

NMAT Logical Reasoning

Sample Paper – 4

Duration: 40 Minutes

Maximum Marks: 108

Instructions

- This paper contains **36** Multiple Choice Questions (Single Correct Answer), modelled on the Logical Reasoning section of **NMAT** by GMAC.
- Each correct answer carries **+3 marks**. There is **no negative marking** for incorrect or unattempted answers, so attempt every question.
- Only **one** option is correct. Choose the most appropriate answer.
- NMAT is a computer-based test with sectional time limits; attempt this practice paper in one timed sitting of about **40 minutes**.
- Use of mobile phones, calculators or electronic gadgets is strictly prohibited.

Part A: Coding-Decoding and Series

Q1. In a certain code, the letters of the word **MONEY** are represented by symbols as follows: M = ★, O = ●, N = ■, E = ▲, Y = ◇. How is the word **MONEY** written in this symbol code?

- (A) ★ ● ▲ ■ ◇
- (B) ★ ■ ● ▲ ◇
- (C) ● ★ ■ ▲ ◇
- (D) ★ ● ■ ▲ ◇

Q2. If **GATE** is coded as **7-1-20-5** (each letter replaced by its position in the English alphabet), then how is **CODE** coded?

- (A) 3-15-5-4



- (B) 3-14-4-5
- (C) 3-15-4-5
- (D) 4-15-3-5

Q3. Find the next term in the letter series: C, F, I, L, ____

- (A) N
- (B) O
- (C) P
- (D) M

Q4. Find the next term in the number series: 3, 6, 11, 18, 27, ____

- (A) 36
- (B) 40
- (C) 38
- (D) 37

Q5. Which letter lies exactly midway between the 5th letter from the left and the 19th letter from the left of the English alphabet?

- (A) K
- (B) J
- (C) M
- (D) L

Q6. In a certain code, the digits are represented by letters as follows: 1 =W, 2 =X, 3 =Y, 4 =Z, 5 =V. What is the code for the number 3 1 5 2?

- (A) Y W V X
- (B) Y W X V
- (C) W Y V X
- (D) Y V W X

Part B: Arrangements and Puzzles



Directions (Q7–Q9): Six persons M, N, O, P, Q and R sit in a straight line, all facing North.

- Q sits at one of the extreme ends of the line.
- There are exactly two persons sitting between Q and P.
- N sits immediately to the right of P.
- O sits third to the left of N.
- R is an immediate neighbour of O.

(Since all face North, a person's right is towards the right end of the line and their left is towards the left end.)

Q7. Who sits at the extreme right end of the line?

- (A) M
- (B) N
- (C) Q
- (D) R

Q8. How many persons sit between R and N?

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

Q9. Who sits exactly in the middle of O and P?

- (A) N
- (B) R
- (C) M
- (D) Q

Directions (Q10–Q12): Six people A, B, C, D, E and F live on six different floors of a building. The lowest floor is numbered 1 and the topmost is



numbered 6.

- C lives on the topmost (sixth) floor.
- A lives immediately below C.
- Exactly two floors lie between A and D.
- B lives on an odd-numbered floor.
- F lives immediately above E.

Q10. Who lives on the third floor?

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

Q11. How many floors are there between C and D?

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

Q12. Who lives immediately below F?

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

Part C: Blood Relations and Direction Sense

Q13. In a certain code for family relationships:

- ‘A + B’ means ‘A is the father of B’,
- ‘A – B’ means ‘A is the wife of B’,
- ‘A × B’ means ‘A is the son of B’,

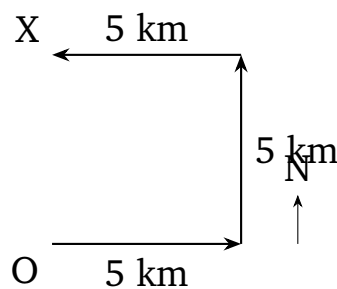


'A $\div$ B' means 'A is the sister of B'.

Which of the following expressions means that **M is the grandfather of N**?

- (A) $M + X \div N$
- (B) $M \times X + N$
- (C) $M - X + N$
- (D) $M + X + N$

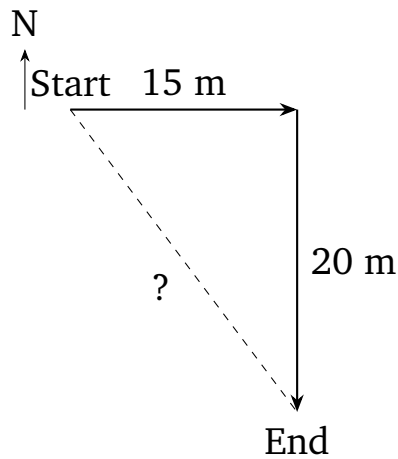
Q14. A person starts from point O and walks 5 km towards the East. He then turns left and walks 5 km, and again turns left and walks 5 km to reach point X. How far, and in which direction, is X from O?



- (A) 15 km, West
- (B) 10 km, North
- (C) 5 km, East
- (D) 5 km, North

Q15. Rahul walks 15 m towards the East, then turns right and walks 20 m. How far is he now from his starting point?





