. D. Bridging this gap requires strong institutions, adequate funding, and sustained political will.

- (A) BACD
- (B) CBAD
- (C) BCAD
- (D) ABCD

Correct Answer: (C) BCAD

SOLUTION:

Step 1: Use the mandatory-opener test first: find the sentence that can stand alone as an introduction, with no pronoun or connector that needs an earlier antecedent. Sentence A opens with "This gap", which needs something before it to define "gap", so A cannot be first. Sentence C opens with "However", a contrast word needing a prior idea, so C cannot be first. Sentence D opens with "Bridging this gap", again needing a prior mention of "gap", so D cannot be first. Only B, "Governments often announce ambitious policy reforms with great fanfare", introduces a fresh topic with no dangling reference, so B must

be the opening sentence.

Step 2: Now use linking-word chaining: B talks about announcing reforms; C begins with "However" and discusses how implementing that policy is "far harder than drafting it", directly contrasting with B's "great fanfare". So C follows B.

Step 3: A begins "This gap between intention and outcome", which is exactly the idea C just introduced, the gap between the drafted policy and the harder task of implementing it, so A follows C, naming that gap the "implementation problem".

Step 4: D begins "Bridging this gap", referring back to the "implementation problem" just named in A, and gives the concluding requirements (institutions, funding, will), which is a natural closing sentence.

Step 5: Chaining B then C then A then D produces a coherent paragraph, matching option (c).

Correct option: (3) BCAD.

Quick Tip: First find the one sentence with no pronoun or connector that depends on an earlier line, since that has to be the paragraph's opener, then trace the pronoun "this gap" forward from there.

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88. Arrange sentences A, B, C, and D in the correct logical order to form a coherent paragraph. A. As a result, several coastal cities have begun investing heavily in flood defences and drainage upgrades. B. Climate scientists have long warned that rising sea levels will threaten low-lying urban areas. C. Yet critics argue that such measures merely delay an inevitable retreat from the most vulnerable zones. D. In recent years, this warning has moved from theoretical modelling to observable, measurable change.

- (A) BADC
- (B) DBAC
- (C) BDCA
- (D) BDAC

Correct Answer: (D) BDAC

SOLUTION:

Step 1: Apply the opener test: A starts with "As a result", which needs a prior cause, so it cannot open. C starts with "Yet", a contrast word needing a prior claim, so it cannot open. D starts with "In recent years, this warning", where "this warning" needs to be introduced first, so D cannot open either. Only B, "Climate scientists have long warned that rising sea levels will threaten low-lying urban areas", stands alone as a complete, self-contained opening claim, so B is first.

Step 2: Trace the phrase "this warning": D says "this warning has moved from theoretical modelling to observable, measurable change", directly picking up the "warned" from B, so D follows B.

Step 3: A begins "As a result", which needs a preceding cause; the observable, measurable change described in D is exactly the trigger for cities investing in flood defences, so A follows D.

Step 4: C begins "Yet critics argue", a contrast to the investment just described in A, arguing the measures "merely delay an inevitable retreat", which works as a natural closing counterpoint after A.

Step 5: The chain B then D then A then C matches option (d).

Correct option: (4) BDAC.

Quick Tip: Look for the sentence that can open the paragraph without needing any earlier context, then follow the phrase "this warning" to find which sentence must come right after it.

89. Arrange sentences A, B, C, and D in the correct logical order to form a coherent paragraph. A. Yet without proper regulation, this same technology can be misused to spread misinformation at scale. B. Artificial intelligence has made it possible to generate remarkably realistic text, images, and video. C. Policymakers around the world are now racing to draft frameworks that balance innovation with accountability. D. This capability has enormous creative and commercial potential across industries.

- (A) BDAC
- (B) BDCA
- (C) DBAC
- (D) BADC

Correct Answer: (A) BDAC

SOLUTION:

Step 1: Apply the opener test: A starts with "Yet", needing a prior claim to contrast with, so it cannot open. C starts with "Policymakers... are now racing", a response that needs a prior problem to react to, so it cannot open either. D starts with "This capability", where "this capability" needs to be defined first, so D cannot open. Only B, "Artificial intelligence has made it possible to generate remarkably realistic text, images, and video", introduces the topic with no dependency, so B opens.

