



| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with Answer Options |  | Image (If Any) |  | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 3_19 <br> Mathematic <br> s 2690 | INTEGERS <br> Chapter 1 | 313 subtracted from -303 gives |  |  |  | D |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | 616 |  | 10 | -10 | -616 |  |


| $\begin{aligned} & \hline \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with Answer Options |  | Image (If Any) |  | Correct <br> Answer <br> (Option- <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | $\begin{aligned} & \text { 3_19 } \\ & \text { Mathematic } \\ & \text { s } 2698 \end{aligned}$ | INTEGERS <br> Chapter 1 | If you add two odd prime numbers, the resulting number will be |  |  |  | D |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | an odd prime number |  | an odd composite number | an even prime number | an even composite number | ber |


| Q $\mathbf{N}$ | Folder name \& Questio n Code | Topic |  | tion with Answer Options | Image | (If Any) | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 3_19 <br> Mathematic $\text { s } 2703$ | INTEGERS <br> Chapter 1 | Which CANNO | f the following be positive? |  |  | B |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option |  | Option B | Option C | Option D |  |
|  |  | The produ negative | ct of two numbers | The sum of two negative numbers | The difference of two negative numbers | The sum of a positive number and a negative number |  |



| S. <br> No. | Folder <br>  <br> Question <br> Code | Topic | Question with Answer <br> Options | Image | Correct <br> Answer <br> (Option - <br> A,B,C,D) |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |



| S. No. | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image | Correct Answer <br> (Option - $\mathrm{A}, \mathrm{~B}, \mathrm{C}, \mathrm{D})$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | $6865$ | Integers <br> Chapter 1 | Four children Ratan, Ravi, Reshma, and Rahul were each asked to choose a number between -10 and 10. The numbers chosen were $-9,-5,-2$ and 7. <br> The number that Ravi choses was equal to the sum of Ratan's number and Reshma's number. Reshma's number was greater than Ravi's number. What was Ratan's number? |  |  |  | A |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B |  | on C | Option D |




| 15 | 1_4 <br> Mathema tics $7545$ | Integers <br> Chapter 1 | If the sum of three integers is a negative integer, we can say WITH CERTAINTY that |  |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | all the three integers are equal. | two of the three integers are positive and one is negative. | one of the three integers is positive and two are negative. | at least one of the three integers is negative. |  |



| $\begin{array}{\|l\|} \hline \text { S. } \\ \text { No. } \end{array}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image |  | Correct <br> Answer <br> (Option - <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 1_4 <br> Mathemat ics | Integers <br> Chapter 1 | How many different digits can replace * in the number 204*73 so that the resulting number is divisible by 3 ? |  |  |  |  | C |
|  | 7559 | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C |  | Option D |  |
|  |  | One |  | Two | Three |  | any digit, the number will always be divisible by 3 . |  |
| 3 | 1_2 <br> Mathemat <br> ics | Integers <br> Chapter 1 | Which of the following is equal to 1 ? |  |  |  |  | C |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C |  | Option D |  |
|  |  | (7-1) +3 $\div 9$ |  | $\begin{aligned} (3+4) & \div 1-2 \div(8 \\ & +6) \end{aligned}$ | $\{(10-3)-1\} \div 6$ |  | $2 \times 3-5 \times 5+4$ |  |


| 4 | 1_2 <br> Mathema tics $6874$ | Integers <br> Chapter 1 | A teacher challenges his class 7 students to try and 'invent' a divisibility test for 12 . After discussing among themselves, the class comes up with 4 different answers, which are given below. Only one of them is correct. Which of these is a divisibility test for 12 ? | 7 <br> , the <br> nt <br> ow. <br> Which <br> 12? |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Answer | tions |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | The number should pass the divisibility tests for 2 and 6. | The number should pass the divisibility tests for 3 and 4. | The number should pass the divisibility tests for 2 and 10. | There is no divisibility test for 12. |  |


| 5 | 1_4 <br> Mathe matics <br> 7556 |  $w$ <br> Integers Chapter 1 <br>  $y$ <br>  If <br>  de <br>  va <br>  se <br>   | $w=(-3) \cdot(-9), x=3+(-$ <br> 9), $y=-3 \times 9, z=-3+9$ <br> If these are arranged in decreasing order of values, the correct sequence would be |  |  | A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | w, z, x, y | w, y, z, x | $\mathrm{z}, \mathrm{x}, \mathrm{y}, \mathrm{w}$ | w, z, y, x |  |