- (A) 25 m
- (B) 35 m
- (C) 20 m
- (D) 30 m

Q16. P is the sister of Q. Q is the son of R. S is the father of P. How is R related to S?

- (A) Wife
- (B) Sister
- (C) Mother
- (D) Daughter

Q17. A man is facing East. He turns 90° in the clockwise direction, then turns 45° in the anticlockwise direction, and finally turns 90° in the anticlockwise direction. Which direction is he facing now?

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

Part D: Syllogisms



Q18. Statements: Some books are pens. All pens are red.

Conclusions:

I. Some books are red.

II. All red things are books.

Which of the conclusions follow(s)?

(A) Only conclusion II follows

(B) Both I and II follow

(C) Only conclusion I follows

(D) Neither I nor II follows

Q19. Statements: All cups are plates. Some plates are bowls.

Conclusions:

I. Some cups are bowls.

II. All plates are cups.

Which of the conclusions follow(s)?

(A) Only conclusion I follows

(B) Both I and II follow

(C) Neither I nor II follows

(D) Only conclusion II follows

Q20. Statements: All lions are animals. No animal is a plant.

Conclusions:

I. No lion is a plant.

II. Some animals are lions.

Which of the conclusions follow(s)?

(A) Both I and II follow

(B) Only conclusion I follows

(C) Only conclusion II follows

(D) Neither I nor II follows

Q21. Statements: Some pens are markers. No marker is a pencil.

Conclusions:



I. Some pens are not pencils.

II. All markers are pens.

Which of the conclusions follow(s)?

(A) Neither I nor II follows

(B) Both I and II follow

(C) Only conclusion I follows

(D) Only conclusion II follows

Q22. Statements: All squares are circles. All circles are shapes.

Conclusions:

I. All squares are shapes.

II. Some shapes are squares.

Which of the conclusions follow(s)?

(A) Only conclusion I follows

(B) Both I and II follow

(C) Only conclusion II follows

(D) Neither I nor II follows

Part E: Critical Reasoning and Verbal Logic

Q23. Statement: “Take our online course and master data science in just three months.” — an advertisement.

Which of the following is an assumption **implicit** in the statement?

(A) Nobody can learn data science offline.

(B) People are likely to be attracted by the promise of learning quickly.

(C) Data science is the highest-paying field.

(D) The course is free of cost.

Q24. Argument: The company should switch to a four-day work week, because this will increase employee productivity.

Which of the following, if true, most **strengthens** the argument?



- (A) A four-day week means fewer total working hours.
- (B) Employees generally prefer longer weekends.
- (C) The company's rivals still follow a five-day week.
- (D) In trials at similar companies, a four-day week raised the output per employee.

Q25. Argument: Our school should buy tablets for all students, because tablets will improve learning.

Which of the following, if true, most **weakens** the argument?

- (A) Tablets are very popular among teenagers.
- (B) Tablets are cheaper than printed textbooks.
- (C) Studies show that students using tablets in class get distracted and score lower in tests.
- (D) The tablets come with a long warranty.

Q26. Statement: The number of road accidents at a particular junction has risen sharply this year.

Which of the following is the most appropriate **course of action**?

- (A) The junction should be closed to traffic permanently.
- (B) All vehicles should be banned from the city.
- (C) The accident reports should be ignored.
- (D) Traffic signals and speed breakers should be installed at the junction.

Q27. Statement I: The city received record-breaking rainfall last week.

Statement II: Several low-lying areas of the city were flooded last week.

Which of the following best describes the relationship between the two statements?

- (A) Statement II is the cause and Statement I is its effect.
- (B) Statement I is the cause and Statement II is its effect.
- (C) The two statements are unrelated.



(D) Both statements are effects of some other, unrelated cause.

Q28. Statement: “Employees who take short breaks during work generally complete their tasks more efficiently than those who never pause.”

Which of the following inferences follows most logically?

(A) Taking short breaks during work can improve a person’s efficiency.

(B) Employees who take breaks never feel tired.

(C) Working without any break is against the law.

(D) Only short breaks can improve efficiency.

Q29. Statement: “All flights from the airport were delayed today because of dense fog.”

Which of the following conclusions follows?

(A) Fog never affects flights.

(B) The airport has no flights at all.

(C) The dense fog disrupted flight schedules at the airport today.

(D) Flights run faster in fog.

Q30. Statement: “To reduce paper waste, the college has decided to send all notices to students by email.”

Which of the following is an assumption **implicit** in the statement?

(A) Students dislike reading printed notices.

(B) Email is more expensive than paper.

(C) All the teachers will oppose the plan.

(D) Students have access to email and can read notices sent that way.

Part F: Analytical and Miscellaneous

Q31. Choose the option that best completes the analogy: **BIRD : NEST :: BEE : ?**

(A) Honey



- (B) Flower
- (C) Sting
- (D) Hive

Q32. Find the odd one out.

- (A) Whale
- (B) Shark
- (C) Salmon
- (D) Tuna

Q33. In a certain code, **TIGER** is written as **UJHFS**. How is **HORSE** written in the same code?

