







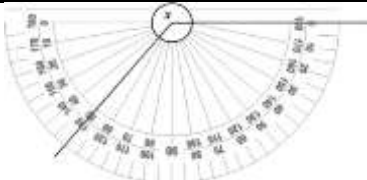


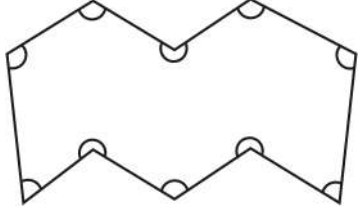
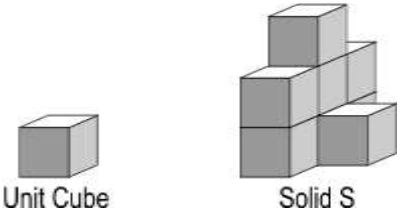

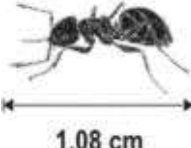



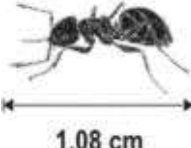

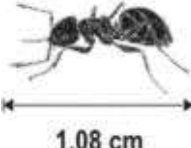



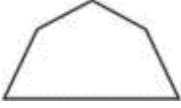
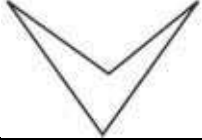
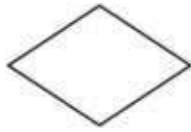

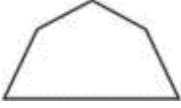
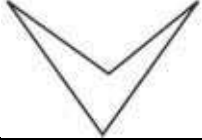
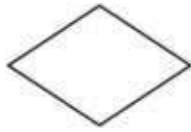

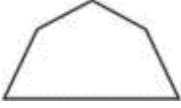
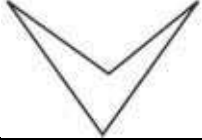
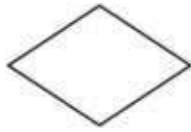

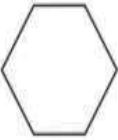
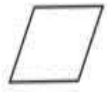
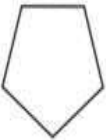

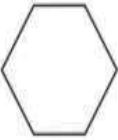
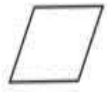
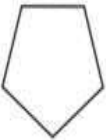

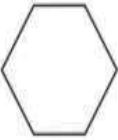
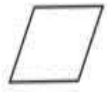
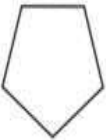



| S.N. | Folder Number & Question Code | Topic | Question with Answer Options | Image (If Any) | Correct Answer (Option - A,B,C,D) | | | | | | | | | | | | |
|--|--|--|---|---|-----------------------------------|---|--|--|--|---------------|----------|----------|----------|----------|----------|-----------|-------------|
| 1 | 5_26 Mathematics 1989 | Understanding Elementary shapes | <p>Simi has 4 red, 3 blue and 3 yellow blocks. The red blocks have R on them, the blue ones B and the yellow ones Y. She wants to make a tower with the blocks according to the following rules:</p> <p>If Simi arranges ALL her blocks to make a tower according to these rules, what would the tower look like?</p> | <p>No two blocks of the same colour should be together. Yellow blocks should only be in the first five positions from the bottom. Yellow blocks should not be placed immediately on top of blue ones.</p> | D | | | | | | | | | | | | |
| | | | | | | <table border="1"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B | Option C | Option D |
| Answer Option | | | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | | | |
|  |  |  |  | | | | | | | | | | | | | | |
| 5_27 Mathematics 8311 | Understanding Elementary shapes | <p>What is the measure of the angle marked as x ?</p> |  | C | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">50°</td> <td style="text-align: center;">130°</td> <td style="text-align: center;">50°+ 180°</td> <td style="text-align: center;">130° + 180°</td> </tr> </tbody> </table> | | | | | | Answer Option | | | | Option A | Option B | Option C | Option D | 50° | 130° | 50°+ 180° | 130° + 180° |
| Answer Option | | | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | | | |
| 50° | 130° | 50°+ 180° | 130° + 180° | | | | | | | | | | | | | | |