Step 2: Trace "this capability": D says "This capability has enormous creative and commercial potential", directly referring to what B just described (generating realistic content), so D follows B.

Step 3: A opens with "Yet", pivoting from the positive potential in D to a risk, "this same technology can be misused to spread misinformation

at scale", so A follows D as the contrasting turn.

Step 4: C, "Policymakers around the world are now racing to draft frameworks that balance innovation with accountability", is the logical response to the risk just raised in A, making it the concluding sentence.

Step 5: The chain B then D then A then C matches option (a).

Correct option: (1) BDAC.

Quick Tip: Identify the sentence that needs no prior context to make sense, then track how "this capability" and later "yet" signal which sentence must follow which.

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90. Arrange sentences A, B, C, and D in the correct logical order to form a coherent paragraph. A. Consequently, many firms have shifted to hybrid models that combine remote flexibility with periodic in-person collaboration. B. Remote work expanded dramatically as organisations adapted to distributed teams. C. Early data suggested that productivity held steady, but employees increasingly reported feelings of isolation. D. Over time, though, purely remote arrangements revealed drawbacks that were not obvious at first.

(A) BDCA

(B) BCDA

(C) BCAD

(D) DBCA

Correct Answer: (B) BCDA

SOLUTION:

Step 1: Apply the opener test: C starts with "Early data suggested", which needs a prior subject for the data to be "early" about, so it cannot open. D starts with "Over time, though", a contrast that needs a prior claim, so it cannot open. A starts with "Consequently", needing a prior cause, so it cannot open. Only B, "Remote work expanded dramatically as organisations adapted to distributed teams", introduces the topic cleanly, so B opens.

Step 2: After introducing remote work's expansion in B, the natural next step is reporting on how it performed early on: C, "Early data suggested that productivity held steady, but employees increasingly reported feelings of isolation", follows B directly, since "early data" logically follows an "expansion" just described.

Step 3: D opens with "Over time, though", a contrast signal that builds on the isolation concern just raised in C, and extends it: "purely remote arrangements revealed drawbacks that were not obvious at first", so D follows C.

Step 4: A opens with "Consequently", meaning as a direct result of the drawbacks named in D, "many firms have shifted to hybrid models", making it the concluding sentence.

Step 5: The chain B then C then D then A matches option (b).

Correct option: (2) BCDA.

Quick Tip: Find the sentence that can stand alone as a topic opener, then notice how "early data", "over time", and "consequently" each signal a stage that must follow the one before it.



91. Choose the word that best fits the blank: 'The committee decided to ____ the proposal until further data on its financial impact became available.'

- (A) implement
- (B) announce
- (C) defer
- (D) finalize

Correct Answer: (C) defer

SOLUTION:

Step 1: Look at the phrase that follows the blank: 'until further data on its financial impact became available'. The word 'until' tells us the committee is putting something off, waiting for a future condition to be met.

Step 2: Test each option against this waiting condition. 'Implement' means to put into action now, which contradicts waiting. 'Announce' means to declare publicly, which does not fit a decision about timing. 'Finalize' means to complete or settle, again the opposite of waiting.

Step 3: 'Defer' means to put off an action to a later time. It is the only option that logically pairs with 'until further data... became available', since you defer a decision precisely because you are waiting on more information.

Correct option: (3) defer.

Quick Tip: Look at what happens after the blank: the committee is waiting for something before it will act. Ask which verb naturally pairs with 'until' in that sense.

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92. Choose the word that best fits the blank: 'Despite the heavy rainfall, the outdoor event proceeded as scheduled, much to the ____ of the organizers, who had feared a complete washout.'

- (A) dismay
- (B) indifference
- (C) regret
- (D) relief

Correct Answer: (D) relief

SOLUTION:

Step 1: Identify the two events in the sentence: the organizers 'feared a complete washout', and yet the event 'proceeded as scheduled' despite heavy rain. So the feared outcome did not happen.

Step 2: When a feared negative outcome does not occur, the natural emotional response is a positive one. Check each option's emotional charge: 'dismay' is a negative reaction (disappointment or alarm), 'regret' is negative (sorrow over something), 'indifference' means no reaction at all.

Step 3: Only 'relief' carries the positive charge that fits an outcome better than what was feared. The phrase 'much to the ___ of' also signals a shift in feeling, which matches relief after fear.