- (A) IPSTF
- (B) IPTSF
- (C) IQSTF
- (D) IPSTG

Q34. Five students A, B, C, D and E appeared in an examination. A scored more than B but less than C. D scored more than C. E scored the lowest of all. Who scored the highest?

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

Q35. If “+” means “×”, “−” means “+”, “×” means “÷” and “÷” means “−”, then find the value of:

$$16 \div 4 + 5 \times 2 - 6$$



- (A) 12
- (B) 10
- (C) 14
- (D) 8

Q36. In each row the third number is obtained from the first two by the same rule. Find the missing number.

5	3	16
6	4	20
7	5	?

- (A) 22
- (B) 24
- (C) 26
- (D) 20



Detailed Solutions

Q1.

Solution

Concept — Symbol substitution: Replace each letter by the symbol assigned to it, keeping the letters in their original order.

Step 1: The key is $M = \star$, $O = \bullet$, $N = \blacksquare$, $E = \blacktriangle$, $Y = \diamond$.

Step 2: Take the letters of MONEY in order: M, O, N, E, Y.

Step 3: Replace them one by one: $M \rightarrow \star$, $O \rightarrow \bullet$, $N \rightarrow \blacksquare$.

Step 4: Continue: $E \rightarrow \blacktriangle$, $Y \rightarrow \diamond$.

Step 5: Writing the symbols in the same order gives $\star \bullet \blacksquare \blacktriangle \diamond$.

Why other options are wrong:

- Option A: $\star \bullet \blacktriangle \blacksquare \diamond$ swaps the symbols for N and E.
- Option B: $\star \blacksquare \bullet \blacktriangle \diamond$ swaps the symbols for O and N.
- Option C: $\bullet \star \blacksquare \blacktriangle \diamond$ swaps the first two symbols.

Final Answer: MONEY is coded as $\star \bullet \blacksquare \blacktriangle \diamond \Rightarrow \boxed{D}$

Answer: (D) [Go Back to Q1](#)

Q2.

Solution

Concept — Position coding: Each letter is replaced by its serial position in the English alphabet.

Step 1: Check the given code: $G = 7$, $A = 1$, $T = 20$, $E = 5$, so $GATE = 7-1-20-5$. The rule is confirmed.

Step 2: Find the positions of the letters of CODE.

Step 3: C is the 3rd letter $\rightarrow 3$; O is the 15th letter $\rightarrow 15$.

Step 4: D is the 4th letter $\rightarrow 4$; E is the 5th letter $\rightarrow 5$.

Step 5: Writing the numbers in order gives 3-15-4-5.

Why other options are wrong:

- Option A: 3-15-5-4 swaps the last two numbers.



- Option B: 3-14-4-5 uses 14 for O instead of 15.
- Option D: 4-15-3-5 swaps the codes for C and D.

Final Answer: CODE is coded as 3-15-4-5 $\Rightarrow$ **C**

Answer: (C) [Go Back to Q2](#)

Q3.

Solution

Concept — Letter series: Convert letters to positions and look for a constant difference.

Step 1: Positions: C = 3, F = 6, I = 9, L = 12.

Step 2: The differences are $6 - 3 = 3$, $9 - 6 = 3$, $12 - 9 = 3$. The series increases by 3 each time.

Step 3: The next position is $12 + 3 = 15$.

Step 4: The 15th letter of the alphabet is **O**.

Why other options are wrong:

- Option A: N is position 14, a step of only +2.
- Option C: P is position 16, a step of +4.
- Option D: M is position 13, a step of +1.

Final Answer: The next term is O $\Rightarrow$ **B**

Answer: (B) [Go Back to Q3](#)

Q4.

Solution

Concept — Number series with growing differences: Study the differences between consecutive terms.

Step 1: Terms: 3, 6, 11, 18, 27.

Step 2: Differences: $6 - 3 = 3$, $11 - 6 = 5$, $18 - 11 = 7$, $27 - 18 = 9$.

Step 3: The differences increase by 2 each time: 3, 5, 7, 9, so the next difference is 11.

Step 4: The next term is $27 + 11 = 38$.



Why other options are wrong:

- Option A: 36 would need a difference of 9, repeating the previous gap.
- Option B: 40 would need a difference of 13, skipping 11.
- Option D: 37 would need a difference of 10, which breaks the odd-number pattern.

Final Answer: The next term is 38 $\Rightarrow$ C

Answer: (C) [Go Back to Q4](#)

Q5.

Solution

Concept — Midway position: The letter midway between two positions is found by averaging the two position numbers.

Step 1: The 5th letter from the left is E (position 5).

Step 2: The 19th letter from the left is S (position 19).

Step 3: The midway position is $\frac{5 + 19}{2} = \frac{24}{2} = 12$.

Step 4: The 12th letter of the alphabet is L.

Why other options are wrong:

- Option A: K is position 11, one short of the middle.
- Option B: J is position 10, two short of the middle.
- Option C: M is position 13, one past the middle.

Final Answer: The middle letter is L $\Rightarrow$ D

Answer: (D) [Go Back to Q5](#)

Q6.