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|---------------|-------------------------------|---------------------------------|--|---|-----------------------------------|--|--|--|--|---------------|--|--|--|----------|----------|
| 3 | 5_27 Mathematics 8341 | Understanding Elementary shapes | Kartik and Shashank are playing a game using two spinners. Study the rules of the game and answer the question given below. They take turns to play. In each turn, a child spins the two spinners one after the other, and the numbers that come up are added to get his score. For instance, if the numbers shown above turn up on the spinners, the player's score would be $10 + 30 = 40$. Which of the following sets shows ALL the possible scores that a player could get in a single turn? |  | C | | | | | | | | | | |
| | | | | | | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th style="background-color: #cccccc;"></th> <th style="background-color: #cccccc;"></th> <th style="background-color: #cccccc;"></th> <th style="background-color: #cccccc;"></th> </tr> </thead> <tbody> <tr> <td>10, 20, 30</td> <td>30, 40, 50, 60</td> <td>20, 30, 40, 50, 60</td> <td>10, 20, 30, 40, 50, 60</td> </tr> </tbody> </table> | | | | Answer Option | | | | | |
| Answer Option | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 10, 20, 30 | 30, 40, 50, 60 | 20, 30, 40, 50, 60 | 10, 20, 30, 40, 50, 60 | | | | | | | | | | | | |
| 4 | 5_27 Mathematics 8342 | Understanding Elementary shapes | Kartik and Shashank are playing a game using two spinners. Study the rules of the game and answer the question given below. They take turns to play. In each turn, a child spins the two spinners one after the other, and the numbers that come up are added to get his score. For instance, if the numbers shown above turn up on the spinners, the player's score would be $10 + 30 = 40$. What is the maximum score a player likely to get in a single turn? |  | D | | | | | | | | | | |
| | | | | | | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th style="background-color: #cccccc;">Option A</th> <th style="background-color: #cccccc;">Option B</th> <th style="background-color: #cccccc;">Option C</th> <th style="background-color: #cccccc;">Option D</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>40</td> <td>50</td> <td>60</td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
| 30 | 40 | 50 | 60 | | | | | | | | | | | | |

| S.N. | Folder Number & Question Code | Topic | Question with Answer Options | Image (If Any) | Correct Answer (Option - A,B,C,D) | | | | | | | | | | |
|---------------|---------------------------------|---------------------------------|--|--|-----------------------------------|---|--|--|--|---------------|--|--|--|----------|----------|
| 5 | 3_19 Mathematics 2650 | Understanding Elementary shapes | Angles between 90° and 180° are called obtuse angles. Angles between 180° and 360° are called reflex angles. How many angles in this polygon are obtuse? |  | A | | | | | | | | | | |
| | | | | | | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>8</td> <td>10</td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
| 5 | 7 | 8 | 10 | | | | | | | | | | | | |
| 6 | 5_27 Mathematics 8317 | Understanding Elementary shapes | Unit cubes like the one on the left have been joined together to make solid S. If two unit cubes can be stuck together ONLY by joining them face-to-face, AT LEAST how many unit cubes have been used to form solid S? |  | C | | | | | | | | | | |
| | | | | | | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>8</td> <td>14</td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
| 6 | 7 | 8 | 14 | | | | | | | | | | | | |

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|---|--|--|---|---|-----------------------------------|---------------|--|--|--|----------|----------|----------|----------|---|--|
| 7 | 5_28 Mathematics 9956 | Understanding Elementary shapes | Which of these insects is the smallest? (Check the measurements given) | | B | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B | Option C | Option D |  |  |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
|  |  |  |  | | | | | | | | | | | | |
| 8 | 5_28 Mathematics 9961 | Understanding Elementary shapes | Malik's clock gains time - at present it is 10 minutes ahead of the actual time. This is what it is showing now: What is the actual time? |  | A | | | | | | | | | | |
| | | <table border="1"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td>7:45</td> <td>8:05</td> <td>8:45</td> <td>12:05</td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B | Option C | Option D | 7:45 | 8:05 |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
| 7:45 | 8:05 | 8:45 | 12:05 | | | | | | | | | | | | |