Correct option: (4) relief.

Quick Tip: Notice that the outcome the organizers feared did not actually happen. Think about what emotion follows when a bad outcome is avoided.

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93. Choose the pair of words that best fits the blanks: 'The new policy was designed to ___ bureaucratic delays, but in practice it only ___ the approval process further.'

- (A) reduce ... complicated
- (B) reduce ... simplified
- (C) increase ... simplified
- (D) eliminate ... shortened

Correct Answer: (A) reduce ... complicated

SOLUTION:

Step 1: The sentence has two clauses joined by 'but', a word that always signals a contrast or reversal between the intended purpose and the real result.

Step 2: The first clause states the policy's goal: to affect bureaucratic delays. The second clause, introduced by 'but', must describe an outcome that goes against that goal.

Step 3: Check each pair for internal contrast. 'Increase ... simplified' has the goal already negative (increase delays), so 'but' would need a positive twist, which does not fit 'further complicated' territory. 'Reduce ... simplified' has no contrast at all, both are positive. 'Eliminate ... shortened' also has no contrast, both positive. Only 'reduce ... complicated' sets a positive goal (reduce delays) against a negative real outcome (complicated the process), matching the logic of 'but'.

Correct option: (1) reduce ... complicated.

Quick Tip: The word 'but' means the second half of the sentence must contradict the goal stated in the first half. Check which pair keeps that contradiction intact.



94. Choose the pair of words that best fits the blanks: 'Although the young scientist's hypothesis was initially met with ____, subsequent experiments provided ____ evidence in its favour.'

- (A) enthusiasm ... weak
- (B) skepticism ... compelling
- (C) skepticism ... contradictory
- (D) approval ... compelling

Correct Answer: (B) skepticism ... compelling

SOLUTION:

Step 1: The word 'Although' at the start of the sentence signals a contrast between the initial reaction to the hypothesis and what happened afterward, shown by 'subsequent experiments'.

Step 2: For a contrast to exist, the two blanks must describe opposite or shifting attitudes. Check 'enthusiasm ... weak': enthusiasm is already positive, so there is no negative-to-positive shift, this fails the contrast test. Check 'approval ... compelling': approval is already positive, so again no shift.

Step 3: Between the remaining two, 'skepticism ... contradictory' does show a shift, but 'contradictory evidence' would not really support the hypothesis, it would confuse it. 'Skepticism ... compelling' shows doubt turning into strong supportive proof, which best matches a hypothesis that succeeds after being doubted.

Correct option: (2) skepticism ... compelling.

Quick Tip: 'Although' promises a turnaround between the first reaction and the later one. Find the pair where doubt is followed by strong support, not confusion.



95. Choose the word that best fits the blank: 'The auditor's report was so ____ that even minor discrepancies in the accounts did not escape notice.'

- (A) cursory
- (B) vague
- (C) meticulous
- (D) biased

Correct Answer: (C) meticulous

SOLUTION:

Step 1: The sentence's result clause is 'even minor discrepancies in the accounts did not escape notice', meaning nothing, however small, was missed.

Step 2: Work backward from this result to the quality of the report. A report that catches even minor errors must be extremely thorough and detail-focused.

Step 3: Eliminate options that describe an inattentive report: 'cursory' means hasty and superficial, which would let minor errors slip through, not catch them. 'Vague' means unclear or imprecise, also unlikely to catch fine details. 'Biased' describes unfairness, not thoroughness, and is unrelated to noticing discrepancies.

Step 4: 'Meticulous' means showing great attention to detail, which is exactly the quality needed to catch even minor discrepancies.

Correct option: (3) meticulous.

Quick Tip: Ask what quality a report must have if it catches even the smallest errors. Rule out any word that implies carelessness or lack of detail.



96. Choose the word most similar in meaning to 'AUSTERE'.

- (A) Lavish
- (B) Flexible
- (C) Generous
- (D) Severe and plain

Correct Answer: (D) Severe and plain

SOLUTION:

Step 1: 'Austere' comes from the Greek word 'austeros', meaning harsh, bitter, or rough, which evolved in English to describe something stern, strict, or plain without any luxury or decoration.

Step 2: Group the options by their sense. 'Lavish' and 'generous' both describe abundance and giving freely. 'Flexible' describes willingness to adapt or bend. None of these relate to sternness or plainness.