Solution

Concept — Symbol substitution (decoding): Replace each digit by the letter assigned to it, one by one.

Step 1: The key is 1 =W, 2 =X, 3 =Y, 4 =Z, 5 =V.

Step 2: The number is 3 1 5 2. Replace the first digit: 3 $\rightarrow$ Y.



Step 3: Replace the second digit: $1 \rightarrow W$.

Step 4: Replace the third digit: $5 \rightarrow V$; and the fourth: $2 \rightarrow X$.

Step 5: Reading in order gives **Y W V X**.

Why other options are wrong:

- Option B: Y W X V swaps the codes for 5 and 2.
- Option C: W Y V X swaps the first two letters.
- Option D: Y V W X swaps the codes for 1 and 5.

Final Answer: The code is Y W V X $\Rightarrow$ A

Answer: (A) [Go Back to Q6](#)

Q7.

Solution

Concept — Linear arrangement: Number the seats 1 to 6 from the left and place the persons using the clues.

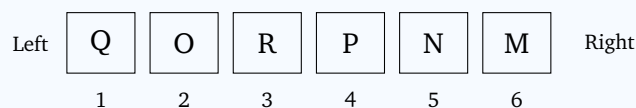
Step 1: Q sits at an extreme end, so Q is at seat 1 or seat 6. Take Q at seat 1.

Step 2: “Two persons sit between Q and P” means the gap between them is 3 seats, so P is at seat 4.

Step 3: “N sits immediately to the right of P” places N at seat 5.

Step 4: “O sits third to the left of N” places O at seat $5 - 3 = 2$.

Step 5: “R is an immediate neighbour of O” means R is at seat 1 or seat 3; seat 1 is Q, so R is at seat 3. The only remaining seat, 6, goes to M. The line is:



Step 6: The extreme right end is seat 6, which is occupied by **M**.

Why other options are wrong:

- Option B: N is at seat 5, not the end.
- Option C: Q is at seat 1, the extreme left end.
- Option D: R is at seat 3, in the middle.



Final Answer: M sits at the extreme right end $\Rightarrow$ A

Answer: (A) [Go Back to Q7](#)

Q8.

Solution

Concept — Counting in a line: Use the arrangement found above and count the seats in between.

Step 1: The order is Q(1), O(2), R(3), P(4), N(5), M(6).

Step 2: R is at seat 3 and N is at seat 5.

Step 3: The only seat strictly between them is seat 4, occupied by P.

Step 4: So exactly **one** person sits between R and N.

Why other options are wrong:

- Option A: Three is far more than the single seat between them.
- Option B: Two would need seats 4 and 5 both between them, but 5 is N itself.
- Option D: Four counts seats outside the R–N gap.

Final Answer: One person sits between R and N $\Rightarrow$ C

Answer: (C) [Go Back to Q8](#)

Q9.

Solution

Concept — Middle seat: The person exactly in the middle of two others sits at the average of their seat numbers.

Step 1: O is at seat 2 and P is at seat 4.

Step 2: The middle seat number is $\frac{2+4}{2} = 3$.

Step 3: Seat 3 is occupied by R.

Why other options are wrong:

- Option A: N is at seat 5, not between O and P.
- Option C: M is at seat 6, at the far end.
- Option D: Q is at seat 1, outside the O–P span.



Final Answer: R sits exactly in the middle of O and P $\Rightarrow$ **B**

Answer: (B) [Go Back to Q9](#)

Q10.

Solution

Concept — Floor puzzle: Fix the known floors first, then use the “immediately below/above” and “gap” clues.

Step 1: C is on floor 6, and A is immediately below C, so A is on floor 5.

Step 2: “Exactly two floors lie between A and D” with A on floor 5 gives $|5 - D| = 3$, so $D = 2$ (since floor 8 does not exist).

Step 3: The floors left for B, E and F are 1, 3 and 4. “F immediately above E” needs a consecutive pair; among 1, 3 and 4 the only consecutive pair is (3, 4), so $E = 3$ and $F = 4$.

Step 4: The remaining floor 1 goes to B, and floor 1 is odd, matching “B lives on an odd-numbered floor”. The full arrangement is:

6	C
5	A
4	F
3	E
2	D
1	B

Step 5: Floor 3 is occupied by E.

Why other options are wrong:

- Option A: F is on floor 4.
- Option C: D is on floor 2.
- Option D: A is on floor 5.

Final Answer: E lives on the third floor $\Rightarrow$ **B**

Answer: (B) [Go Back to Q10](#)



Q11.

Solution

Concept — Counting floors between two people: Use the arrangement found above.

Step 1: C lives on floor 6 and D lives on floor 2.

Step 2: The floors strictly between them are floors 3, 4 and 5.

Step 3: So exactly **three** floors lie between C and D.

Why other options are wrong:

- Option A: One would need them on floors like 6 and 4.
- Option B: Two would need them on floors like 6 and 3.
- Option D: Four is too many; that would need floors 6 and 1.

Final Answer: Three floors lie between C and D $\Rightarrow$ **C**

Answer: (C) [Go Back to Q11](#)

Q12.

Solution

Concept — Immediately below: Read off the person one floor lower than F.