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|---|--|---|---|---|---|---|---|---|--------------|---------------|---------------|--------------|---|--|---|---|---|
| 9 | 5_28 Mathematics 9967 | Understanding Elementary shapes | Which of these figures has a right angle? | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Answer Option | | | | Option A | Option B | Option C | Option D |  |  |  |  | D |
| | | | | | Answer Option | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | | | |
|  |  |  |  | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| 10 | 5_28 Mathematics 9970 | Understanding Elementary shapes | <p>Rani, Anita, Jassi and Zoya are each given a piece of wire of the same length. They bend the wires into different shapes as shown For each shape, all the sides are EQUAL in length. Whose shape would have the longest sides?</p> | <table style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>RANI'S SHAPE</td> <td>ANITA'S SHAPE</td> <td>JASSI'S SHAPE</td> <td>ZOYA'S SHAPE</td> </tr> </table> |  |  |  |  | RANI'S SHAPE | ANITA'S SHAPE | JASSI'S SHAPE | ZOYA'S SHAPE | B | | | | |
| | | | | |  |  |  |  | | | | | | | | | |
| RANI'S SHAPE | ANITA'S SHAPE | JASSI'S SHAPE | ZOYA'S SHAPE | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

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|---------------|---------------------------------|----------|---|----------------|-----------------------------------|--|---------------|--|--|--|----------|----------|----------|----------|------|
| 11 | 5_27 Mathematics 8322 | Integers | What symbol comes in the empty box to make the following statement true? $9 - 3 \square 3 = 3$ | | B | | | | | | | | | | |
| | | | <table border="1"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td>+</td> <td>-</td> <td>X</td> <td>÷</td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B | Option C | Option D | + |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
| + | - | X | ÷ | | | | | | | | | | | | |
| 12 | 3_19 Mathematics 2653 | Integers | $-6 + (-500) + (-20) = \underline{\hspace{2cm}}$ | | A | | | | | | | | | | |
| | | | <table border="1"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td>-526</td> <td>526</td> <td>474</td> <td>-474</td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B | Option C | Option D | -526 |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
| -526 | 526 | 474 | -474 | | | | | | | | | | | | |

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|-------------------|---------------------------------|-------------------|--|----------------|-----------------------------------|---|--|--|--|---------------|--|--|--|----------|----------|
| 13 | 3_19 Mathematics 2652 | Integers | What do we get when we subtract 1 crore from 8 lakhs | | D | | | | | | | | | | |
| | | | | | | <table border="1"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td>200000</td> <td>9200000</td> <td>- 2000000</td> <td>- 9200000</td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
| 200000 | 9200000 | - 2000000 | - 9200000 | | | | | | | | | | | | |
| 14 | 5_27 Mathematics 8315 | Integers | Ms. Anita had a small party at her place for which she made cutlets. She had 11 cutlets left when 6 more guests arrived. If she wants to serve 3 cutlets to each of the new guests, the number of cutlets she needs to make is given by: | | D | | | | | | | | | | |
| | | | | | | <table border="1"> <thead> <tr> <th colspan="4">Answer Option</th> </tr> <tr> <th>Option A</th> <th>Option B</th> <th>Option C</th> <th>Option D</th> </tr> </thead> <tbody> <tr> <td>$11 + 6 \times 3$</td> <td>6×3 $\times 11$</td> <td>$11 \times 3 - 6$</td> <td>$6 \times 3 - 11$</td> </tr> </tbody> </table> | | | | Answer Option | | | | Option A | Option B |
| Answer Option | | | | | | | | | | | | | | | |
| Option A | Option B | Option C | Option D | | | | | | | | | | | | |
| $11 + 6 \times 3$ | 6×3 $\times 11$ | $11 \times 3 - 6$ | $6 \times 3 - 11$ | | | | | | | | | | | | |

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|-----------------------|---------------------------------|---------------|--|----------------|-----------------------------------|----------------------|-----------------|-----------------|-----------------|
| 15 | 5_27 Mathematics 8307 | Integers | Which of the following is equal to $(-54 + 54 + 54) + (-9 + 9 + 9)$ | | A | | | | |
| | | | | | | Answer Option | | | |
| | | | | | | Option A | Option B | Option C | Option D |
| $3 \times 3 \times 7$ | 13×32 | 54×0 | 0×9 | | | | | | |