|  |  | -1 degree Celsius | 0 degree Celsius | 1 degree Celsius | -2 degree Celsius |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: |


| 8 | 2_10 <br> Mathemat ics $5805$ |  <br> Integers <br> Chapter 1 | $(-4) \times(5) \times(-7) \times(-5) \times(-9)=$ ? |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | D |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | -20 | 20 | - 6300 | 6300 |  |




| S. <br> No. | Folder name \& Questio n Code | Topic | Question with Answer Options | Image | Correct Answer (Option A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 12 | 3_18 <br> Mathem atics | Integers <br> Chapter 1 | $-7-3+2$ equals |  | B |
|  | 3305 | Answer Options |  |  |  |
|  |  | Option | Option B | Option C | Option D |
|  |  | -12 | -8 | -2 | 12 |


| 13 | $\begin{aligned} & 3 \_18 \\ & \text { Mathem } \\ & \text { atics } \\ & 3323 \end{aligned}$ | Integers Th <br> Chapter 1 M <br>  'n | level of a river in 30 cm below the mark. After the level of water y 25 . If the in May is '-30', the level rains would be |  | A |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | -5 | -55 | 5 | 55 |


| 14 | 3_18 <br> Mathem atics $3338$ | Integers <br> Chapter 1 | A book is lying open <br> Which of the following could be the sum of the page numbers of the two facing pages? |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |
|  |  | 100 |  | 101 | 102 | Any of these |




| S.No | Folder Number and Question Code | Topic Que | Question with Answer options |  | Image if any |  | Correct Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 5_27 <br> Mathematics $8346$ | INTEGERS A su <br> met <br> Chapter 1 asce <br> new <br>   | A submarine was situated 325 metres below sea level. If it ascends 150 metres, what is its new position? |  |  |  | D |
|  | $8346$ | Answer Options |  |  |  |  |  |
|  |  | Option A | Option B | Option C |  | Option D |  |
|  |  | 475 metres below sea level | 375 metres below sea level | 75 metres below sea level |  | 175 metres below sea level |  |


| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any | Correct <br> Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 5_27 <br> Mathematics <br> 8352 | Integers <br> Chapter 1 | What is the value of the expression $12-6+6 \div 2-(-13+7)$ ? |  |  | D |
|  |  |  |  |  |  |  |
|  |  | Option A | Option B | Option C |  | n D |
|  |  | -3 | 6 | 9 |  |  |


| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any | Correct <br> Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5_27 <br> Mathematics <br> 8356 | Integers <br> Chapter 1 | A point N is shown on the number line. Starting from $N$, if you move 7 units to the right, 12 to the left and again 6 to the right, where would you finally end up? |  | $\frac{\\|}{\text { H1 } 1 \text {............... }}$ | B |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | at 1 | between -3 and -4 | between 2 and 3 | 3 between -5 and -6 |  |


| 5 | 5_27 <br> Mathe <br> matic <br> s <br> 8359 |  | oes 30 km om a poin B. From B, towards me road. I ce toward sented by r then, By r will you al position |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option <br> A | Option B | Option C | Option D |  |
|  |  | +30 | 0 | -30 | 10 |  |




| 8 | 5_26 <br> Mathe matics | Integers <br> Chapter 1 The overhead tank of a <br> housing-complex was $\frac{4}{5}$ th full in <br> the morning. By 10 a.m., 9000 <br> litres of water was used up and <br> the remaining water filled only <br> half the tank. What is the <br> capacity of the tank? |  |  |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 2700 litters | 7200 litres | 18000 litres | 30000 litres |  |


| 9 | 3_18 <br> Mathem atics <br> 3336 | Integers Whic <br> Conti <br> prime | Which series below (when continued) can contain a 3-digit prime number? | igit |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | 1, 3, 5, 7, 9, ...... | $2,4,6,8,10, \ldots \ldots$. | $3,6,9,12,15, \ldots \ldots$. | $7,14,21,28,35,$ |