Step 1: F lives on floor 4.

Step 2: The floor immediately below is floor 3.

Step 3: Floor 3 is occupied by E.

Why other options are wrong:

- Option A: D lives on floor 2, two floors below F.
- Option C: B lives on floor 1, at the bottom.
- Option D: A lives on floor 5, above F.

Final Answer: E lives immediately below F $\Rightarrow$ **B**

Answer: (B) [Go Back to Q12](#)



Q13.

Solution

Concept — Coded blood relations: Translate each coded symbol into the plain relationship and read the chain from left to right.

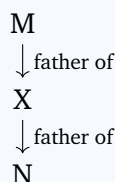
Step 1: “M is the grandfather of N” means M is the father of one of N’s parents.

Step 2: Test Option D, $M + X + N$. The code ‘+’ means “is the father of”.

Step 3: $M + X$ reads “M is the father of X”.

Step 4: $X + N$ reads “X is the father of N”, so X is N’s parent.

Step 5: M is the father of X, and X is a parent of N, so M is the **grandfather** of N.



Why other options are wrong:

- Option A: $M + X \div N$ makes X the sister of N, so M becomes N’s father, not grandfather.
- Option B: $M \times X + N$ makes M the son of X, so M and N are siblings.
- Option C: $M - X + N$ makes M the wife of X, so M is N’s mother.

Final Answer: $M + X + N$ shows M is the grandfather of N $\Rightarrow$ D

Answer: (D) [Go Back to Q13](#)

Q14.

Solution

Concept — Direction sense: Track the turns, remembering that a left turn rotates the facing direction by 90° anticlockwise.

Step 1: Facing East, the man walks 5 km East.

Step 2: A left turn makes him face North; he walks 5 km North.

Step 3: A second left turn makes him face West; he walks 5 km West, cancelling the 5 km he went East.

Step 4: The net movement is 0 km East–West and 5 km North.



Step 5: So X is 5 km due **North** of O.

Why other options are wrong:

- Option A: 15 km West adds all three legs and ignores the cancellation.
- Option B: 10 km North doubles the northward distance.
- Option C: 5 km East ignores that the East and West legs cancel.

Final Answer: X is 5 km North of O $\Rightarrow$ D

Answer: (D) [Go Back to Q14](#)

Q15.

Solution

Concept — Shortest distance: The straight-line distance from start to end is the hypotenuse of the right triangle formed by the two perpendicular legs.

Step 1: Rahul walks 15 m East.

Step 2: Facing East, a right turn makes him face South; he walks 20 m South.

Step 3: The two legs (15 m and 20 m) are at right angles, so the distance is $\sqrt{15^2 + 20^2}$.

Step 4: $15^2 + 20^2 = 225 + 400 = 625$.

Step 5: $\sqrt{625} = 25$, so he is 25 m from the start.

Why other options are wrong:

- Option B: 35 m adds the two legs directly.
- Option C: 20 m uses only the southward leg.
- Option D: 30 m does not match the Pythagoras result.

Final Answer: The distance is 25 m $\Rightarrow$ A

Answer: (A) [Go Back to Q15](#)

Q16.

Solution

Concept — Family tree: Draw the relationships and read off the link between R and S.

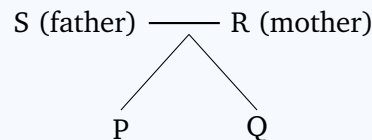


Step 1: P is the sister of Q, so P and Q are siblings (P is female).

Step 2: Q is the son of R, so R is a parent of Q (and of P).

Step 3: S is the father of P, so S is the male parent of P and Q.

Step 4: R is the other parent of the same children, so R is the mother, i.e. the wife of S.



Why other options are wrong:

- Option B: A sister relation would make R a sibling, but R is a parent.
- Option C: “Mother” describes R’s link to P and Q, not to S.
- Option D: A daughter would be one generation below, not a parent.

Final Answer: R is the wife of S $\Rightarrow$ A

Answer: (A) [Go Back to Q16](#)

Q17.

Solution

Concept — Turning directions: Measure directions as bearings from North, adding for clockwise turns and subtracting for anticlockwise turns.

Step 1: The man starts facing East, which is a bearing of 90° .

Step 2: Turning 90° clockwise gives $90^\circ + 90^\circ = 180^\circ$, which is South.

Step 3: Turning 45° anticlockwise gives $180^\circ - 45^\circ = 135^\circ$, which is South-East.

Step 4: Turning 90° anticlockwise gives $135^\circ - 90^\circ = 45^\circ$, which is **North-East**.

Why other options are wrong:

- Option A: South-East is only the position after the second turn.
- Option C: South-West would need a net bearing of 225° .
- Option D: East would need a net bearing of 90° .

Final Answer: He now faces North-East $\Rightarrow$ B

Answer: (B) [Go Back to Q17](#)



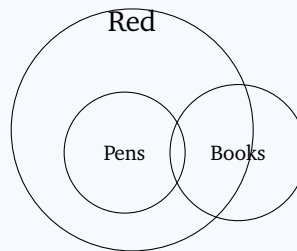
Q18.

