## MOCK CET MAHARASHTRA

<u>Direction for questions 1 - 5</u>: The following table shows the particulars regarding the members and the number of books issued to them December 1992 in a city. Refer to the following to answer the questions that follow.

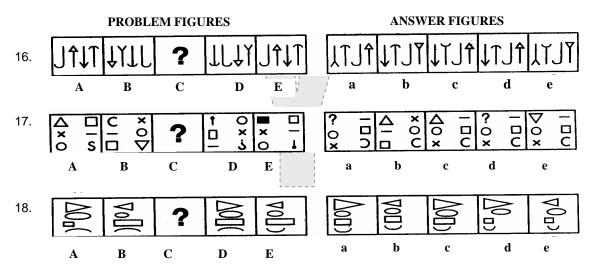
|                     | A   | В    | С   | D    | Total |
|---------------------|-----|------|-----|------|-------|
| No. of members      | 218 | 137  | 87  | 96   | 538   |
| Books issued Novels | 387 | 864  | 283 | 713  | 2247  |
| Sports Magazine     | 58  | 137  | -   | -    | 195   |
| Other books         | 24  | 126  | 382 | 410  | 942   |
|                     | 469 | 1127 | 665 | 1123 | 3384  |

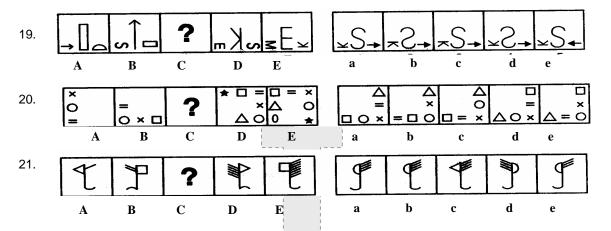
|    |  | l l                        |                 | 1               |            |            |           |                    |         |
|----|--|----------------------------|-----------------|-----------------|------------|------------|-----------|--------------------|---------|
|    |  | Books issued Novels        | 387             | 864             | 283        | 713        | 2247      | 1                  |         |
|    |  | Sports Magazine            | 58              | 137             | -          | -          | 195       |                    |         |
|    |  | Other books                | 24              | 126             | 382        | 410        | 942       |                    |         |
|    |  |                            | 469             | 1127            | 665        | 1123       | 3384      |                    |         |
|    |  |                            |                 |                 |            |            | <b>J</b>  | _                  |         |
| 1. | The maximum  | ratio of the number of nov | els issu        | ed to the       | e differei | nt class o | of member | ers is nearly:     |         |
|    | (a) 9.44   | (b) 5.35                   | c) 6.32         |                 | (d) 7.4    | 43         | (e)       | None of these      |         |
| 2. | The average r  | number of books issued     | to any          | one mer         | mber is    | nearly t   | he avera  | age number of      | novels  |
|    | issued to any r  | nember of the class:       | ,               |                 |            | •          |           |                    |         |
|    | (a) A  | (b) B                      | c) Ç            |                 | (d) D      |            | (e)       | None of these      |         |
|    |  |                            |                 |                 |            |            |           |                    |         |
| 3. | The number w   | hich is five times the exc | cess of-t       | the total       | numbe      | r of bool  | ks issued | to C class me      | mbers   |
|    | over the total number of books issued to A class members is nearly the number denoting the total |                            |                 |                 |            |            |           |                    |         |
|    | number of:   |                            |                 |                 |            |            |           |                    |         |
|    | (a) members  |                            | b) sports       | / -             |            | ed         | (c)       | novels issued      |         |
|    | (d) other books  | s issued (                 | e) <u>Non</u> e | of these        | <b>!</b>   |            |           |                    |         |
| 4. | If the number  | of novels issued to the    | class C         | and D v         | vere trea  | ated as    | Sports M  | lagazine to the    | se two  |
|    | classes, with i  | no issue of novels to the  | em, ther        | n the to        | tal numl   | ber of S   | ports Ma  | agazine issued     | to the  |
|    | members of all   | classes, is:               | /               | ;               |            |            |           |                    |         |
|    | (a) 54.3%  | (b) 60.45                  | c) 50.7%        | 5 /             | (d) 55     | .5%        | (e)       | None of these      |         |
| 5. | The sum of the   | e averages of the total nu | mber of         | ,<br>books is   | sued to    | the men    | nbers of  | the different clas | sses is |
|    | nearly Time  | es the average of the num  | ber of al       | ,<br>Il the boo | oks issue  | ed to the  | membei    | s of all classes:  |         |
|    | (a) 3.6  | (b) 5.2                    | c) 4.7          |                 | (d) 6.3    | 3          | (e)       | None of these      |         |
|    |  |                            |                 |                 |            |            |           |                    |         |

<u>Direction for questions 6 – 15:</u> Read the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

| Khadi  | , like the Congress   | , has been out of (6   | 6) with              | the masses and (7    | ) on the wane              |
|--------|-----------------------|------------------------|----------------------|----------------------|----------------------------|
| for qu | uite some time no     | w. Fashioned as        | an (8)               | _ of the freedom     | struggle and popularized   |
| count  | rywide by Mahatma     | Gandhi, the (9)        | of indepe            | ndence is in (10)    | danger of going            |
| the wa | ay the Gandhi cap     | has already gone. T    | That other (11)      | symbol of i          | deology and national pride |
| (12)_  | from the              | e scene ages ago       | and as a popular h   | neadgear has been    | firmly (13) by             |
| baseb  | oall caps in this era | a of liberalization. I | f khadi has largely  | been (14)            | by the wash-'n' wear       |
| nylons | s and terylenes, i    | ts official discardin  | g has now been       | (15) b               | y the Centre, which has    |
| withdr | rawn reimbursemen     | its of general and sp  | ecial rebates on its | sales.               |                            |
| 6.     | (a) fashion           | (b) gear               | (c) favour           | (d) reach            | (e) date                   |
| 7.     | (a) definitely        | (b) clearly            | (c) extensively      | (d) recently         | (e) lately                 |
| 8.     | (a) instrument        | (b) weapon             | (c) implement        | (d) apparatus        | (e) agent                  |
| 9.     | (a) sign              | (b) symbol             | (c) badge            | (d) livery           | (e) mark                   |
| 10.    | (a) impending         | (b) prominent          | (c) clear            | (d) certain          | (e) imminent               |
| 11.    | (a) present           | (b) past               | (c) ubiquitous       | (d) important (e) fa | mous                       |
| 12.    | (a) vanished          | (b) replaced           | (c) removed          | (d) withdrew         | (e) expelled               |
| 13.    | (a) displaced         | (b) replaced           | (c) ousted           | (d) eradicated       | (e) discharged             |
| 14.    | (a) substituted       | (b) reinstated         | (c) replaced         | (d) displaced        | (e) removed                |
| 15.    | (a) indicated         | (b) noted              | (c) pointed          | (d) directed         | (e) signaled               |

<u>Direction for questions 16 - 21:</u> Each of the following problems, contains five Problem Figures marked A, B, C, D and E and five Answer Figures marked a, b, c, d and e. Select a figure from amongst the Answer figures which will continue the same series as given in the Problem Figures.





- 22. If the sum measures of angles of a regular polygon is 12 right angles, then the polygon has:
  - (a) 5 sides
- (b) 8 sides
- (c) 9 sides
- (d) 10 sides
- (e) None of these

- 23. If a is a real number such that 0 < a < 1, then:
  - (a)  $a^2 < a$
- (b)  $a^2 > a$
- (c)  $a^2 > 1$
- (d)  $a^2 = a$
- (e) None of these
- 24. By what smallest number must 34300 be multiplied in order to make it a perfect square?
  - (a) 5
- (b) 7
- (c) 6
- (d) 14
- (e) None of these
- 25. In and MBA course, 15 % seats increase every year. If there were 800 students in 1990, what will be the student strength in 1992?
  - (a) 920
- (b) 1040
- (c) 1840
- (d) 1058
- (e) None of these
- Grapes cost a farmer Rs. 1300 per guintal to produce. He knows that 10% of the produce will be 26. damaged in transportation 5% will rot away and 5% will be stolen. At what price/kg must he sell his grapes to realize a profit of 20%?
  - (a) Rs.19.5 / kg
- (b) Rs 15.6 / kg (c) Rs 22.5/kg
- (d) Rs 12.3/kg
- (e) None of these
- 27. If A is ¼ of B and B is 1/5 of C and C is 1/3 of D, then determine the ratio A: B: C: D.
  - (a) 1:2:20:60

(b) 1:4:20:60

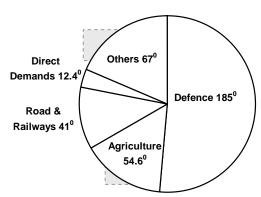
(c) 2:3:30:60

(d) 1:2:50:190

(e) None of these

<u>Direction for questions 28 - 32</u>: The following pie chart shows the allotment of Union budget for different categories. Refer to the graph to answer the questions that follow.