| $\begin{aligned} & \mathrm{Q} . \\ & \mathrm{N} \end{aligned}$ | Folder name \& Question Code | Topic ${ }^{\text {a }}$ | Question with Answer Options |  | Image (If Any) |  | Correct Answer (OptionA,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 5_26 <br> Mathe matics <br> 1741 | Integers Chapter 1 | Look at this number pattern: <br> According to this pattern, what should be the answer to 9,999,999 x 9,999,999? |  |  | $\begin{aligned} & 99 \times 99=9801 \\ & 9 \times 999=998001 \\ & 99999=99980001 \\ & 99999=9999800001 \end{aligned}$ |  | B |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Option <br> A | Option B | Option C |  | Option D |  |  |
|  |  | $\begin{gathered} 9,99,99,98,00 \\ , 001 \end{gathered}$ | $\begin{gathered} 9,99,99,98,00,00 \\ 001 \end{gathered}$ | $\begin{gathered} 9,99,99,98,88,8 \\ 8,801 \end{gathered}$ |  | 9,99,99,99,80,00,00,000 |  |  |



| 13 | 5_26 <br> Mathe matics <br> 1744 | Integers <br> Chapter 1 | Starting with arrangement X , what is the least number of moves in which Sadiq can get arrangement Y by shifting the discs according to the given rules? |  |  | $\begin{aligned} & \mathrm{R} \\ & \mathrm{~B} \\ & \mathrm{G} \end{aligned}$ | $2$ |  | $\begin{array}{r}1 \\ 1 \\ \hline\end{array}$ |  | C |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |  |  |  |  |
|  |  | Option A |  | $\begin{gathered} \text { Option } \\ \text { B } \end{gathered}$ | Option C |  |  | Option D |  |  |  |
|  |  | One |  | Three | Five |  |  | Six |  |  |  |




| Q. N | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image (If Any) |  | Correct Answer (Option A,B,C,D ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 5_27 <br> Mathe matics $8381$ | Integers Chapter 1 | Consider this 'string' given below of 0's and 1's: Study this string of digits and the rules given below to answer the question. <br> Rule 1: Starting from the left, replace every '11' in the string with '01' <br> Rule 2: Starting from the left, replace every '001' in the string with '1' <br> For example, if Rule 1 is applied to the string '0110', the result will be '0010'.If Rule 2 is then applied to this string '0010', the result will be '10'.'10' will be the final string, as Rules 1 and 2 have no effect on it. <br> If Rule 1 is applied completely to the original string, what will be the new string obtained? |  |  | 1101101101 | 1010 | C |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C |  | Option D |  |
|  |  | 1100000000000000 |  | 101000000000000 | 0100100101001010 |  | 10100000000000 |  |




| 4 | 2_10 <br> Mathema tics $5811$ | Integers Chapter 1 | 200000 divided by4000 is |  |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | 20 |  | 50 | 200 | 500 |  |




| $\begin{aligned} & \hline \text { S. } \\ & \text { No. } \end{aligned}$ | Folder <br>  <br> Question <br> Code | Topic | Quest | with Answer Op |  | Image |  | Correct <br> Answer <br> (Option <br> A,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 2_10 <br> Mathema tics 5822 | Integers Chapter 1 | Which of the following has the greatest value? |  |  |  |  |  | C |
|  |  | Answer Options |  |  |  |  |  |  |  |
|  |  | Option A |  | Option B |  |  |  |  |  |
|  |  | (-1000) divide 10 |  | (-100) divide 100 |  |  |  | (-10) |  |


| 9 | 2_10 <br> Mathe <br> matics <br> 5807 | Integers Chapter 1 |  | row points |  |  | $\begin{array}{r} 0 \\ +1 \\ +1 \\ +1 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | A |  | B | C | D |  |



| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  | Image <br> (If Any) | Correct Answer (Option-A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 12 | $5-28$ <br> Mathemati cs 9997 | Integers Incr <br> Chapter 1 tho | Increasing 550000 by one thousandth of itself will give |  |  | C |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B |  | ion C | Option D |
|  |  | 550005 | 550055 |  | 0550 | 555500 |


| $\begin{gathered} \mathbf{Q} \\ \cdot \\ \mathbf{N} \end{gathered}$ | Folder name \& Questi on Code | Topic | Question with Answer Options |  |  | Imag e (If Any) | Corre <br> ct <br> Answ er (Opti on $A, B, C$ <br> D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 5_28 <br> Mathe <br> matics <br> 10026 | Integers <br> Chapter 1 | A train, 100 m long, is standing exactly at the centre of a 150 m long platform. What is the LEAST distance that the train needs to travel before it passes the platform ENTIRELY? |  |  |  | B |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option <br> B | Option C | Option D |  |
|  |  | 100 m |  | 125 m | 150 m | 250 m |  |