Solution

Concept — Syllogism (some + all): A “some” statement joined to an “all” statement carries the “some” forward, but the reverse “all” is not valid.

Step 1: “Some books are pens” means the book and pen circles overlap.

Step 2: “All pens are red” places the pen circle inside the red circle.



Step 3: The books that are pens lie inside the red circle, so those books are red. Conclusion I (Some books are red) follows.

Step 4: Conclusion II (All red things are books) is far too strong; many red things need not be books. It does not follow.

Step 5: Only Conclusion I follows.

Why other options are wrong:

- Option A: II alone is invalid, as shown above.
- Option B: II does not follow, so “both” is wrong.
- Option D: I clearly follows, so “neither” is wrong.

Final Answer: Only Conclusion I follows $\Rightarrow$ **C**

Answer: (C) [Go Back to Q18](#)

Q19.

Solution

Concept — Syllogism (all + some): An “all” statement followed by a “some” statement about the wider set gives no definite link back to the smaller set.

Step 1: “All cups are plates” places the cup circle inside the plate circle.

Step 2: “Some plates are bowls” overlaps the plate circle with the bowl circle, but the overlap need not touch the cup part.



Step 3: The bowls could overlap only the plate region that lies outside the cups, so no cup need be a bowl. Conclusion I (Some cups are bowls) does not follow.

Step 4: Conclusion II (All plates are cups) reverses the first statement and is invalid, since only cups are guaranteed to be plates, not the other way round.

Step 5: Neither conclusion follows.

Why other options are wrong:

- Option A: I is only a possibility, not a certainty.
- Option B: Neither is forced, so “both” is wrong.
- Option D: II reverses an “all” statement, which is not allowed.

Final Answer: Neither conclusion follows $\Rightarrow$ **C**

Answer: (C) [Go Back to Q19](#)

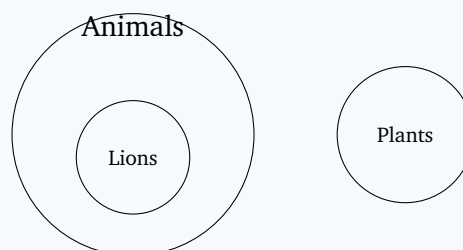
Q20.

Solution

Concept — Syllogism (all + no): Combine an inclusion with an exclusion using a Venn diagram, and remember that “all” allows a valid “some” converse.

Step 1: “All lions are animals” places the lion circle inside the animal circle.

Step 2: “No animal is a plant” keeps the animal and plant circles fully separate.



Step 3: Lions lie inside animals, and no animal is a plant, so no lion is a plant. Conclusion I follows.

Step 4: Since all lions are animals and lions exist, at least those animals are lions, so “Some animals are lions” also follows. Conclusion II follows.

Step 5: Both conclusions follow.

Why other options are wrong:

- Options B and C: Each accepts only one conclusion, but both are valid.



- Option D: “Neither” ignores the clear links in the diagram.

Final Answer: Both I and II follow $\Rightarrow$ A

Answer: (A) [Go Back to Q20](#)

Q21.

Solution

Concept — Syllogism (some + no): A “some” statement joined to a “no” statement can produce a valid “some are not”, but not a reverse “all”.

Step 1: “Some pens are markers” means at least some pens fall inside the marker circle.

Step 2: “No marker is a pencil” keeps the marker and pencil circles fully separate.

Step 3: The pens that are markers therefore cannot be pencils, so “Some pens are not pencils”. Conclusion I follows.

Step 4: Conclusion II (All markers are pens) is too strong; only some pens are markers, so not every marker need be a pen. It does not follow.

Step 5: Only Conclusion I follows.

Why other options are wrong:

- Option A: I clearly follows, so “neither” is wrong.
- Option B: II is unsupported, so “both” is wrong.
- Option D: II reverses a “some” statement, which is invalid.

Final Answer: Only Conclusion I follows $\Rightarrow$ C

Answer: (C) [Go Back to Q21](#)

Q22.

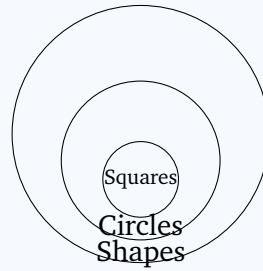
Solution

Concept — Syllogism (all + all): Follow the chain of inclusion; an “all” chain also yields a valid “some” converse.

Step 1: “All squares are circles” places squares inside circles.

Step 2: “All circles are shapes” places circles inside shapes.





Step 3: Squares lie inside circles, which lie inside shapes, so all squares are shapes. Conclusion I follows.

Step 4: Since all squares are shapes and squares exist, at least those shapes are squares, so “Some shapes are squares”. Conclusion II follows.

Step 5: Both conclusions follow.

Why other options are wrong:

- Option A: II also follows, so “only I” is incomplete.
- Option C: I clearly follows, so “only II” is wrong.
- Option D: Both are valid, so “neither” is wrong.

Final Answer: Both I and II follow ⇒ **B**

Answer: (B) [Go Back to Q22](#)

Q23.