#### **Union Budget**



- 28. Items displaying nearly 1:15 ratio are:
  - (a) Defence and Direct demands
- (b) Road & Railways and Defence
- (c) Direct demands and others
- (d) Direct demands and Defence

- (e) None of these
- 29. If the total budget is Rs.20,000 cores, the percentage excess of defence expenditure over the rest is :
  - (a) 100%

(b) less than 10%

(c) more than 15%

(d) 250%

- (e) None of these
- 30. If the total budget for the Union is Rs.14, 400 crores the expenditure on Agriculture is most nearly:
  - (a) Rs.2284 crore

- (b) Rs.2100 crore
- (c) Rs.2200 crore

(d) Rs.2300 crore

- (e) None of these
- 31. If the total budget next is twice the present but the break-up remains the same, the ratio of expenditures on Agriculture to others is most nearly:
  - (a) 5:6
- (b) 2:1
- (c) 1:2
- (d) 2:3
- (e) None of these
- 32. If the total budget for the union is Rs.3,60,000 crores, the sum of the expenditures on the following two items equals the expenditure on others.
  - (a) Road and Railways and Direct demands
- (b) Agriculture and Direct demands

(c) Agriculture and Road and Railways

- (d) Defence
- (e) None of these

#### <u>Direction for questions 33 – 34:</u>

A story book for children has 8 stories. Each story is told in three more pages than the previous one. If the total number of pages in the book is 124, then

- 33. The first story has how many pages?
  - (a) 8
- (b) 7
- (c) 6
- (d) 5
- (e) None of these

| 34.    | In how many page       | es has the sixth sto      | ry been told?           |                        |                              |
|--------|------------------------|---------------------------|-------------------------|------------------------|------------------------------|
|        | (a) 18                 | (b) 20                    | (c) 24                  | (d) 32                 | (e) None of these            |
|        |                        |                           |                         |                        |                              |
| Direc  | ction for questions    | 35 – 39: In the fo        | llowing questions, th   | ere is a relationship  | between the two terms to     |
| the le | eft of : : and same r  | elationship holds b       | etween the two term     | ns to the right side.  | In each question, one term   |
| is mi  | ssing. Find the term   | from the given alte       | ernatives and write its | s serial number on t   | he answer sheet.             |
| 35.    | 49 : 125 : :81 : ?     |                           | لیے ہیا                 |                        |                              |
|        | (a) 36                 | (b) 729                   | (c) 25                  | (d) 343                | (e) None of these            |
|        |                        |                           |                         |                        |                              |
| 36.    | 8:?::15:65             |                           |                         |                        |                              |
|        | (a) 12                 | (b) 15                    | (c) 28                  | (d) 32                 | (e) None of these            |
|        |                        |                           |                         |                        |                              |
| 37.    | 2:12::36:?             |                           | 11                      |                        |                              |
|        | (a) 6                  | (b) 72                    | (c) 80                  | (d) 108                | (e) None of these            |
|        |                        |                           |                         |                        |                              |
| 38.    | 6:24::?:720            |                           |                         |                        |                              |
|        | (a) 504                | (b) 512                   | (c) 600                 | (d) 620                | (e) None of these            |
|        |                        |                           | (n)                     |                        |                              |
| 39.    | 29:32::53:?            |                           |                         |                        |                              |
|        | (a) 58                 | (b) 60                    | (c) 72                  | (d) 80                 | (e) None of these            |
|        |                        |                           | 13                      |                        |                              |
| Direc  | ction for questions    | <u>s 40 – 44:</u> Read ea | ch sentence carefull    | ly to find out whether | er there is any grammatical  |
| or idi | omatic error in it. Th | ne error, if any, will    | be in one part of the   | idiomatic sentence     | . The number of that part is |
| your   | answer. If there is n  | o error, mark your        | answer as (é).          |                        |                              |
| 40.    | Kalpana was one        | person/ who could         | somehow manage/ t       | to working in that of  | fice/ for such a long time./ |
|        | (a)                    |                           | (b)                     | (c)                    | (d)                          |
|        | No error.              |                           |                         |                        |                              |
|        | (e)                    |                           | VIII / / / / /          |                        |                              |
| 41.    | The number of pe       | ople/ applying were       | so large/ that the co   | ollege had to/ stop is | ssuing application forms./   |
|        | (a)                    | (b)                       | (c)                     |                        | (d)                          |
|        | No error.              |                           |                         |                        |                              |
|        | (e)                    |                           | \ /                     |                        |                              |
|        |                        |                           |                         |                        |                              |
| 42.    | Meghna was trying      | g for admission/ in       | the Medical college/    | even though her pa     | rents wanted/ her to         |
|        | (a)                    |                           | (b)                     | (c)                    |                              |
|        | take up engineerir     | ng./ No error.            |                         |                        |                              |
|        | (d)                    | (e)                       |                         |                        |                              |

|      |  |   |                      | iccided to brave it o | Inspite of the late hour/ and the heavy rainfall/ Kiran decided to brave it out/ and stay outdoors./ No |  |  |  |  |  |  |  |
|------|--|---|----------------------|-----------------------|---|--|--|--|--|--|--|--|
|      | (a)  | (   | (b)                  | (c)                   | (d)   |  |  |  |  |  |  |  |
|      | error.   |   |                      |                       |   |  |  |  |  |  |  |  |
|      | (e)  |   |                      |                       |   |  |  |  |  |  |  |  |
| Dire | ction for questi   | ons 44 – 49 <u>:</u>  |                      |                       |   |  |  |  |  |  |  |  |
| 44.  | Mr. Partap un  | Mr. Partap undertook to do a certain piece of construction work in 15 days. Since 6 of the employed       |                      |                       |   |  |  |  |  |  |  |  |
|      | labourers were absent from the very first day, the rest could finish the work in 21 days. The original |   |                      |                       |   |  |  |  |  |  |  |  |
|      | number of me   | number of men employed were:  |                      |                       |   |  |  |  |  |  |  |  |
|      | (a) 15   | (b) 19  | (c) 12               | (d) 21                | (e) None of these   |  |  |  |  |  |  |  |
| 45.  | A runs 66.66%  | 6 faster than B. If A   | gives B a start of   | 80 m, how far must    | the winning post be so that A   |  |  |  |  |  |  |  |
|      | and B might re   | each it in the same t   | ime?                 |                       |   |  |  |  |  |  |  |  |
|      | (a) 100 m  | (b) 200 m   | (c) 400 m            | (d) 150 m             | (e) None of these   |  |  |  |  |  |  |  |
| 46.  | The product of   | f two numbers is 13   | 125 and their HCF i  | s 25. Their LCM is:   |   |  |  |  |  |  |  |  |
|      | (a) 150  | (b) 175   | (c) 325              | (d) 525               | (e) None of these   |  |  |  |  |  |  |  |
| 47.  | Three logs of wood 42 m. 49m, and 63 m long have to be divided into planks of the same length. What    |   |                      |                       |   |  |  |  |  |  |  |  |
|      | is the greatest possible length of each plank?   |   |                      |                       |   |  |  |  |  |  |  |  |
|      | (a) 6 m  | (b) 9 m   | (c) 17 m             | (d) 7 m               | (e) None of these   |  |  |  |  |  |  |  |
| 48.  | The price of su  | ugar is raised by 25  | % by the Govt. By w  | hat % should a hou    | sehold reduce its consumption   |  |  |  |  |  |  |  |
|      | of sugar if exp  | enditure is same?   |                      |                       |   |  |  |  |  |  |  |  |
|      | (a) 25%  | (b) 20%   | (c) 35%              | (d) 80%               | (e) None of these   |  |  |  |  |  |  |  |
| 49.  | The radii of the   | The radii of the bases of a cylinder and a cone are in the ratio 3:4; the heights of the cylinder and the |                      |                       |   |  |  |  |  |  |  |  |
|      | cone are in the  | e ratio 2 : 3. Thus th  | eir volumes are in a | ratio :               |   |  |  |  |  |  |  |  |
|      | (a) 9 : 8  | (b) 3:4   | (c) 8 : 9            | (d) 4:3               | (e) None of these   |  |  |  |  |  |  |  |

<u>Direction for questions 50 – 53:</u> Read each sentence carefully to find out whether there is any grammatical or idiomatic error in it. The error, if any, will be in one part of the idiomatic sentence. The number of that part is your answer. If there is no error, mark your answer as (e).

| 50. The bus flew off the road/ and fell into the river/ because the driver/ was driving faster./ |                           |                          |                |                  | ./ No error.  |                    |
|--|---------------------------|--------------------------|----------------|------------------|---------------|--------------------|
|  | (a)                       | (b)                      | (c)            |                  | (d)           | (e)                |
| 51.  | Once she realised/ that   | she has committed a      | mistake,/ she  | admits it and/   | corrects it w | rithout delay./ No |
|  | (a)                       | (b)                      |                | (c)              | (             | (d)                |
|  | error.<br>(e)             |                          |                |                  |               |                    |
| 52.  | Had he follow/ the instru | ictions carefully,/ he v | ould have fel  | t/ much better./ | No error.     |                    |
|  | (a)                       | (b)                      | (c)            | (d)              | (e)           |                    |
| 53.  | Since the school does r   | ot accept cash, / you    | will have to b | ring/ a cheque s | so that to pa | ay/ for your       |
|  | (a)                       | /                        | (b)            | (c)              |               | (d)                |
|  | tickets./ No error.       | ( -                      |                |                  |               |                    |
|  | (e)                       |                          |                |                  |               |                    |
| Direc  | tion for questions 54     | - 63: Study the follow   | ving informati | on carefully an  | id answer t   | he question give   |
| below  | v it.                     |                          |                |                  |               |                    |

Following are the criteria for getting employment in an electronics company: The candidate must -

- have passed Graduation in Electronics Engineering with minimum 60% marks.
- (2) have completed 21 years of age on or before May 01, 1995.
- (3)be willing to pay deposit on the basis of marks secured at Graduation level as follows:

| MARKS AT      | IF RELATED TO ANY   | IF NOT RELATED TO ANY |
|---------------|---------------------|-----------------------|
| GRADUATION    | OF THE STAFF MEMBER | OF THE STAFF MEMBER   |
| less than 75% | Rs. 8, 000          | Rs. 12, 000           |
| 75% and above | Rs. 4, 000          | Rs. 6, 000            |

- In case of SC/ST candidates, the deposit payable would be 50% of the figure otherwise. (4)
- (5) The candidates remitting the full amount of deposit in cash would be selected immediately.
- The candidate remitting at least 75% of the amount of deposit in cash would be selected provisionally. (6)
- The candidate remitting at least 50% of the amount of deposit in cash is to be referred to the Director.
- (8) All other candidates would be rejected. Based on the above criteria, decide the course of action that should be taken in the case of each of the candidates given below.