SET 4 Mathematics Class VII

SET 4 Mathematics Class VII



| cs 10000 | then $\vartheta \times \Delta \times \Delta \times \vartheta$ is equal to |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Answer Options |  |  |  |
|  | Option A | Option B | Option C | Option D |
|  | $34 \times 34 \times 34 \times 34$ | $34 \times 34$ | $43 \times 34$ | we can't say |



| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic ${ }^{\text {a }}$ ( Qu | Question with Answer Options |  | Image <br> (If Any) | Correct Answer (Option-A,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | 5_26 <br> Mathe <br> matics | Integers Seventy crores seven lakhs <br> Chapter 1  <br> seven hundred and seven is  <br> written as  |  |  |  |  |  |
|  |  | Answer Options |  |  |  |  |  |
|  | 1705 | Option A | Option B |  | tion C | Option D |  |
|  |  | 70,07,00,707 | 70,70,00,707 | 7,07 | ,07,007 | 7,07,00,707 |  |



| Q N | Folder name \& Questio n Code | Topic | Question with Answer Options |  |  | Imag e (If Any) | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | 5_26 <br> Mathe <br> matics <br> 1709 | Integers Chapter 1 | In w num (both whic write of ti | g all the wh from 1 to luded) once git would you LEAST num |  |  | A |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Optio | n A | Option B |  | tion C | Option D |
|  |  | 0 |  | 1 |  | 5 | 9 |


| Q N | Folder name \& Questio n Code | Topic ${ }^{\text {a }}$ | Question with Answer Options |  | Imag e (If Any) | Correct <br> Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 5_26 <br> Mathe <br> matics <br> 1710 | Integers Which of the following is Chapter 1 the same as $4+5 n^{2}$ ? |  |  |  | B |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B |  | tion C | Option D |
|  |  | $9 \times n \times n$ | $4+5 \times n \times n$ | $4+$ | $+n \times n$ | $4+5 \times n \times 2$ |


| $\begin{aligned} & \mathrm{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic ${ }^{\text {a }}$ | Question with Answe Options | Image <br> (If Any) | Correct Answer (Option-A,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 5_26 <br> Mathe matics | Integers Which of the following will Chapter 1 give the answer as 44? |  |  |  |  |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  | 1718 | $8 \times 10+8 \div 2$ | $8 \times(10+8) \div 2$ | $8 \times(10+8 \div 2)$ | $(8 \times 10+8) \div 2$ |  |


| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic $\quad$ Ques | Question with Answer Options |  | Image <br> (If Any) | Correct Answer <br> (Option-A,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | 5_26 <br> Mathe matics | Integers In which of the following <br> Chapter 1 will the answer be a positive <br> number? |  |  |  |  | C |
|  |  | Answer Options |  |  |  |  |  |
|  | 1712 | Option A | Option B |  | tion C | Option D |  |
|  |  | $\begin{gathered} (-2)+(-3)+(-4)+ \\ (-5) \end{gathered}$ | -20 |  | $\begin{aligned} & x(-30) x \\ & x(-50) \end{aligned}$ | $(3) \div(-9)$ |  |


| 11 | 5-26 <br> Mathematics $1734$ |  Tin <br>  frie <br>  Jen <br>  Aa <br>  ho <br>  all <br>  ho <br> Integers tim <br> Chapter 1 arr <br> aft <br> mi <br>  Aa | called her Shama, <br> ny, Roma and hka over to her use to play. They arrived at Tina's use at different es. Shama ved 5 minutes Jenny but 10 utes before hka. Roma and were playing ss when Jenny ved. <br> what order did y arrive at Tina's se? |  | A |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | Roma, Jenny, Shama, Aashka | Jenny, Roma Shama, Aashka | Roma, Shama, Jenny, Aashka | Jenny, Shama, Aashka, Roma |



|  | Option A | Option B | Option C | Option D |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Q | R | S | T |