Solution

Concept — Implicit assumption: An assumption is something taken for granted that must hold for the statement to make sense.

Step 1: The advertisement invites people by promising mastery “in just three months”.

Step 2: Such an appeal works only if the seller assumes that the promise of quick learning will actually draw people in.

Step 3: So the implicit assumption is that people are likely to be attracted by the promise of learning quickly (Option B).

Why other options are wrong:

- Option A: Whether offline learning is possible is not the ad’s concern.
- Option C: The highest-paying claim is never made.



- Option D: The ad says nothing about the course being free.

Final Answer: The implicit assumption is Option B $\Rightarrow$ **B**

Answer: (B) [Go Back to Q23](#)

Q24.

Solution

Concept — Strengthening an argument: The best strengthener adds direct evidence that the proposed action produces the claimed result.

Step 1: The argument claims a four-day work week will increase productivity.

Step 2: The claim is supported only if the shorter week actually raises the work each employee produces.

Step 3: Option D shows that in trials at similar companies a four-day week raised output per employee, directly backing the claim.

Why other options are wrong:

- Option A: Fewer hours by itself could just as easily lower total output.
- Option B: Preferring long weekends does not prove higher productivity.
- Option C: What rivals do is irrelevant to this company's output.

Final Answer: Option D most strengthens the argument $\Rightarrow$ **D**

Answer: (D) [Go Back to Q24](#)

Q25.

Solution

Concept — Weakening an argument: The best weakener attacks the reason given for the action.

Step 1: The argument recommends buying tablets only because they will improve learning.

Step 2: If tablets in class actually distract students and lower their test scores, then the claimed improvement in learning fails.

Step 3: Option C directly undermines the single reason offered, so it weakens the argument most.



Why other options are wrong:

- Option A: Popularity does not show that learning improves.
- Option B: A lower price would support, not weaken, the plan.
- Option D: A long warranty says nothing about learning outcomes.

Final Answer: Option C most weakens the argument $\Rightarrow$ C

Answer: (C) [Go Back to Q25](#)

Q26.

Solution

Concept — Course of action: A good course of action should directly address the problem in a reasonable, practical way.

Step 1: The problem is that road accidents at a junction have risen sharply.

Step 2: A sensible response is to make the junction safer so that accidents fall.

Step 3: Option D installs traffic signals and speed breakers, which directly improve safety, so it is the most appropriate action.

Why other options are wrong:

- Option A: Closing the junction permanently is extreme and disrupts traffic.
- Option B: Banning all vehicles from the city is wildly disproportionate.
- Option C: Ignoring the reports does nothing to solve the problem.

Final Answer: Option D is the appropriate course of action $\Rightarrow$ D

Answer: (D) [Go Back to Q26](#)

Q27.

Solution

Concept — Cause and effect: Identify which event naturally brings about the other.

Step 1: Statement I: the city received record-breaking rainfall.

Step 2: Very heavy rain naturally collects in low-lying areas and causes flooding.

Step 3: Statement II: low-lying areas were flooded. This is the expected result of the record rainfall.



Step 4: So Statement I is the cause and Statement II is its effect (Option B).

Why other options are wrong:

- Option A: The flooding did not cause the rainfall.
- Option C: The two are clearly linked, not unrelated.
- Option D: No third common cause is suggested.

Final Answer: Statement I is the cause of Statement II $\Rightarrow$ **B**

Answer: (B) [Go Back to Q27](#)

Q28.

Solution

Concept — Inference: A valid inference is a moderate conclusion that the statement reasonably supports.

Step 1: The statement links taking short breaks to completing tasks more efficiently.

Step 2: From this it is reasonable to infer that taking short breaks can improve a person's efficiency.

Step 3: Option A states exactly this measured inference.

Why other options are wrong:

- Option B: "Never feel tired" is far too strong.
- Option C: The statement does not say working without a break is illegal.
- Option D: "Only" breaks improve efficiency overstates the claim.

Final Answer: Option A is the logical inference $\Rightarrow$ **A**

Answer: (A) [Go Back to Q28](#)

Q29.

Solution

Concept — Statement and conclusion: A conclusion must follow directly from the wording of the statement.

Step 1: The statement says all flights were delayed today because of dense fog.

Step 2: This tells us the fog disrupted the airport's flight schedules today.



Step 3: Option C restates this directly, so it follows.

Why other options are wrong:

- Option A: The statement shows fog does affect flights.
- Option B: Delayed flights still exist; the airport clearly has flights.
- Option D: Nothing suggests flights run faster in fog.

Final Answer: Option C follows from the statement $\Rightarrow$ C

Answer: (C) [Go Back to Q29](#)

Q30.

Solution

Concept — Implicit assumption: The plan makes sense only if a certain belief is taken for granted.

Step 1: The college decides to send all notices to students by email in order to reduce paper waste.

Step 2: This decision only works if students can actually receive and read notices sent by email.

Step 3: Option D captures this assumption.

Why other options are wrong:

- Option A: Whether students dislike printed notices is not assumed.
- Option B: The plan aims to save paper, so email being costlier is not assumed.
- Option C: Opposition from teachers is not part of the reasoning.