#### Give answer -

- (a) If the candidate is to be rejected
- (b) If the candidate can be provisionally selected
- (c) If the candidate is to be referred to the Director
- (d) If the candidate can be selected
- (e) If the data provided is inadequate to take any decision
- 54. Prashant, son of the Senior Design Engineer in the company has obtained 65% marks in B.E. (Electronics). He can pay the deposit of Rs. 8000 in cash. His date of birth is January 12,1974, He is in "General" category.
- 55. Deepika, daughter of a teacher in a school obtained 76% marks in B.E. (Electronics). However, she can pay only Rs. 4000 as the deposit. She is in "General" category. Her date of birth is March 01, 1974.
- 56. Kailas, son of a Government Officer in Dept. of Agriculture, got 61% marks in B.E. (Electronics) examination. He belongs to "SC" category. He can pay Rs. 5000 as the deposit. He is 22 years old.
- 57. Shahrukh belongs to "General" category. He is son of a shopkeeper. He obtained 62% marks in B.E. (Electronics) examination. He is 23 years old. He can pay only Rs. 2000 as the deposit.
- 58. Lakharam belongs to "ST" category. His date of birth is September 09, 1972. He is son of a farmer. He got 76% marks in B.E. (Electronics) examination. He can pay Rs. 1800 as the deposit.
- 59. Joseph belongs to "General" category. He is son of the storekeeper of the company. He passed B.E. (Electronics) examination with 62% marks. He can pay Rs. 10000 as the deposit.
- 60. Manisha is a daughter of a Bank employee. She got 73% marks in B. E. (Electronics) examination. She belongs to "SC" category. She can pay Rs. 6000 as the deposit. Her date of birth is April 18, 1974.
- 61. Varnu belongs to "General category. His date of birth is December 21, 1973. He got 77% marks in B.E. (Electronics) examination. He is son of a professor. He can pay Rs. 6000 as the deposit.
- 62. Ashwini belongs to "General" category. Her date of birth is June 06, 1976. She got 76% marks in B.E. (Electronics) examination. She is daughter of Senior Foreman of the company. She can pay Rs. 3000 as deposit.
- 63. Krishnaraj does not belong to SC/ST category. His date of birth is May 10, 1973. He is son of a businessman. He is in position to pay Rs. 20000 as deposit.

#### <u>Direction for questions 64 – 69:</u>

64. The expenses for a Saturday party vary as the number of guests (and thus are partly fixed and partly variable) When the number of guests are 200, the expenses are Rs. 1300 and when the number of guests are 250, the expenses are Rs. 1600. Thus, when the number of guests are 400, the expenses are:

(a) Rs. 2550

(b) Rs. 250

(c) Rs. 2450

(d) 3000

(e) None of these

65. The HCF and the LCM of a pair of number are 12 and 924 respectively. How many such distinct pairs are possible?

(a) 0

(b) 1

(c) 2

(d) 3

(e) None of these

66 If [(X + 1)/X] + [X/(X + 1)] = 13/6, then:

(a) X = 2, 3

(b) X = 2, -3

(c) X = -2, -3

(d) x = -2, 3

(e) None of these

67. The positive value of  $[\sqrt{6 + \sqrt{6 + \dots \infty}}]$  will be:

(a) 2

(b) 5

(c) 4

(d) 3

(e) None of these

68. Log<sub>125</sub> (5 $\sqrt{5}$ ) is equal to:

(a) 9/2

(b) 9/6

(c) 1/2

(d) 6/9

(e) None of these

69. The HCF of two numbers is 11 and their LCM-is-693. If one of the numbers is 99, the other number will be:

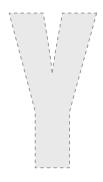
(a) 88

(b) 77

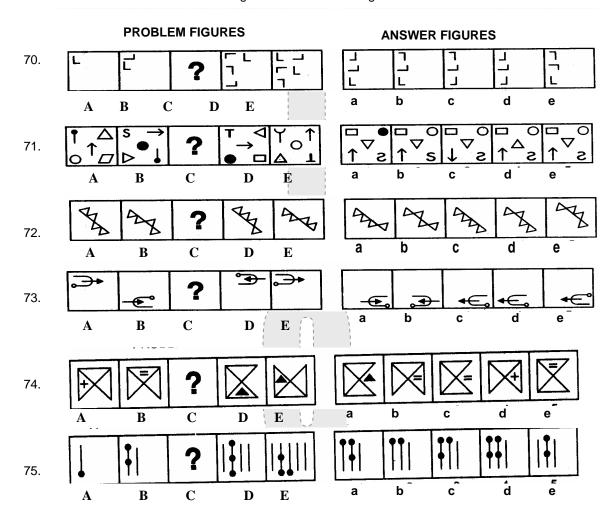
(c) 55

(d) 99

(e) None of these



<u>Direction for questions 70 – 75:</u> Each of the following problems, contains four Problem Figures marked A, B, C and D and five Answer Figures marked a, b, c, d and e. Select a figure from amongst the Answer figures which will continue the same series as given in the Problem Figures.



<u>Direction for questions 76 – 83</u>: The passage below is/followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage

#### **PASSAGE**

We call a man irrational when he acts in a passion, when he cuts off his nose to spite his face. He is irrational because he forgets that, by indulging the desire which he happens to feel most strongly at the moment, he will thwart other desires which in the long run are more important to him. If men were rational, they would take a more correct view of their own interest than they do at present; and if all men acted from enlightened self-interest the world would be a paradise in comparison with what it is. I do not maintain that there is nothing better than self-interest as a motive to action; but I do maintain that self-interest, like altruism, is better when it is enlightened than when it is unenlightened. In an ordered community it is very rarely to a man's interest to do anything which is very harmful to others. The less rational a man is, more often he will fail to perceive how

what injures others also injures him, because hatred or envy will blind him. Therefore, although I do not pretend that enlightened self-interest is the highest morality, I do maintain that, if it became common, it would make the world an immeasurably better place than it is.

Rationality in practice may be defined as the habit of remembering all our relevant desires, and not only the one which happens at the moment to be the strongest. Like rationality in opinion, it is a matter of degree. Complete rationality is no doubt an unattainable ideal, but so long as we continue to classify some men as lunatics it is clear that we think some men more rational than others. I believe that all solid progress in the world consists of an increase in rationality, both practical and theoretical. To preach an altruistic morality appears to me somewhat useless, because it will appeal only to those who already have altruistic desires. But to preach rationality is somewhat different, since rationality helps us to realise our own desires on the whole, whatever they may be. A man is rational in proportion as his intelligence informs and controls his desires. I believe that the control of our acts by our intelligence is ultimately what is of most importance, and what alone will make social life remain possible as science increases the means at our disposal for injuring each other. Education, the press, politics, religion-in a word, all the great forces in the world – is at present on the side of irrationality; they are in the hands of men who flatter King Demos in order to lead him astray. The remedy does not lie in anything heroically cataclysmic, but in the efforts of individuals towards a more sane and balanced view of our relations to our neighbours and to the world. It is to intelligence, Increasingly wide-spread, that we must look for the solution of the ills from which our world is suffering.

- 76. Which of the following best summarises the central idea of the passage?
  - (a) More of rationality and enlightened self-interest among more of us can help solve many of the problems the world is beset with.
  - (b) Altruism and rationality are the main indicators of intelligence.
  - (c) In the present state of the world, enlightened self-interest alone can help men live rationally.
  - (d) The world cannot be made more rational by altruism but by rationality.
  - (e) Education adds to intelligence and thus leads to rationality.
- 77. The author's attitude to modern developments in science and communication etc. can best be described as
  - (a) cynical about their ultimate use
  - (b) skeptical about the uses they are put to
  - (c) one that of cautious acceptance
  - (d) one full of concern about their harmful potential
  - (e) one full for the need for greater awareness.
- 78. Rationality, according to the author, mainly signifies:-
  - (a) having regard others
  - (b) intelligent control of one's desires
  - (c) the ability to cultivate a sane and balanced view of one's surroundings
  - (d) power to resist yielding to strong passions
  - (e) intelligent solution of problems.

| 79. | According to the author,   |                        |                        |                        |   |  |  |  |  |
|-----|--|------------------------|------------------------|------------------------|---|--|--|--|--|
|     | I. the more rational a man is, the more is his ability to know his true interests                |                        |                        |                        |   |  |  |  |  |
|     | II. the less rational a man is, the more likely he is going to disregard the interests of others |                        |                        |                        |   |  |  |  |  |
|     | III. unenlightened   | altruism can be a      | s disagreeable as      | unenlightened se       | f interest                                  |  |  |  |  |
|     | (a) I & II only(b) I   | & III only (c)         | II & III only          | (d) I, II, III         | (e) None                                    |  |  |  |  |
|     |  |                        |                        |                        |   |  |  |  |  |
| 80. | The author feels t   | hat it is impractica   | ble to appeal to a     | altruism because       |   |  |  |  |  |
|     | (a) not all people are altruistic by nature  |                        |                        |                        |   |  |  |  |  |
|     | (b) in its impact, a   | altruism is weaker     | than rationality       |                        |   |  |  |  |  |
|     | (c) altruism is cor  | nsiderably more re     | fined a virtue tha     | n rationality          |   |  |  |  |  |
|     | (d) none of the al   | oove                   |                        |                        |   |  |  |  |  |
|     | (e) all of these   |                        |                        |                        |   |  |  |  |  |
|     |  |                        | 1                      |                        |   |  |  |  |  |
| 81. | An appeal to ratio   | nality, according t    | o the author, can      | be greatly effective   | e because:                                  |  |  |  |  |
|     | (a) in some degree   | ee everyone is rati    | onal                   |                        |   |  |  |  |  |
|     | (b) by being ratio   | nal people can sa      | tisfy their own de     | sires                  |   |  |  |  |  |
|     | (c) rationality tead   | ches self-control      |                        |                        |   |  |  |  |  |
|     | (d) an appeal to r   | ationality will be n   | nore readily acce      | oted than an appea     | al to altruism                              |  |  |  |  |
|     | (e) it enhances p  | erception              |                        |                        |   |  |  |  |  |
|     |  |                        |                        |                        |   |  |  |  |  |
| 82. | According to the a   | author, the highest    | motive to action       | in life comes throu    | gh:   |  |  |  |  |
|     | (a) enlightened se   | elf-interest           | (b) enlightene         | ed altruism            |   |  |  |  |  |
|     | (c) at balanced co   | mbination of enlig     |                        | est and enlightened    | d altruism                                  |  |  |  |  |
|     | (d) none of the ab   | ove                    | (e) all of these       | е                      |   |  |  |  |  |
|     |  |                        |                        |                        |   |  |  |  |  |
| 83. | 'The King Demos'   |                        |                        |                        |   |  |  |  |  |
|     | (a) populace   | (b) powerful           | (c) politician         | (d) scientist          | (e) a legendary figure                      |  |  |  |  |
|     |  |                        |                        |                        |   |  |  |  |  |
| 84. |  | _                      |                        | and if three chairs    | and five tables together cost Rs.           |  |  |  |  |
|     | 1180, then each o  |                        | \ \ \V \ /             |                        |   |  |  |  |  |
|     | (a) 90, 250  | (b) 65, 195            | (c) 75, 195            | (d) 60, 200            | (e) None of these                           |  |  |  |  |
|     |  |                        |                        |                        | 2   |  |  |  |  |
| 85. |  | -                      | 1                      |                        | ) pm. If he ploughs @ 12 m <sup>2</sup> per |  |  |  |  |
|     |  | •                      | 1                      | area under consid      |   |  |  |  |  |
|     | (a) 110 m <sup>2</sup>   | (b) 100 m <sup>2</sup> | (c) 120 m <sup>2</sup> | (d) 200 m <sup>2</sup> | (e) None of these                           |  |  |  |  |
| 86. | The length of a re   | ctangle is increas     | ed by 25%. By wh       | nat percent should     | its breadth be decreased so that            |  |  |  |  |
|     | the area remains   | -                      |                        | -                      |   |  |  |  |  |
|     | (a) 25%  | (b) 35%                | (c) 15%                | (d) 20%                | (e) None of these                           |  |  |  |  |