Step 3: 'Severe and plain' directly captures both senses of austere: severe reflects the strict, stern manner, and plain reflects the lack of ornamentation or luxury.

Correct option: (4) Severe and plain.

Quick Tip: Think about the Greek root of 'austere', which relates to harshness. Look for the option that combines strictness with simplicity.



97. Choose the word most similar in meaning to 'CANDID'.

- (A) Frank and honest
- (B) Secretive
- (C) Cautious
- (D) Complicated

Correct Answer: (A) Frank and honest

SOLUTION:

Step 1: 'Candid' derives from the Latin 'candidus', meaning white or pure, which extended in meaning to describe speech that is open, truthful, and without concealment.

Step 2: Check each option against this sense of openness. 'Secretive' means hiding information, the opposite of openness. 'Cautious' means careful or guarded in speech, again closer to withholding than revealing. 'Complicated' is unrelated to honesty or openness at all.

Step 3: 'Frank and honest' matches the core idea of candid: speaking openly and truthfully without holding back.

Correct option: (1) Frank and honest.

Quick Tip: Trace 'candid' back to its Latin root meaning 'pure' or 'clear'. Look for the option describing openness in speech, not concealment.

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98. Choose the word most similar in meaning to 'PRUDENT'.

- (A) Reckless
- (B) Wise and cautious
- (C) Wealthy
- (D) Aggressive

Correct Answer: (B) Wise and cautious

SOLUTION:

Step 1: 'Prudent' comes from the Latin 'prudens', a contraction of 'providens', meaning foreseeing or showing forethought. A prudent person thinks ahead before acting.

Step 2: Eliminate options that suggest the opposite of forethought. 'Reckless' means acting without thinking of consequences. 'Aggressive' describes forceful behaviour, not careful planning. 'Wealthy' describes financial status, not a manner of decision-making, so it is unrelated in kind.

Step 3: 'Wise and cautious' reflects the idea of foreseeing consequences and acting with care, matching the Latin root sense of prudent.

Correct option: (2) Wise and cautious.

Quick Tip: The word 'prudent' is related to 'foreseeing'. Look for the option that describes careful, forward-thinking behaviour rather than a trait unrelated to decision-making.

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99. Choose the word most similar in meaning to 'TERSE'.

- (A) Wordy
- (B) Polite
- (C) Brief and concise
- (D) Confusing

Correct Answer: (C) Brief and concise

SOLUTION:

Step 1: Start by picking the clearest antonym in the option list. 'Wordy' means using far more words than necessary, which is the direct opposite of 'terse'.

Step 2: Since a synonym must move in the opposite direction from this antonym, eliminate 'wordy' and check the remaining three for a match to brevity. 'Polite' describes courteous manner, not length or word count, so it is unrelated. 'Confusing' describes clarity, not length, and terse writing is usually clear, not confusing, so this does not fit either.

Step 3: 'Brief and concise' describes exactly the opposite of 'wordy', meaning short and to the point, which is the true meaning of 'terse'.

Correct option: (3) Brief and concise.

Quick Tip: One of the options is the clear opposite of 'terse'. Use that opposite to rule out the wrong direction, then find the option that means the reverse of wordiness.

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100. Choose the word most opposite in meaning to 'BENEVOLENT'.

- (A) Kind
- (B) Generous
- (C) Charitable
- (D) Malevolent

Correct Answer: (D) Malevolent

SOLUTION:

Step 1: Break the word into its parts. 'Benevolent' combines the Latin prefix 'bene-' (good, well) with 'volens' (wishing), so it means wishing good things for others, i.e., kind-hearted.

Step 2: For the antonym, look for a word built the opposite way, replacing 'bene-' (good) with a prefix meaning bad or ill. 'Malevolent' uses 'male-' (bad, ill) with the same root 'volens', giving the meaning of wishing harm on others.

Step 3: Confirm the other three options do not fit: 'kind', 'generous', and 'charitable' all describe good will toward others, the same direction as 'benevolent', not the opposite.

Correct option: (4) Malevolent.

Quick Tip: Split the word into its prefix and root, and notice the prefix means 'good'. Look for an option built from the same root but with a prefix meaning 'bad'.