| 13 | 5-26 <br> Mathematics $1730$ | Integers <br> Chapter 1 | Two pieces of length $2 y$ metres and $x$ metres respectively were cut off from the ends of a rope that was originally $5 x$ metres long. What was the length of the remaining piece? |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | $2 x$ meters | $3 x$ metres | (5-2y) metres | (4x-2y) metres |


| 14 | $5-26$ <br> Mathematics 1732 | Integers <br> Chapter 1 | $N$ is a number such that $N \div 1 / 8=16$ What is the value of $N$ ? |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | $1 / 2$ | 2 | 4 | 128 |



| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | $\begin{aligned} & \text { Imag } \\ & \text { (If An) } \end{aligned}$ | Correct Answer (Option-A,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 5_28 <br> Mathe <br> matics | Integers Chapter 1 |  | y 4-digit e formed <br> 3,2 , and be repeate |  |  |  | A |
|  | 10005 | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B |  | ption C | Option D |  |
|  |  | 6 |  | 8 |  | 16 | 24 |  |


| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic $\quad$ Q | Question with Answer Options | Image (If Any) | Correct Answer (OptionA,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 5_28 <br> Mathe matics $10008$ | Integers If $p-2=q$ and $q-2=r$, <br> Chapter 1 how are $p$ and $r$ related? |  |  |  | A |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | $p-4=r$ | $p+4=r$ | $p=r$ | $p-2=r$ |  |



| $\begin{gathered} \mathbf{Q} . \\ \mathbf{N} \end{gathered}$ | Folder name \& Question Code | Topic $\quad$ Question | Question with Answer Options |  | Image (If Any) |  |  |  | Correct <br> Answer (OptionA,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5_28 <br> Mathe matics | Integers Chapter 1 | If the train leaves Vadodara at the scheduled time, after how much time would it reach Ratlam?(Assume that it runs on time) |  |  |  |  |  | A |  |
|  | 10011 | 3 hours, 20 minutes | Ans  <br> Option B  <br> hours, 25 <br> minutes  | Op O 3 3 m | 3 hours, 40 minutes |  |  | 21 hours, 20 minutes |  |  |



| $\begin{aligned} & \mathrm{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image (If Any) | Correct Answer (Option-A,B,C,D) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 5_28 <br> Mathe <br> matics <br> 10015 | Integers Chapter 1 | If 10 is a factor of a number which of the following MUST also be a factor ? |  |  |  |  |  |  |
|  |  | Answer Options |  |  |  |  |  |  |  |
|  |  | Option A |  | Option B |  | tion C | Option D |  |  |
|  |  | 20 |  | 15 |  | 5 | 4 |  |  |



| $\begin{aligned} & \text { S. } \\ & \text { No. } \end{aligned}$ | Folder name \& Questio n Code | TopicQu  <br>  Op | Question with Answer Options | Image | Correct Answer (Option A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 2_11 <br> Mathe matics $4382$ | Integers N is <br> Chapter 1 $(\mathrm{~N}$ <br> inte  <br>  Wh <br>  abo <br>   | N is a number such that ( $\mathrm{N}+1$ )/2 is a negative integer. <br> Which statement is true about N ? |  | D |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | N is a positive integer | N is a positive number but not an integer | N is a negative integer | N is a negative odd integer except greatest odd negative integer. |


| S. <br> No. | Folder name \& Questio n Code | Topic | Question with Answer Options |  |  | Correct <br> Answer <br> (Option - <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 2_11 <br> Mathem atics | Integers Chapter 1 | Which of the following could be a common divisor of an even number and an odd number? |  |  | C |
|  | 4388 | Answer Options |  |  |  |  |
|  |  | Option A |  | Option B |  |  |
|  |  | 2 |  | 4 |  | 6 |
| 10 | 2_11 <br> Mathem atics $5247$ | Integers Chapter 1 | How many different digits can replace *in the number 204*73 so that the resulting number is divisible by 3 ? |  |  | C |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A |  | Option B |  |  |
|  |  | 1 |  | 2 |  | Any digit |
| 11 | 2_11 <br> Mathem atics $4392$ | Integers Chapter 1 | $1 \times(-1) \times 2 \times(-2) \times 3 \times(-3) \times 4 \times(-$ <br> 4). $\qquad$ continue to multiply numbers in the same way and want to end the series with a number to get a positive product. The last number in the series COULD be which of these? |  |  | A |