87. A rectangle is 8 cms longer than its width. A square of side X cms is cut out of it. If X cms is half the width of the rectangle, then the remaining area is:

(a) 
$$3 X^2 + 18 X cms^2$$

(b) 
$$3 X^2 + 16 X cms^2$$

(c) 
$$X^2 + 15 \text{ cms}^2$$

(d) 
$$3 X^2 + 3 cms^2$$

- (e) None of these
- 88. A father's age is four times his son' present age. After 18 years the father's age will be twice his son's age. The father's and son's present ages are resp:
  - (a) 9, 36 yrs
- (b) 10, 40 yrs
- (c) 8, 32 yrs
- (d) 36, 9 yrs
- (e) None of these

<u>Direction for questions 89 – 94</u>: The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage.

#### PASSAGE

My correspondent/conscience in Naperville, Russ Marineau, sent me an e-mail on Friday with the provocative subject line: "Can a journalist be patriotic?"

The message turned out to be an article that Russ was forwarding and that he commended to my attention with this note: "The following represents the thought of a lot of people. The mainstream [?] media, including the Tribune continue to ignore and insult them. Is it any wonder we no longer depend on the mainstream [?] media and the Tribune for our news."

And the article itself? It seemed actually to be a press release from an organization called Accuracy in Media, and it carried the headline, "Media to blame for military recruiting crisis."

The lead paragraph read: "Can the U.S. find enough military volunteers to stay the course in Iraq and win? It's doubtful, says Cliff Kincaid, editor of Accuracy in Media [AIM], if we continue to suffer from a major media that almost constantly undermines the war effort."

You can see where this is headed, right? The armed forces' recent difficulties in fulfilling their recruitment goals have nothing to do with the persistence of a frustrating war for a dubious cause against a vicious enemy; nothing to do with the fact that kids recognize you can get killed doing military work; nothing even to do with the fact that Bush-led economic growth may have created attractive options for people who otherwise might have seen the armed forces as their only avenue to employment.

Nope. It all comes down to the doomsaying, undermining, unpatriotic media. "Why join the armed forces," Kincaid is quoted, "when you not only have to fight the terrorists but the American media, which is doing their best to make our soldiers out to be human-rights abusers, torturers and killers?"

Somehow it always seems to get to this point, where daring to ask questions or point out inconvenient facts is called evidence of a lack of patriotism, or even of treason. That's what makes the recent Newsweek magazine episode so damaging. Newsweek's report--that military investigators had confirmed that U.S. interrogators at the Guantanamo Bay detention camp flushed a copy of the Koran down a toilet--raised embarrassing questions and pointed toward inconvenient facts, but didn't have truth in its favor.

It does no good to argue, as many have, that there is a deeper truth beneath the surface of the report that Newsweek retracted, that copies of the Koran really have been abused, that human beings have been abused, that the Guantanamo Bay detention camp is an affront to the most fundamental American values.

What is remembered is that Newsweek got it wrong on the Koran abuse story, that it touched off anti-American riots in Islamic countries, that it cost lives, that American military forces were more endangered as a result.

Asked in a telephone interview for other examples of the media tendency "of running with anything that makes the U.S. look bad," Kincaid cited CBS' breaking of the Abu Ghraib prison-abuse story last year; the "numerous occasions" when the media have credulously reported charges of human-rights abuses leveled by the likes of Amnesty International and Human Rights Watch; and the assertion of an ABC News correspondent during a talk-radio program that there is a "deep anti-military bias" in the White House press corps and a "hatred" of President Bush among some members of the press corps.

With all due respect to Kincaid, Russ Marineau and the whole lot of people who think and feel as they do, let me offer two responses to their accusations.

The first has to do not with the press, but with the nature of the so-called war on terror. Leaving aside that Iraq now is a theater of that war only because Bush insisted on making it one, the war on terror is a two-part affair. One part is the military effort to eradicate Al Qaeda, the Iraqi insurgency and all the other purveyors of violence and terror. The second part, obscured by Bush's "if-you're-not-with-us-you're-against-us" rhetoric, is the campaign to win hearts and minds in the Arab and Islamic worlds away from the notion of the West as swaggering oppressors and to the concepts of democracy and respect for human rights.

If you should ever be so unlucky as to silence the Tribune and the rest of the mainstream media, what would you do then about the media in the rest of the world-in Europe, Asia, Africa and Latin America--that also insist on telling vicious truths about things like Abu Ghraib and Guantanamo and the rest?

My second response has to do with journalism and patriotism. The founders of our country were wise enough to appreciate paradox. They recognized that quiet-doesn't necessarily mean peace; that silence doesn't always denote assent; that dissent doesn't mean disloyalty. Would it mean that we all were so wise?

- 89. Why is Media blamed for the Military Recruiting crisis?
  - (a) Because it gives grueling accounts of what happens in wars.
  - (b) Because it is always speaking against war.
  - (c) Because it constantly undermines the war effort.
  - (d) Because it gives a bleak picture of the war.
  - (e) Because youngsters are more driven by the media towards other things.
- 90. What is the meaning of the word "treason"?
  - (a) Patriotism
- (b) Loyalty
- (c) Brotherhood
- (d) Disloyalty
- (e) Disgrace
- 91. How can you explain the second response on the accusation of Kincaid?
  - (a) Paradox is necessary in understanding patriotism.
  - (b) Disagreeing does not mean being disloyal too.
  - (c) Journalism does not always disagree with the country's policies.
  - (d) Journalists can never stay quiet and do their jobs.
  - (e) Journalists have to be vocal in their opinion, whatever it might be.

| 92. | What is the meani  | ing of the word "Pur                   | veyors" in the passa    | age?                    |                              |  |  |  |  |  |
|-----|--|--|-------------------------|-------------------------|------------------------------|--|--|--|--|--|
|     | (a) Attackers  | (b) Suppliers                          | (c) Promulgators        | (d) Violators           | (e) Teachers                 |  |  |  |  |  |
|     |  |  |                         |                         |                              |  |  |  |  |  |
| 93. |  | ehind Bush's camp                      | -                       |                         |                              |  |  |  |  |  |
|     | (a) To downsize the  | (a) To downsize the Islamic countries. |                         |                         |                              |  |  |  |  |  |
|     | (b) To eradicate the religiously fanatic notions of Islam.   |  |                         |                         |                              |  |  |  |  |  |
|     | (c) To divide the world into two parts.  |  |                         |                         |                              |  |  |  |  |  |
|     | (d) Win the conce  | pt of democracy and                    | d respect for human     | rights.                 |                              |  |  |  |  |  |
|     | (e) To aim for pea   | ce and brotherhood                     | in the whole world.     |                         |                              |  |  |  |  |  |
|     |  |  |                         |                         |                              |  |  |  |  |  |
| 94. | What would be the  | e most appropriate I                   | neading for the pass    | sage?                   |                              |  |  |  |  |  |
|     | (a) Journalism and   | d it's loopholes(b) Je                 | ournalism and it's re   | lated problems          |                              |  |  |  |  |  |
|     | (c) Call it treason  | or Patriotism?                         | (d) Patriotism losii    | ng it's charm           |                              |  |  |  |  |  |
|     | (e) Journalism and patriotism  |  |                         |                         |                              |  |  |  |  |  |
|     |  |  |                         |                         |                              |  |  |  |  |  |
| 95. | Given X, Y, Z are consecutive positive integers in ascending order and if X + Y + Z is an even number, |  |                         |                         |                              |  |  |  |  |  |
|     | what may be a po   | ssible value of Z?                     |                         |                         |                              |  |  |  |  |  |
|     | (a) 1  | (b) 4                                  | (c) 5                   | (d) 6                   | (e) None of these            |  |  |  |  |  |
|     |  |  |                         |                         |                              |  |  |  |  |  |
| 96. | A train running at 72 kmph crosses a bridge of length 160 meters in 20 seconds. What is the length of  |  |                         |                         |                              |  |  |  |  |  |
|     | the train?   |  |                         |                         |                              |  |  |  |  |  |
|     | (a) 90 m   | (b) 240 m                              | (c) 340 m               | (d) 140 m               | (e) None of these            |  |  |  |  |  |
|     |  | 1                                      | $\langle V \rangle$     |                         |                              |  |  |  |  |  |
| 97. | What is the perc   | entage increase in                     | the value of the fur    | nction $f(X) = X^2 + 3$ | 3X + 4, if the value of X is |  |  |  |  |  |
|     | increased from 1 to 2?   |  |                         |                         |                              |  |  |  |  |  |
|     | (a) 60%  | (b) 100%                               | (c) 75%                 | (d) 50%                 | (e) None of these            |  |  |  |  |  |
| 98. | A rectangular bloc   | ck is of dimensions                    | 4 cms, 5 cms by 6       | cms Slices of bas       | e area 20 square cms and     |  |  |  |  |  |
|     | height 1 cm, 2 cm  | s and 3 cms are ma                     | de. What is the tota    | l surface area all su   | ch slices?                   |  |  |  |  |  |
|     | (a) 200 cm <sup>2</sup>  | (b) 144 cm <sup>2</sup>                | (c) 228 cm <sup>2</sup> | (d) 114 cm <sup>2</sup> | (e) None of these            |  |  |  |  |  |
|     |  |  | \ \ \ / /               |                         |                              |  |  |  |  |  |
| 99. | The sum to n term  | ns of an A.P is n² + s                 | 5n. Therefore the nt    | h term of the A.P is.   |                              |  |  |  |  |  |
|     | (a) n + 1  | (b) n + 5                              | (c) 2n + 5              | (d) 2n + 4              | (e) None of these            |  |  |  |  |  |
|     |  |  |                         |                         |                              |  |  |  |  |  |