Final Answer: Option D is the implicit assumption $\Rightarrow$ D

Answer: (D) [Go Back to Q30](#)

Q31.

Solution

Concept — Analogy: Name the relationship in the first pair, then find the option that repeats it.

Step 1: A nest is the home built by a bird.

Step 2: The relationship is “creature : the home it builds and lives in”.



Step 3: The home built by a bee is a **hive**, so Option D completes the analogy.

Why other options are wrong:

- Option A: Honey is what a bee makes, not where it lives.
- Option B: A flower is where a bee feeds, not its home.
- Option C: A sting is a body part of the bee.

Final Answer: Bee : Hive completes the analogy $\Rightarrow$ D

Answer: (D) [Go Back to Q31](#)

Q32.

Solution

Concept — Odd one out: Find the common category shared by all but one item.

Step 1: Shark, Salmon and Tuna are all fish.

Step 2: A whale is a mammal, not a fish.

Step 3: So the odd one out is **Whale** (Option A).

Why other options are wrong:

- Option B: Shark is a fish, like the others.
- Option C: Salmon is a fish.
- Option D: Tuna is a fish.

Final Answer: Whale is the odd one out $\Rightarrow$ A

Answer: (A) [Go Back to Q32](#)

Q33.

Solution

Concept — Coding by shift: Find the shift from the sample word, then apply it letter by letter.

Step 1: In TIGER $\rightarrow$ UJHFS, each letter moves forward by one: T $\rightarrow$ U, I $\rightarrow$ J, G $\rightarrow$ H, E $\rightarrow$ F, R $\rightarrow$ S.

Step 2: The rule is +1 for every letter.

Step 3: Apply to HORSE: H $\rightarrow$ I, O $\rightarrow$ P, R $\rightarrow$ S, S $\rightarrow$ T, E $\rightarrow$ F.



Step 4: The code is **IPSTF**.

Why other options are wrong:

- Option B: IPTSF swaps the codes for R and S.
- Option C: IQSTF shifts O by two instead of one.
- Option D: IPSTG shifts E by two instead of one.

Final Answer: HORSE is coded as IPSTF $\Rightarrow$ **A**

Answer: (A) [Go Back to Q33](#)

Q34.

Solution

Concept — Ranking by comparison: Turn each “more than / less than” clue into an order and combine them into one chain.

Step 1: “A scored more than B” gives $A > B$.

Step 2: “A scored less than C” gives $C > A$, so far $C > A > B$.

Step 3: “D scored more than C” gives $D > C$, extending the chain to $D > C > A > B$.

Step 4: “E scored the lowest” places E at the bottom: $D > C > A > B > E$.

Step 5: The top of the chain is **D**, so D scored the highest.

Why other options are wrong:

- Option A: A is third in the order.
- Option B: C is second, just below D.
- Option C: B is fourth, near the bottom.

Final Answer: D scored the highest $\Rightarrow$ **D**

Answer: (D) [Go Back to Q34](#)

Q35.

Solution

Concept — Operator substitution: Replace each symbol by the operation it stands for, then evaluate using normal order of operations.



Step 1: The substitutions are $+$ $\rightarrow$ $\times$, $-$ $\rightarrow$ $+$, $\times$ $\rightarrow$ $\div$, $\div$ $\rightarrow$ $-$.

Step 2: Rewrite $16 \div 4 + 5 \times 2 - 6$ as $16 - 4 \times 5 \div 2 + 6$.

Step 3: Do multiplication and division from left to right: $4 \times 5 = 20$.

Step 4: Then $20 \div 2 = 10$.

Step 5: Now add and subtract from left to right: $16 - 10 = 6$, and $6 + 6 = 12$.

Why other options are wrong:

- Option B: 10 stops before adding 6.
- Option C: 14 comes from mishandling the order of operations.
- Option D: 8 comes from not substituting the symbols correctly.

Final Answer: The value is 12 $\Rightarrow$ A

Answer: (A) [Go Back to Q35](#)

Q36.

Solution

Concept — Number matrix: Find one rule that turns the first two numbers of a row into the third, then test it on every row.

Step 1: Row 1: $(5 + 3) \times 2 = 8 \times 2 = 16$, which matches the third number.

Step 2: Row 2: $(6 + 4) \times 2 = 10 \times 2 = 20$, which also matches.

Step 3: The rule is: third number = (first + second) $\times$ 2.

Step 4: Row 3: $(7 + 5) \times 2 = 12 \times 2 = 24$.

Why other options are wrong:

- Option A: 22 does not fit the “sum times two” rule.
- Option C: 26 overshoots the correct total.
- Option D: 20 repeats the previous row’s answer.

Final Answer: The missing number is 24 $\Rightarrow$ B

Answer: (B) [Go Back to Q36](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	D	2	C	3	B	4	C	5	D
6	A	7	A	8	C	9	B	10	B
11	C	12	B	13	D	14	D	15	A
16	A	17	B	18	C	19	C	20	A
21	C	22	B	23	B	24	D	25	C
26	D	27	B	28	A	29	C	30	D
31	D	32	A	33	A	34	D	35	A
36	B								