|  | Answer Options |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Option A | Option B | Option C | Option D |  |
|  | -8 | 8 | -9 | 10 |  |


| 12 | 2_11 <br> Mathem atics $4411$ | Integers W <br> Chapter 1 wh <br>  Rav <br>  te <br>  m <br>  his <br>  w <br>  m | While reading the newspaper, which had a total of 16 pages, Ravi removes a sheet - without tearing any page - to show his mother an article on page 4. If his father now starts reading it, which pages will he find missing? |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 4, 5, 6, 7 | 3, 4, 13, 14 | 4, 5, 12, 13 | 3, 4, 5, 6 |  |
| 13 | 2_11 <br> Mathem atics $5252$ | Integers $A$ <br> and <br> Chapter 1 <br> Sh  <br> boa  | A teacher thinks of a number and asks her class to guess it. She writes some clues on the board. What is the number? |  |  | D |
|  | 5252 | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 4564 | 4554 | 4545 | 4544 |  |


| Q. <br> $\mathbf{N}$ | Folder <br>  <br> Question <br> Code | Topic | Question with Answer <br> Options | Image <br> (If Any) | Correct Answer <br> (Option-A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 14 | $5 \_28$ <br> Mathe | Integers <br> Chapter 1 | Raman has the following list <br> on his computer screen: |  |  |


| matics$10004$ |  | 45286, 6782, 12456, <br> 98222 He selects the whole list, and then uses the 'Find' and 'Replace' options in the menu to replace EVERY '2' in the list with a ' 3 '. The value of which number will increase the most? |  | B |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Answer Options |  |  |  |  |
|  | Option A | Option B | Option C | Option D |  |
|  | 6782 | 12456 | 45286 | 98222 |  |


| 15 | 5-26 <br> Mathemati <br> cs 1722 | Integers <br> Chapter 1 | In which of the following cases will the sum of $p$ and $q$ be greater than the product of $p$ and $q$ ? |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | both negative numbers | both lie between 0 and 1 | both lie between 1 and 10 | it is not possible for any value |


| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any |  | Correct Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 5_29 Mathematics$11326$ | INTEGERS CHAPTER 1 | A point $P$ is shown on the number line: Starting from P, if you moved 5 units to the right and then 7 units to the left on this line, where would you end up? |  |  |  | C |
|  |  |  |  | Ans | Options |  |  |
|  |  | Option |  | Option B | Option C | Opt | on D |
|  |  | Between 0 | and 1. | At -7. | Between -3 and - <br> 4. | Between | n -4 and - <br> 5. |





| Q N | Folder name \& Questio n Code | Topic | Question with Answer Options |  | Image (If Any) |  | Correct Answer (OptionA,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | 3_19 <br> Mathematic $\text { s } 2694$ | FRACTIONS AND DECIMALS CHAPTER 2 | $12-\frac{(2+2 \times 3)}{2} \text { equals }$ |  |  |  |  | A |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |  |
|  |  | 8 |  | 6 | 2 | 0 |  |  |



|  | 50 | 75 | 80 | 125 |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |



| 8 | 1_4 <br> Mathem atics $7540$ | Fractions Whic <br> and about <br> Decimals num <br> CHAPTER 2  | Which of the following is true about $202 \%$ of a given number? | rue |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | It is greater than double the given number. | It is about 200 times the given number. | It is 202 more than the given number. | It is about half the given number |




| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any | Correct <br> Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 5_27 <br> Mathematics $8347$ | FRACTION AND DECIMALS CHAPTER 2 | 87 hundredths is a number lying between? | ying |  | A |
|  |  |  | Ans | ions |  |  |
|  |  | Option A | Option B | Option C |  | tion D |
|  |  | 0 and 1 | 1 and 10 | 10 and 100 |  | and 1000 |


| $\begin{aligned} & \mathrm{Q} . \\ & \mathrm{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image (If Any) | Correct <br> Answer <br> (Option <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 12 | 5_27 <br> Mathe <br> matic <br> s8358 | Fractions and Decimals CHAPTER 2 | A sports teacher had 1026 sweets. After distributing these equally amongst all the participants in a sports meet, he had just 1 sweet left with him. Which of these could be the number of sweets given away to each participant? |  |  |  | A |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | 5 |  | 6 | 8 | can't say without knowing the number of participants. |  |