<u>Direction for questions 100 – 104:</u> Time figure shows the sales (S), Expenses (E) and the Equity Base (EB) of a company ABC Ltd. over different years in Rs. Crore. We define:

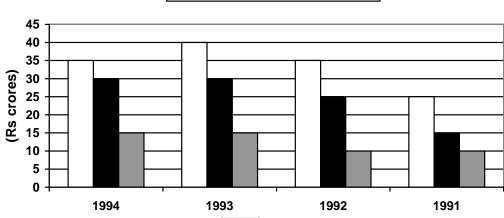
(1) Profit = Sales - expenses

(2) Shareholder's return =  $\frac{Profit}{Equity base}$ 

(2) Profitability =  $\frac{Profit}{Sales}$ 

Refer to the graph to answer the questions that follow.





- 100. Maximum profitability is attained during which of the following year:
  - (a) 1992
- (b) 1991
- (c) 1993
- (d) 1994
- (e) None of these
- 101. Minimum shareholder's return is observed during which of the following year:
  - (a) 1994
- (b) 1991
- (c) 1993
- (d) 1992
- (e) None of these
- 102. Minimum profitability is observed during which of the following year:
  - (a) 1991
- (b) 1992
- (c) 1993
- (d) 1994
- (e) None of these

- 103. Total profit over the period shown is (Rs. Crore):
  - (a) 30
- (b) 45
- (c) 35
- (d) 25
- (e) None of these
- 104. Total expenses over the entire period as a % of total sales for the same period is:
  - (a) 68%
- (b) 74%
- (c) 60%
- (d) 80%
- (e) None of these

Direction for questions 105 - 109: In each question below, a word is underlined. Below this word, there are five words given which are letters (a), (b), (c), (d) and (e). One of these is either a synonym or antonym of the underlined word.

#### 105. **Adversity**

- (a) poverty
- (b) wealth
- (c) misfortune
- (d) facility
- (e) progress

#### 106. Allegiance

- (a) treason
- (b) obligation
- (c) faith
- (d) rift
- (e) affinity

#### 107. Conspicuous

- (a) absent
- (b) distant
- (c) mysterious
- (d) noticeable
- (e) open

#### 108. Integrity

- (a) truth
- (b) corruption
- (c) honesty
- (d) virtue
- (e) dishonour

#### 109. Temperate

- (a) humid
- (b) extreme
- (c) dull
- (d) strong
- (e) moist

110. If 
$$f(x) = \frac{x+1}{x-1}$$
 then  $f[f(x)]$ 

(a) 
$$\left(\frac{x+1}{x-1}\right)^2$$
 (b)  $\frac{x-1}{x+1}$ 

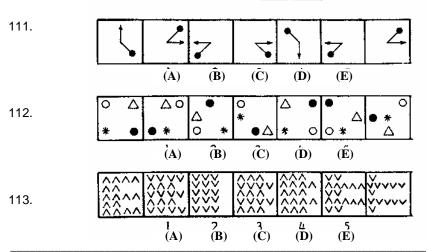
$$(b) \frac{x-1}{x+1}$$

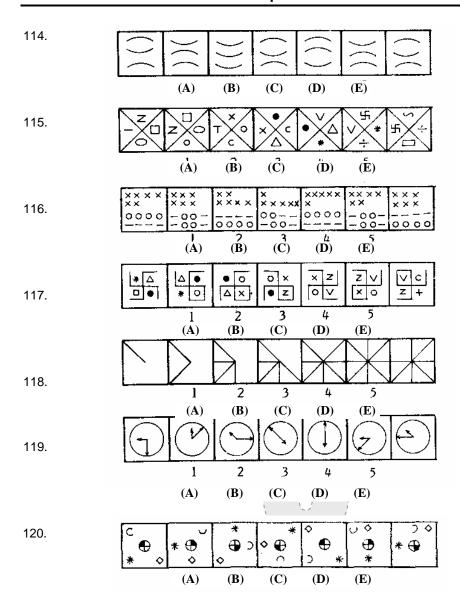


(d) x

(e) None of these

Direction for questions 111 - 119: In each of the following questions, a series begins with the unnumbered figure on the extreme left. One and only one of the five-numbered figures does not fit into the series. The two unnumbered figures, one each on the extreme left and the extreme right fit into the series. You have to take as many aspects into account as possible of the figures in the series and find out the one and only one of the five-numbered figures which does not fit into the series. The number of that figure is your answer.





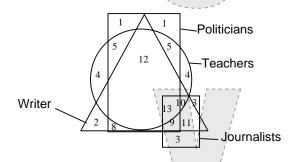
<u>Direction for questions 121 – 126:</u> In each of the following sentences, there are two blank spaces. Below each sentence, there are five pairs of words denoted by letters (a), (b), (c), (d) and (e). Find out which pair of words can be fitted in the blanks in the same sequence to make the sentence meaningfully complete.

121. A \_\_\_\_\_\_ is known for his \_\_\_\_\_\_.
(a) hypocrite -honesty (b) braggart - modesty (c) altruist - truthfulness
(d) mercenary - sincerity (e) philanthropist - benevolence
122. One \_\_\_\_\_\_ by which we may estimate the character of a man in public office is his \_\_\_\_\_
(a) hyperbole - intuition (b) criterion - integrity (c) amenity - civility
(d) scale - stability (e) idea - conduct

| 123. | The driver's account of the account.       | accident was but it was not with the victim's               |
|------|--|---|
|      | (a) true – similar                         | (b) plausible –relevant (c) brief – correct                 |
|      | (d) splendid – believable                  | (e) coherent – compatible                                   |
| 124. | Because of hishim.                         | honesty, employers tolerated his outbursts and did not fire |
|      | (a) rapacious – amenable                   | (b) unwavering - irascible(c) amiable - regular             |
|      | (d) unwary – irritable                     | (e) specious – misanthropic                                 |
| 125. | The law to inclederly voters in the State. | rease old - age pensions was passed to the hardships of the |
|      | (a) auspicious – mollify                   | (b) expedient—alleviate (c) equivocal – aggravate           |
|      | (d) exemplary – condone                    | (e) notorious – assuage                                     |
| 126. | When I listened to his                     | arguments, all my doubts wereand I was forced to            |
|      | agree with his point of view.              |   |
|      | (a) competent – compelled                  | (b) congruent – confirmed(c) cogent – dispelled             |

<u>Direction for questions 127 – 132:</u> In the given diagram, circle represents teachers; triangle represents writers, square represents journalists; and rectangle represents politicians. Now answer the following questions by selecting the correct alternative.

(e) fluent – ignored



- 127. Which portion represents teachers, writers and journalists but not the politicians?
  - (a) 8

(d) forceful - repelled

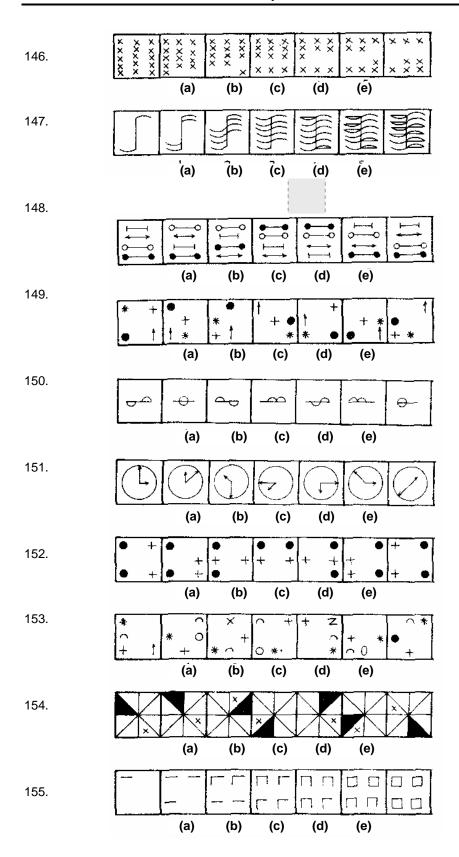
- (b) 9
- (c) 10
- (d) 11
- (e) None of these
- 128. Which portion represents persons who are teachers as well as journalists?
  - (a) 4
- (b) 6
- (c) 10
- (d) 11
- (e) None of these
- 129. Portion representing politicians teachers who are writers also, is :
  - (a) 10
- (b) 11
- (c) 12
- (d) 13
- (e) None of these