101. Choose the word most opposite in meaning to 'TRANSIENT'.

- (A) Permanent
- (B) Temporary
- (C) Fleeting
- (D) Brief

Correct Answer: (A) Permanent

SOLUTION:

Step 1: Break down 'transient': the prefix 'trans-' means across or through, and the root relates to 'going', so a transient thing is one that is passing through or lasting only briefly.

Step 2: An antonym must describe something that does not pass through quickly but instead stays. Check 'temporary', 'fleeting', and 'brief': all three describe things that last only a short time, meaning

they sit on the same side of the meaning spectrum as 'transient', not the opposite side.

Step 3: 'Permanent' describes something that lasts indefinitely without passing away, placing it at the opposite end of the duration spectrum from transient.

Correct option: (1) Permanent.

Quick Tip: Three of the four options actually mean roughly the same thing as 'transient'. Find the one word that sits at the opposite end of the duration scale.

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102. Choose the word most opposite in meaning to 'FRUGAL'.

- (A) Thrifty
- (B) Extravagant
- (C) Economical
- (D) Sparing

Correct Answer: (B) Extravagant

SOLUTION:

Step 1: Picture a spending scale from careful with money at one end to wasteful with money at the other end. 'Frugal' sits at the careful, sparing end of this scale.

Step 2: Place each option on this scale. 'Thrifty', 'economical', and 'sparing' all describe careful use of money or resources, so they sit at the same end of the scale as frugal, not the opposite end.

Step 3: 'Extravagant' describes spending far more than necessary, freely and often wastefully, placing it at the opposite end of the scale

from frugal.

Correct option: (2) Extravagant.

Quick Tip: Picture a spending scale from careful to wasteful. Three of the four options sit on the same end as 'frugal'; find the one at the opposite end.

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103. What does the idiom 'to bite the bullet' mean?

- (A) To avoid a difficult situation
- (B) To argue aggressively with someone
- (C) To face a difficult situation with courage
- (D) To celebrate an unexpected victory

Correct Answer: (C) To face a difficult situation with courage

SOLUTION:

Step 1: Idioms are best solved by tracing their literal origin and then applying the figurative sense. Historically, before anesthesia existed, wounded soldiers undergoing surgery would literally bite down on a bullet to endure the pain without crying out.

Step 2: From this origin, the figurative meaning became enduring something painful or difficult that cannot be avoided, showing courage in the process rather than avoiding or fleeing it.

Step 3: Match this to the options: 'to avoid a difficult situation' is the opposite, since biting the bullet means enduring rather than avoiding. 'To argue aggressively' and 'to celebrate an unexpected victory' are unrelated actions with no connection to enduring pain.

Step 4: Only 'to face a difficult situation with courage' matches the

historical image of enduring unavoidable pain without flinching.

Correct option: (3) To face a difficult situation with courage.

Quick Tip: Think about the literal origin of this idiom, involving soldiers and pain before modern medicine existed. Ask what enduring that pain, rather than escaping it, would mean figuratively.

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104. Choose the word that means 'a person who is unable to pay their debts'.

- (A) Indolent
- (B) Ineligible
- (C) Incompetent
- (D) Insolvent

Correct Answer: (D) Insolvent

SOLUTION:

Step 1: Break down the target meaning: 'a person who is unable to pay their debts' relates specifically to money and financial obligations.

Step 2: Analyse the options by their roots. 'Indolent' relates to laziness, not finance. 'Ineligible' means not qualified for something, unrelated to debt. 'Incompetent' means lacking skill or ability in a task, also unrelated to finance specifically.

Step 3: 'Insolvent' breaks down as the prefix 'in-' (not) plus 'solvent', from the Latin 'solvere' (to loosen, release, or pay off). A solvent person can pay their debts; an insolvent person cannot, which precisely matches the definition given.

Correct option: (4) Insolvent.

Quick Tip: Look at the root of the word 'solvent', which relates to paying off obligations, and think about what the negative prefix does to that meaning.

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105. What does the idiom 'to read between the lines' mean?

- (A) To understand a hidden or implied meaning
- (B) To read a text very carefully, word by word
- (C) To skim through a text quickly
- (D) To translate a text literally

Correct Answer: (A) To understand a hidden or implied meaning

SOLUTION:

Step 1: Picture the literal image behind this idiom: on a printed page, the space 'between the lines' contains no text at all, it is blank.