| 130.   | 30. Portion representing politician writers who are not journalists, is :                            |   |                          |                       |                        |                                |  |  |  |  |
|--------|--|---|--------------------------|-----------------------|------------------------|--------------------------------|--|--|--|--|
|        | (a) 12   | 2, 8  | (b) 11, 8                | (c) 9                 | (d) 8                  | (e) None of these              |  |  |  |  |
| 131.   | Whic   | h portion rep   | resents politician       | teachers who are no   | ot journalists?        |                                |  |  |  |  |
|        | (a) 5,   | 13  | (b) 5, 12                | (c) 12, 13            | (d) 5                  | (e) None of these              |  |  |  |  |
| 132.   | Whic   | Which portion represents persons who are writers as well as journalists but are neither politicians nor             |                          |                       |                        |                                |  |  |  |  |
|        | teach  | ers?  |                          | L., ,                 |                        |                                |  |  |  |  |
|        | (a) 8  |   | (b) 9                    | (c) 10                | (d) 11                 | (e) None of these              |  |  |  |  |
| Direc  | tion f   | or questions  | s <b>133 – 135:</b> In e | ach of the question   | s below, sentences     | s are given which are denoted  |  |  |  |  |
| by (a) | , (b),   | (c), (d) and (  | e). By using all th      | ne five sentences, ye | ou have to frame a     | meaningful para. The correct   |  |  |  |  |
| order  | of the   | sentences is  | s your answer. C         | hoose from the five   | alternatives, the o    | ne having the correct order of |  |  |  |  |
| sente  | nces a   | and mark it as  | s your answer.           |                       |                        |                                |  |  |  |  |
| 133.   | (A)  | Water can be possible.  | pe effectively deli      | vered through pipeli  | nes even in canal o    | command areas wherever         |  |  |  |  |
|        | (B)  | The best ex   | cample of the mai        | nagement of water b   | y drip irrigation is p | provided by Israel, where arid |  |  |  |  |
|        |  | regions are booming in production of cereals.   |                          |                       |                        |                                |  |  |  |  |
|        | (C)  | This metho  | od is considered         | the most efficient    | for irrigation beca    | ause there is 80-90 per cent   |  |  |  |  |
|        |  | irrigation efficiency while in traditional surface irrigation, it is only 35 percent.                               |                          |                       |                        |                                |  |  |  |  |
|        | (D)  | D) Drip irrigation is a technique for water management system in dry zone areas, where scarcity of rainfall exists. |                          |                       |                        |                                |  |  |  |  |
|        | (E) Water is provided to the roots of plants through water tubes, where there is no misuse of water. |   |                          |                       |                        |                                |  |  |  |  |
|        | (a) A  | BCDE  | (b) BEDAC                | (c) CDEAB             | (d) DEBAC              | (e) DECAB                      |  |  |  |  |
| 134.   | (A)  | Environmer  | ntal problems too        | are most acuté in ci  | ties.                  |                                |  |  |  |  |
|        | (B)  |   |                          |                       |                        |                                |  |  |  |  |
|        |  | citizens are provided efficiently is of crucial importance.   |                          |                       |                        |                                |  |  |  |  |
|        | (C)  | Here popula   | ations are concer        | ntrated and commerc   | ce bustles.            |                                |  |  |  |  |
|        | (D)  | To cater to   | the needs of the         | city, resources of a  | ast hinterland are     | pressed into service.          |  |  |  |  |
|        | (E)  | Cities are a  | nt-hills of human        | colonists.            |                        |                                |  |  |  |  |
|        | (a) E  | CDBA  | (b) ABCDE                | (c) DCEAB             | (d) DABCE              | (e) EBDCA                      |  |  |  |  |
| 135.   | (A)  | The cotton  | crop harvested la        | ast year was severel  | y damaged by the       | leaf curl virus disease caused |  |  |  |  |
|        |  | by the drea   | ded white fly.           |                       |                        |                                |  |  |  |  |
|        | (B)  | It came in fi   | rom Pakistan whe         | ere it damaged the c  | rop for some years     | and affected cotton-growing    |  |  |  |  |
|        |  | areas in Ra   | ijasthan, Punjab a       | and Haryana           |                        |                                |  |  |  |  |
|        | (C)  | Nearly 50 p   | ercent of pesticid       | les used in India go  | into protecting the    | cotton crop.                   |  |  |  |  |
|        | (D)  | This is beca  | ause cotton variet       | ies grown in the cou  | intry are highly vul   | nerable to insect pests and    |  |  |  |  |
|        |  | disease.  |                          |                       |                        |                                |  |  |  |  |
|        | (E)  | •   | ky white and min         | ute, sucks the sap t  | rom the cotton lea     | ives, causing them to curl and |  |  |  |  |
|        | ,  | dry up.   | "                        |                       | , n                    | ( ) .====                      |  |  |  |  |
|        | (a) D  | CAEB  | (b) ADCBE                | (c) CDAEB             | (d) CDBEA              | (e) ABCDE                      |  |  |  |  |

<u>Direction for questions 136 – 140:</u> In questions 136 – 140, a word consisting of four letters is written according to some code. Using the same code, another word may be written as one of the five alternatives

| given | for that question. F   | ind the correct alte                                  | rnative for each que | stion and write its se | erial number on the answer |  |  |  |  |
|-------|--|---|----------------------|------------------------|----------------------------|--|--|--|--|
| sheet | against the question   | on.   |                      |                        |                            |  |  |  |  |
| 136.  | If DEAR is coded   | If DEAR is coded as WVZI then PALE will be encoded as |                      |                        |                            |  |  |  |  |
|       | (a) KAOU   | (b) VOZK  | (c) KZOV             | (d) KZOU               | (e) UOZK                   |  |  |  |  |
| 137.  | If 5432 stands for RUNG and 6108 for FAST then 8453 stands for             |   |                      |                        |                            |  |  |  |  |
|       | (a) TEST   | (b) TART  | (c) TUBS             | (d) TURN               | (e) None of these          |  |  |  |  |
| 138.  | POUR is written as RSAZ, WAKE may be written as:                           |   |                      |                        |                            |  |  |  |  |
|       | (a) EGYT   | (b) EYGT  | (c) TGEY             | (d) YEQM               | (e) YGET                   |  |  |  |  |
| 139.  | HAND is written a  | s FXRI, ROTE may                                      | be written as :      |                        |                            |  |  |  |  |
|       | (a) LPJX   | (b) PLXJ  | (c) LJPX             | (d) LXJP               | (e) PJLX                   |  |  |  |  |
| 140.  | SKEW is written a  | s POCY, MUST ma                                       | ay be written as:    |                        |                            |  |  |  |  |
|       | (a) QJVY   | (b) QYVJ  | (c) JYQV             | (d) QVYJ               | (e) JVYQ                   |  |  |  |  |
|       |  |   |                      |                        |                            |  |  |  |  |
|       |  |   |                      |                        | and (d) given below each   |  |  |  |  |
| sente | nce should replace   | e the underlined w                                    | ord /phrase to make  | e the sentence mea     | aningful and grammatically |  |  |  |  |
| corre | ct? If no correction   | is required, the ans                                  | wer is (e)           |                        |                            |  |  |  |  |
| 141.  | This box is more s   | square than that one                                  | e.                   |                        |                            |  |  |  |  |
|       | (a) most square  |   | (b) almost square    | (c) more nearly square |                            |  |  |  |  |
|       | (d) nearly square  | ,   | (e) No correction    |                        |                            |  |  |  |  |
| 142.  | Being that I like stenography and typing, I plan to become a stenographer. |   |                      |                        |                            |  |  |  |  |
|       | (a) That   | (b) Since   | (c) Having been      | (d) Being              | (e) No correction          |  |  |  |  |
| 143.  | There were not so many tickets available as was asked for.                 |   |                      |                        |                            |  |  |  |  |
|       | (a) were   | (b) had   | (c) have             | (d) are                | (e) No correction          |  |  |  |  |
| 144.  | No sooner he had   | put down the recei                                    | ver with a bang thar | n the telephone rang   | gagain.                    |  |  |  |  |
|       | (a) He no sooner l   | nad   | (b) No sooner he     |                        | (c) No sooner had he       |  |  |  |  |
|       | (d) Had he no soo  | ner   | (e) No correction    |                        |                            |  |  |  |  |
| 145.  | Knowledge is pref  | erable even to riche                                  | es.                  |                        |                            |  |  |  |  |
|       | (a) more preferabl   | e to  | (b) preferable than  | า                      | (c) more preferable than   |  |  |  |  |
|       | (d) even more preferable to  |   | (e) No correction    |                        |                            |  |  |  |  |

<u>Direction for questions 146 – 156:</u> In each of the following questions, a series begins with the unnumbered figure on the extreme left. One and only one of the five-numbered figures does not fit into the series. The two unnumbered figures, one each on the extreme left and the extreme right fit into the series. You have to take as many aspects into account as possible of the figures in the series and find out the one and only one of the five-numbered figures which does not fit into the series. The number of that figure is your answer.



<u>Directions for questions 156 – 160:</u> Choose the most appropriate word from among the given options to replace the underlined word in each sentence.

156. Despite its failures, the United Nations has been a good mediating body in international disputes.

- (a) However
- (b) In spite of
- (c) Though
- (d) Although
- (e) Nevertheless

157. We want a world where peace prevails.

- (a) dominates
- (b) exists
- (c) rules
- (d) persists
- (e) predominates

158. We have declared our right to think independently by remaining non-aligned.

- (a) acclaimed
- (b) publicized
- (c) divulged
- (d) indicated
- (e) proclaimed

159. In the <u>chronicles</u> of world history, Samrat Ashoka is hailed as the first ruler to renounce the use of force in empire-building.

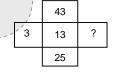
- (a) records
- (b) annals
- (c) legends
- (d) archives
- (e) scrolls

160. His Presence of mind and poise in times of trouble always encouraged his followers.

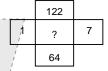
- (a) grace
- (b) confidence
- (c) stamina
- (d) aplomb
- (e) balance

<u>Direction for questions 161 - 164:</u> In each of the following questions, find the missing number from the given alternatives and write its serial number on the answer\_sheet.

- 161. (a) 4
- (b) 5
- (c) 1
- (d) 2
- (e) None of these



- 162. (a) 49
- (b) 50
- (c) 37
- (d) 36
- (e) None of these

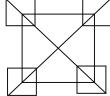


- 163. (a) 81
- (b) 82
- (c) 100
- (d) 90
- (e) None of these
- 164. (a) 25
- (b) 84
- (c) 87
- (d) 93
- (e) None of these

4 41 5

131

? 6 37 1 49 <u>Direction for questions 165 – 167:</u> Study the given figure and then select the correct answer from the given alternative for each question.



165 What is the number of triangles in the figure?

(a) 16

(b) 20

(c) 24

(d) 28

(e) None of these

166. How many squares are there?

(a) 5

(b) 8

(c) 9

(d) 13

(e) None of these

167. How many minimum straight lines are needed to draw this figure?

(a) 22

(b) 23

(c) 24

(d) 25

(e) None of these

<u>Direction for questions 168 – 173:</u> The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated or implied in the passage.

#### PASSAGE

It has long been known that the rate of oxidative metabolism (the process that uses oxygen to convert food into energy) in any animal has a profound effect on its living patterns. The high metabolic rate of small animals, for example, gives them sustained power and activity per unit of weight, but at the cost of requiring constant consumption of food and water. Very large animals, with their relatively low metabolic rates, can survive well on a sporadic food supply, but can generate little metabolic energy, per gram of body weight. If only oxidative metabolic rate is considered, therefore, one might assume that smaller, more active, animals 'could prey on larger ones, at least if they attacked in groups. Perhaps they could if it were not for anaerobic glycolysis, the greater equalizer.

Anaerobic glycolysis is a process in which energy is produced, without oxygen, through the breakdown of muscle glycogen into lactic acid and adenosine triphosphate (ATP); the energy provider. The amount of energy that can be produced anaerobically is a function of the amount of. glycogen present-in all vertebrates about 0.5 percent of their muscles' wet weight. Thus, the anaerobic energy reserves of a vertebrate are proportional to the size of the animal. If, for example, some predators had attacked a 100 ton dinosaur, normally torpid, the dinosaur would have been able to generate almost instantaneously, via anaerobic glycolysis, the energy of 3,000 humans at maximum oxidative metabolic energy production. This explains how many large species have managed to compete with their more active neighbours: the compensation for a low oxidative metabolic rate is glycolysis.

There are limitations, however, to this compensation: The glycogen reserves of any animal are good, at most, for only about two minutes at maximum effort, after which only the normal oxidative metabolic source of

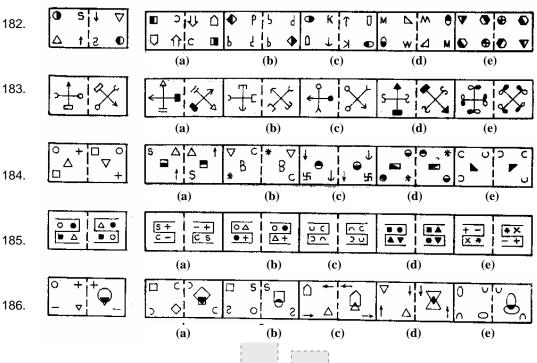
energy remains. With the conclusion of a burst of activity, the lactic acid level, is high in the body fluids, leaving the large animal vulnerable to attack until the acid is reconverted, via oxidative metabolism, by the liver into glucose, which is then sent (in part) back to the muscles for glycogen resynthesis. During this process the enormous energy debt that the animal has run up through anaerobic glycolysis must be repaid, a debt that is proportionally much greater for the larger vertebrates than for smaller ones. Whereas the tiny shrew can replace in minutes the glycogen used for maximum effort, for example, the gigantic dinosaur would have required more than three weeks. It might seem that this interminably long recovery time in a large vertebrate would prove a grave disadvantage for survival. Fortunately, muscle glycogen is used only when needed and even then only in whatever quantity is necessary. Only in times of panic or during mortal combat would the entire reserves be consumed.

- 168. The primary purpose of the passage is to
  - (a) refute a misconception about anaerobic glycolysis.
  - (b) describe the limitations of anaerobic glycolysis.
  - (c) analyze the chemistry of anaerobic glycolysis and its similarity to oxidative metabolism.
  - (d) explain anaerobic glycolysis and its effects on animal survival.
  - (e) explain that high metabolic rate is crucial for survival.
- 169. According to the author, glycogen is crucial to the process of anaerobic glycolysis because glycogen
  - (a) increases the organism's need for ATP.
  - (b) is an inhibitor of the oxidative metabolic production of ATP.
  - (c) ensures that the synthesis of ATP will occur-speedily.
  - (d) is the material from which ATP is derived.
  - (e) compensation for a low oxidative metabolic rate.
- 170. According to the author, a major limitation of anaerobic glycolysis is that it can
  - (a) produce in large animals more lactic acid than the liver can safely reconvert.
  - (b) necessitate a dangerously long recovery period in large animals.
  - (c) produce energy more slowly than it can be used by large animals.
  - (d) consume all of the available glycogen regardless of need.
  - (e) hardly match benefits of oxidative metabolism.
- 171. The passage suggests that the total anaerobic energy reserves of a vertebrate are proportional to the vertebrate's size because:
  - (a) larger vertebrates conserve more energy than smaller vertebrates.
  - (b) larger vertebrates use less oxygen per unit weight than smaller vertebrates.
  - (c) the amount of muscle tissue in a vertebrate is directly related to its size.
  - (d) the size of a vertebrate is proportional to the quantity of energy it can utilize.
  - (e) larger vertebrates need more time to compensate for energy debt.

| 172. | The author suggests that, on the basis of energy production, a 100-ton dinosaur would have been markedly vulnerable to which of the following?  I Repeated attacks by, a single smaller, more active adversary.  II. Sustained attack by numerous smaller, more active adversaries.  III. An attack by an individual adversary of similar size. |   |  |                           |                          |                           |  |  |  |
|------|---|---|--|---------------------------|--------------------------|---------------------------|--|--|--|
|      | (a) II  | •   |  | (c) II and III only       | (d) I, II and III        | (e) I and III only.       |  |  |  |
| 173. | Which of the following best states the central idea of the passage?   |   |  |                           |                          |                           |  |  |  |
|      | (a)   | The disadvantage of a low oxidative metabolic rate in large animals can be offset by their ability to convert substantial amounts of glycogen into energy.                    |  |                           |                          |                           |  |  |  |
|      | (b)   | ic glycolysis for energy is the   |  |                           |                          |                           |  |  |  |
|      |   | resynthesis   | resynthesis of its by-product, glucose, into glycogen. |                           |                          |                           |  |  |  |
|      | (c)   | The major fa  | actor ensuring tha                                     | t a large animal wil      | I triumph over a sma     | aller animal is the large |  |  |  |
|      |   | animal's ability to produce energy via anaerobic glycolysis.  |  |                           |                          |                           |  |  |  |
|      | (d)   | The great differences that exist in metabolic rates between species of small animals and species  |  |                           |                          |                           |  |  |  |
|      |   | of large animals can have important effects on the patterns of their activities.  |  |                           |                          |                           |  |  |  |
|      | (e)   | The smaller   | animals are inva                                       | riably more active the    | nan the larger ones.     |                           |  |  |  |
|      |   |   |  |                           |                          |                           |  |  |  |
| 174. |   | A chord in the form of a square encloses an area of 10 cms <sup>2</sup> . If the same chord is now bent into form of a circle, the area of the circle is (cms <sup>2</sup> ): |  |                           |                          |                           |  |  |  |
|      |   |   |  |                           | (4) 90/-                 | (a) None of these         |  |  |  |
|      | (a) 40  |   | (b) 40/π   | (c) 80π                   | (d) 80/π                 | (e) None of these         |  |  |  |
| 175. |   |   |  |                           | line. Another point o    |                           |  |  |  |
|      | (a) (0, 5)  |   | (b) (1, 3)   | (c) (2,-4)                | (d) (– 1, 3)             | (e) None of these         |  |  |  |
| 176. | The base of a parallelogram is 50 cms and its adjacent side is 35 cms. The length of the perpendicular  |   |  |                           |                          |                           |  |  |  |
|      | to the  | base from its   | opposite side is                                       | 20 cms. The area          | of the parallelogram     | is:                       |  |  |  |
|      | (a) 1750 cms <sup>2</sup>   |   | (b) 2000 cms <sup>2</sup>                              | (c) 1000 cms <sup>2</sup> | (d) 500 cms <sup>2</sup> | (e) None of these         |  |  |  |
| 177. | P, Q, R are three points on a straight line. The locus of the points of contact of tangents from P to the   |   |  |                           |                          |                           |  |  |  |
|      | circles passing through Q and R is:   |   |  |                           |                          |                           |  |  |  |
|      | (a) a   | straight line p   | erpendicular to Q                                      | R \ /                     | (b) circle with ce       | (b) circle with center Q  |  |  |  |
|      | (c) cir   | cle with cente  | er P   |                           | (d) circle with ce       | (d) circle with center R  |  |  |  |
|      | (e) No  | one of these  |  |                           |                          |                           |  |  |  |
| 178. | The LCM of two numbers is 25 times their HCF. The sum of their HCF and LCM is 1040. If one of the   |   |  |                           |                          |                           |  |  |  |
|      | numb  | mbers is 320, then the other number is:   |  |                           |                          |                           |  |  |  |
|      | (a) 12  |   | (b) 325  | (c) 250                   | (d) 420                  | (e) None of these         |  |  |  |