Step 2: Since there are no words physically written in that blank space, understanding something 'between the lines' must mean grasping a meaning that is not directly stated in the visible text, but implied by it.

Step 3: Check the options against this image: 'reading carefully word by word' and 'skimming quickly' both describe how fast or slowly you read the actual written words, not an unwritten meaning. 'Translating literally' also concerns only the written words themselves.

Step 4: Only 'to understand a hidden or implied meaning' matches the idea of finding meaning in the blank space where no words exist.

Correct option: (1) To understand a hidden or implied meaning.

Quick Tip: Picture the actual blank space between two lines of print, which has no words in it at all. Ask what kind of meaning could exist only in that

empty space.

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106. Choose the word that best completes the analogy: DOCTOR : HOSPITAL :: TEACHER : ?

- (A) Student
- (B) School
- (C) Book
- (D) Classroom

Correct Answer: (B) School

SOLUTION:

Step 1: Define the relationship in the given pair precisely: DOCTOR is a professional, and HOSPITAL is the type of institution where that professional is formally based and employed, not merely a room or a person they interact with.

Step 2: Apply this exact relationship to TEACHER. Ask which option names the institution where a teacher is formally employed, as opposed to a person the teacher interacts with or an object the teacher uses.

Step 3: Eliminate mismatched types: 'student' is a person the teacher interacts with, similar to a patient for a doctor, not the workplace. 'Book' is a tool, similar to a stethoscope for a doctor, not the workplace. 'Classroom' is only a single room inside the larger institution, similar to calling a doctor's workplace an 'operation theatre' instead of a hospital, too narrow.

Step 4: 'School' is the full institution that employs teachers, exactly

parallel to how a hospital is the institution that employs doctors.

Correct option: (2) School.

Quick Tip: Define the relationship precisely as 'professional to the institution that employs them', not just any related word. Rule out options that name a person, a tool, or only part of the institution.

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107. Choose the word that best completes the analogy: PEN : WRITER :: SCALPEL : ?

- (A) Patient
- (B) Hospital
- (C) Surgeon
- (D) Nurse

Correct Answer: (C) Surgeon

SOLUTION:

Step 1: Define the relationship in the given pair: PEN is the primary instrument used by a WRITER to perform their core professional task, which is writing.

Step 2: Apply the same relationship to SCALPEL, asking which option names the professional whose core task requires this instrument as their primary tool.

Step 3: Eliminate options that are not the user of the tool: 'patient' is the person the tool is used on, similar to calling paper the object a pen is used on, not the user. 'Hospital' is a place, not a person, similar to calling a study or office the answer for pen, which is also incorrect since the analogy needs a person, not a place. 'Nurse' typically does not

use a scalpel as their primary instrument, that role belongs to a different professional.

Step 4: 'Surgeon' is the professional whose defining tool is the scalpel, exactly parallel to how a pen defines a writer's core task.

Correct option: (3) Surgeon.

Quick Tip: Define the relationship as 'tool to the specific professional who uses it as their defining instrument'. Rule out any option that names a place or the person the tool is used on.

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108. Choose the word that best completes the analogy: MYOPIC : SHORT-SIGHTED :: OBSTINATE : ?

- (A) Flexible
- (B) Generous
- (C) Cautious
- (D) Stubborn

Correct Answer: (D) Stubborn

SOLUTION:

Step 1: Identify the relationship type in the given pair: MYOPIC and SHORT-SIGHTED are synonyms, where the first is a more formal or literary word and the second is its everyday, plain-language equivalent.

Step 2: Apply this same synonym relationship to OBSTINATE, which means stubbornly sticking to one's own opinion or course of action, even against good reasons to change.

Step 3: Check each option for whether it means the same thing as obstinate. 'Flexible' describes willingness to change, the opposite of

obstinate. 'Generous' relates to giving, unrelated to stubbornness. 'Cautious' relates to carefulness, not to refusing to change one's mind.

Step 4: 'Stubborn' is the everyday, plain-language synonym for 'obstinate', exactly matching the same synonym pattern as myopic and short-sighted.

Correct option: (4) Stubborn.

Quick Tip: Notice the first pair is simply a formal word matched with its everyday synonym. Find the option that is the plain-language equivalent of 'obstinate'.