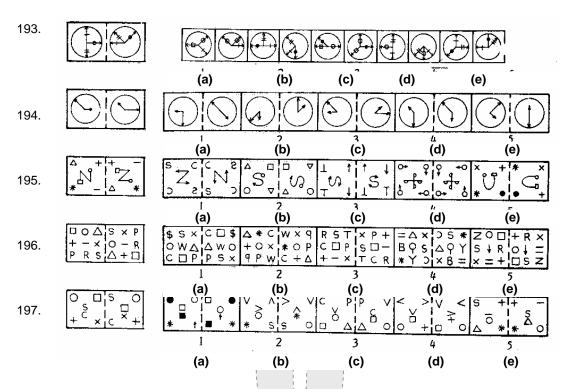
| 179   | The g  | reatest numb  | oer which will di  | vide 133, 176, and 2     | 6, and 219 leaving the same remainder in each case is: |                                  |  |  |  |  |
|---|--|---|--------------------|--------------------------|--|----------------------------------|--|--|--|--|
|   | (a) 43   |   | (b) 21.5           | (c) 86                   | (d) 42   | (e) None of these                |  |  |  |  |
|   |  |   |                    |                          |  |                                  |  |  |  |  |
| $\underline{\textbf{Direction for questions 180-181:}} \text{ In each of the questions below, sentence are given which are denoted by}$ |  |   |                    |                          |  |                                  |  |  |  |  |
| (A), (  | B), (C)  | , (D) and (E)   | ). By using all    | the five sentences,      | you have to frame                                      | a meaningful paragraph. The      |  |  |  |  |
| corre   | correct order of the sentences and mark it as your answer. |   |                    |                          |  |                                  |  |  |  |  |
| 180.  | (A)  | And yet, in recent years, a gentle breeze has been wafting towards us from Japan, suggesting      |                    |                          |  |                                  |  |  |  |  |
|   |  | that 50 million Frenchmen could not be wrong.   |                    |                          |  |                                  |  |  |  |  |
|   | (B)  | The French connection between cuisine and culture is well-known and Voltaire was convinced        |                    |                          |  |                                  |  |  |  |  |
|   |  | that "thought depends absolutely on the stomach".   |                    |                          |  |                                  |  |  |  |  |
| (C) Two of Japan's revered philosophical masters, Okada Torajiro and Kaneku Shoseki,  |  |   |                    |                          |  |                                  |  |  |  |  |
|   |  | extolled the  | superiority of t   | he belly region, ove     | r the much vaunted                                     | d place of the brain, the chest, |  |  |  |  |
|   |  | the heart and the yoga's spine.   |                    |                          |  |                                  |  |  |  |  |
|   | (D)  | Not all migh  | nt subscribe to t  | he French Intellectu     | ctual's determinism, in expounding the philosophy of   |                                  |  |  |  |  |
|   |  | digestion or  | his digest of ph   | nilosophy.               |  |                                  |  |  |  |  |
|   | (E)  | He, howeve  | er, regretted that | t 'in spite of that, tho | se with the best sto                                   | machs are not always best        |  |  |  |  |
|   |  | thinkers".  |                    | (n)                      |  |                                  |  |  |  |  |
|   | (a)  | ABDCE   | (b) BEDAC          | (c) CDEAB                | (d) BEDCA  | (e) EBACD                        |  |  |  |  |
| 181.  | (A)  | The work of magic is this, that it breathes and at every breath transforms realities.             |                    |                          |  |                                  |  |  |  |  |
|   | (B)  | Such a magician is latent within you.   |                    |                          |  |                                  |  |  |  |  |
|   | (C)  | At one time it shows a man in the guise of an ass, at another time it makes an ass look like man. |                    |                          |  |                                  |  |  |  |  |
|   | (D)  | Magic means to make a straw a mountain by artifice.   |                    |                          |  |                                  |  |  |  |  |
|   | (E)  | It makes ugly things beautiful by means of sleight, it makes beautiful things ugly by means of    |                    |                          |  |                                  |  |  |  |  |
|   |  | opinion.  |                    |                          |  |                                  |  |  |  |  |
|   | (a) B  | AEDC  | (b) DEBCA          | (c) DEACB                | (d) ADCEB  | (e) EDCAB                        |  |  |  |  |

<u>Direction for questions 182 – 186:</u> In each of the following questions, a related pair of figures (unnumbered) is followed by five-numbered pairs of figures. Out of there five, four have relationship similar to that in the original pair. Only one pair of figures does not have similar relationship. Select that pair of figures which does not have a similar relationship to that in the unnumbered pair. The number below that figure is your answer.



- 187. The value of  $\log 75/16 2 \log 5/9 + \log 32/243$  is:
  - (a) log 17
- (b) log 2
- (c) log 455/433
- (d) log 36/35
- (e) None of these
- 188. If X is real, then the value of  $X^2 8X + 22$  cannot be less than:
  - (a) 6
- (b) 4
- (c) -9
- (d) 0
- (e) None of these
- 189. How many lead balls of radius ½ cm can be made out of a solid lead sphere of diameter 16 cms?
  - (a) < 4000
- (b) >3000, < 4000 (c) about 8000
  - ) (d) about 4000
- (e) None of these
- 190. The radius and the height of a cone are both increased by 20%. The volume of the cone is increased by:
  - (a) 172.8%
- (b) 272.8%
- (c) 72.8%
- (d) 100%
- (e) None of these
- 191. A man plants his orchard with 120409 treess and arranges them so that there are as many trees in a row as there are rows. The number of rows are:
  - (a) 447
- (b) 227
- (c) 437
- (d) 347
- (e) None of these
- 192. Which of the following is rational:  $\sqrt{(0.01)}$ ,  $\sqrt{(0.1)}$ ,  $\sqrt{(0.001)}$ ,  $\sqrt{(0.9)}$ ?
  - (a)  $\sqrt{(0.01)}$
- (b)  $\sqrt{(0.1)}$
- (c)  $\sqrt{(0.001)}$
- (d) √(0.9)
- (e) None of these

<u>Direction for questions 193 – 197:</u> In each of the following questions, a related pair of figures (unnumbered) is followed by five-numbered pairs of figures. Out of there five, four have relationship similar to that in the original pair. Only one pair of figures does not have similar relationship. Select that pair of figures which does not have a similar relationship to that in the unnumbered pair. The number below that figure is your answer.



<u>Direction for questions 198 – 199:</u> In each question below are given two statements followed by several conclusions. You have to take the two given statements to be true, even if they seem to be at variance from commonly known facts and then decide which of the given conclusions logically follows from the two given statements, disregarding commonly known facts.

- 198. Statement: (I) Some typists are programmers
- (II) No programmer is system-analysts
- Conclusion: (1) Some typists are system-analysts
- (II) All programmers are typists
- (III) No programmer is typist
- (IV) Some systems-analysts are typists

- (1) Only (I) & (III) follow.
- (2) Only (I) & (IV) follow
- (3) Only (III) & (IV) follow
- (4) Only (I), (III) & (IV) follow
- (5) None follows

- 199. Statements: (1) Some workers are effective
- (II) Sham is effective

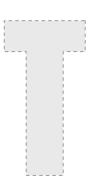
Conclusions: (1) Sham is a worker

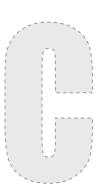
- (II) Sham is not a worker
- (III) No effective is a worker
- (IV) Some effectives are workers

- (1) Either (I) or (II) follows
- (2) Only (IV) follows
- (3) Either (I) or (II) and (IV) follow
- (4) None follows
- (5) Either (I) or (II) and (III) follow

- 200. A water tap at the bottom of the tank empties it in x hours and a water tap fills a tank in y hours. If x>y and when both the taps are open, the tank is filled in  $\boldsymbol{z}$  hours. Then

- (a) z = x + y (b)  $z = \frac{xy}{x + y}$  (c) z = x y (d)  $z = \frac{xy}{x y}$  (e) None of these







## MOCK CET MAHARASHTRA

### **ANSWERS**

| 1. (d)   | 2. (b)   | 3. (d)   | 4. (a)   | 5. (c)    | 6. (c)   | 7. (b)   | 8. (a)   |
|----------|----------|----------|----------|-----------|----------|----------|----------|
| 9. (d)   | 10. (e)  | 11. (c)  | 12. (a)  | 13. (b)   | 14. (d)  | 15. (e)  | 16. (d)  |
| 17. (d)  | 18. (d)  | 19. (a)  | 20. (a)  | 21. (a)   | 22. (b)  | 23. (a)  | 24. (b)  |
| 25. (d)  | 26. (a)  | 27. (b)  | 28. (d)  | 29. (b)   | 30. (c)  | 31. (a)  | 32. (b)  |
| 33. (d)  | 34. (b)  | 35. (d)  | 36. (c)  | 37. (a)   | 38. (a)  | 39. (b)  | 40. (c)  |
| 41. (b)  | 42. (b)  | 43. (e)  | 44. (d)  | 45. (b)   | 46. (d)  | 47. (d)  | 48. (b)  |
| 49. (a)  | 50. (d)  | 51. (a)  | 52. (a)  | 53. (c)   | 54. (d)  | 55. (c)  | 56. (b)  |
| 57. (a)  | 58. (c)  | 59. (e)  | 60. (d)  | 61. (d)   | 62. (a)  | 63. (e)  | 64. (e)  |
| 65. (b)  | 66. (b)  | 67. (d)  | 68. (c)  | 69. (b)   | 70. (b)  | 71. (e)  | 72. (b)  |
| 73. (c)  | 74. (c)  | 75. (c)  | 76. (a)  | 77. (d)   | 78. (b)  | 79. (d)  | 80. (a)  |
| 81. (b)  | 82. (d)  | 83. (a)  | 84. (d)  | 85. (c)   | 86. (d)  | 87. (b)  | 88. (d)  |
| 89. (c)  | 90. (d)  | 91. (b)  | 92. (c)  | 93. (d)   | 94. (c)  | 95. (c)  | 96. (b)  |
| 97. (c)  | 98. (c)  | 99. (d)  | 100. (b) | 101. (a)  | 102. (d) | 103. (c) | 104. (b) |
| 105. (c) | 106. (a) | 107. (d) | 108. (c) | 109. (b)  | 110. (d) | 111. (c) | 112. (b) |
| 113. (d) | 114. (e) | 115. (a) | 116. (c) | 117. (e)  | 118. (a) | 119. (b) | 120. (d) |
| 121. (e) | 122. (b) | 123. (e) | 124. (b) | 125. (b)  | 126. (c) | 127. (c) | 128. (c) |
| 129. (c) | 130. (a) | 131. (b) | 132 (d)  | 133. (e)  | 134. (a) | 135. (c) | 136. (c) |
| 137. (d) | 138. (d) | 139. (b) | 140. (c) | 141. (c)  | 142. (b) | 143. (a) | 144. (c) |
| 145. (e) | 146. (c) | 147. (a) | 148. (b) | 149. (e)  | 150. (d) | 151. (b) | 152. (e) |
| 153. (c) | 154. (d) | 155. (a) | 156. (b) | 157. (b)  | 158. (e) | 159. (b) | 160. (d) |
| 161. (d) | 162. (b) | 163. (a) | 164. (d) | -165. (c) | 166. (c) | 167. (a) | 168. (d) |
| 169. (d) | 170. (b) | 171. (c) | 172. (a) | 173. (d)  | 174. (b) | 175. (d) | 176. (c) |
| 177. (c) | 178. (a) | 179. (a) | 180. (b) | 181. (c)  | 182. (b) | 183. (c) | 184. (d) |
| 185. (e) | 186. (a) | 187. (b) | 188. (a) | 189. (d)  | 190. (c) | 191. (d) | 192. (a) |
| 193. (d) | 194. (c) | 195. (e) | 196. (ā) | 197. (b)  | 198. (e) | 199. (c) | 200. (d) |