| $\begin{aligned} & \mathrm{Q} . \\ & \mathrm{N} \end{aligned}$ | Folder name \& Question Code | Topic Ques <br> Optio | Question with Answer Options |  | Image (If Any) | Correct <br> Answer <br> (Option <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 5_27 <br> Mathe <br> matic <br> s | Fractions Kevi <br> and <br> Decimals $* 34$ <br> CHAPTER 2 the r <br> divis <br> the f <br>   | Kevin wants to replace the * between the numbers 65 * 34 with a digit so that the resulting number is divisible by 4 . Which of the following is true? |  |  | D |
|  | 8363 | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C |  |  |
|  |  | He can replace it <br> with any digit, the resulting number will be divisible by 4 anyway. | He should replace it with 4 only. | He should replace <br> it with either 2 or <br> 4. | No he choo num divis | digit <br> ulting <br> er be |



SET 7 Mathematics Class VII

| 1 | 3_18 <br> Mathem atics $3326$ | Fractions and Decimals CHAPTER 2 | The points 2.17, 2.7 and 2.35 have to be put in the empty boxes in the number line. <br> From left to right, the numbers that go into the empty boxes are |  |  | C |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option |  |
|  |  | 2.7, 2.17, 2.35 | 2.17, 2.7, 2.35 | 2.17, 2.35, 2.7 | 2.7, 2.35, |  |




| 4 | 2_10 <br> Mathe <br> matic <br> s <br> 5806 | Fractions and Decimals <br> CHAPTER 2 | 6 out of a thousand is the same as |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 6\% | 0.60\% | 0.01\% | 0.06\% |  |



| $\begin{aligned} & \mathrm{Q} . \\ & \mathbf{N} \end{aligned}$ |  <br> Question Code | Topic $\quad$ Q | Question with Answer Options |  | Image <br> (If Any) | Correct <br> Answer <br> (Option- <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 5_28 <br> Mathe <br> matics <br> 10009 | Fractions A s <br> And  <br> Decimals One <br> CHAPTER 2 acco <br> one  <br> stud  <br>  acco <br>  What <br>  stud <br> in th  | s' hostel of th date 1 stu can a per room date 3 stu he MAXIM hat can b el? | 60 rooms. oms can per room, modate 2 he rest can per room. number of mmodated |  | C |
|  |  |  |  | Options |  |  |
|  |  | Option A | Option B | Option C |  |  |
|  |  | 60 | 72 | 144 |  |  |



| 8 | 2_11 <br> Mathem atics $4381$ | Fractions and Decimals <br> CHAPTER 2 | $0.5 \times 0.20$ equals |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 0.01 | 0.1 | 1 | 100 |  |


| S.No | Folder Number and Question Code | Topic ${ }^{\text {a }}$ | Question with Answer options | Image if any |  |  | Correct Answer |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 5_29 <br> Mathematics <br> 11328 | FRACTIONS Th <br> AND the <br> DECIMALS tem <br> CHAPTER 2 co <br>  vill <br>  Pra <br>  or <br>  the | The table below shows the average daily temperature on four consecutive days in a village in Himachal Pradesh. The four days in order from the coldest to the warmest are | $\begin{array}{\|c\|} \hline \text { Monday } \\ \hline-2.5^{\circ} \mathrm{C} \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline \text { Tuestay } \\ \hline-0.2^{2} \mathrm{C} \\ \hline \end{array}$ | $\begin{array}{\|c} \hline \text { Wednesday } \\ \hline 1.4^{\circ} \mathrm{C} \\ \hline \end{array}$ | Thursday | D |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Option A | Option B | Option C |  |  | Option D |  |
|  |  | Monday, Thursday, <br> Wednesday, <br> Tuesday | Tuesday, <br> Wednesday, <br> Thursday, Monday | Tuesday, Thursday, Monday, <br> Wednesday |  |  | Monday, Thurs Tuesday, Wednesday |  |



| S.No | Folder <br> Number and <br> Question <br> Code | Topic | Question with Answer options | Image if any | Correct Answer |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 5_29Mathematics11335 | FRACTIONS AND DECIMALS CHAPTER 2 | Which of the following will be equal to $1 / 4$ ? |  | C |
|  |  |  | Answer 0 | Options |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | one hundredth of $250$ | $50 \%$ of 5 | 100\% of 0.25 | 140\% of 1 |



| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  | Image (If Any) |  | Correct Answer (Option A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 5_29M athem atics | Fractions and Decimals CHAPTER 2 | $\begin{aligned} & 90 \mathrm{f} \\ & \text { sam } \\ & 200 \end{aligned}$ | ery 100 is for |  |  | C |
|  | 11334 | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option <br> B | Option C | Optio |  |
|  |  | 210 |  | 190 | 180 | 90 |  |





| Q N | Folder name \& Questio n Code | Topic | Question with Answer Options | Image (If Any) | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 3_19 | Data Handling CHAPTER 3 | The diagram below shows that there are 6 possible ways to choose 1 main dish, 1 fruit and 1 drink for breakfast out of 2 different main dishes, 1 fruit and 3 different drinks that are offered. How many possible |  | D |

SET 9 Mathematics Class VII



SET 9 Mathematics Class VII


SET 9 Mathematics Class VII


| 7 | 5-26 <br> Mathematics <br> 1724 | Data Handling <br> CHAPTER 3 | In which 10-over period did Australia lose 3 wickets in quick succession? |  | A |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer |  |  |  |

SET 9 Mathematics Class VII

|  | Option A | Option B | Option C | Option D |
| :--- | :--- | :--- | :--- | :--- |
| 10 to 20 | 20 to 30 | 30 to 40 | 40 to 50 |  |

SET 9 Mathematics Class VII

| 8 | 5-26 <br> Mathematics $1729$ | Data Handling <br> CHAPTER 3 | The price of gold varies from day to day. The table below gives the price of $\mathbf{1 0}$ grams of gold in Mumbai on certain dates in the months of August and September 2004. With the price of gold on Sept 2 as the base, the price on August 24 is said to be +20 . With the same base, what is the price of gold on August 17? | Date <br> Avg17 <br> Avg24 <br> Sept2 <br> Sedt 1 | Price of 1 Ig godd <br> (in Rupess) <br> 6095 <br> 6265 <br> 6245 <br> 6100 | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Optio |  | Option D |
|  |  | 250 | -250 |  | 150 | -150 |


| Q. N | Folder name \& Question Code | Topic | Question with Answer Options |  | Image (If Any) | Correct <br> Answer <br> (Option <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 5_27 <br> Mathe matic s <br> 8362 | Data Handling CHAPTER 3 |  |  |  | B |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | A Option <br>  B | Option C | Option D |  |
|  |  | 30 | 40 | 50 | 65 |  |



| Q. N | Folder name \& Question Code | Topic | Question with Answer Options |  | Image (If Any) | Correct <br> Answer <br> (Option <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 5_27 <br> Mathe <br> matic <br> s <br> 8369 | Data Handling CHAPTER 3 | In a survey to identify the popularity of different flavours of potato chips amongst children, a group of children were asked about their favourite flavour of chips. Their response is depicted in the pie chart given. <br> Study it and answer the question. What percentage of children in the group chose Onion Cream flavour? |  | Cheese | C |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | A Option <br>  B | Option C | Option D |  |
|  |  | 5\% | 10\% | 15\% | 22\% |  |


| Q. N | Folder name \& Question Code | Topic | Question with Answer Options |  | Image (If Any) | Correct Answer (Option A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 12 | 5_27 <br> Mathe <br> matic <br> s <br> 8370 | Data Handling CHAPTER 3 | In a survey to identify the popularity of different flavours of potato chips amongst children, a group of children were asked about their favouriteflavour of chips. Their response is depicted in the pie chart given. Study it and answer the question. <br> The ratio of the number of children who chose plain chips to that of those who chose any other flavour is | ips. <br> art <br> er |  | A |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | A Option <br>  B | Option C | Option D |  |
|  |  | 1:09 | 1:12 | 1:15 | 2:15 |  |


| 13 | 1_2 <br> Mathem atics <br> 6876 | Data Handling CHAPTER 3 | 5000 people in a city were asked to name their favourite English newspaper. The result is shown in the following pie chart. <br> Which of the following statements is NOT TRUE? |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Answe | Options |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | A quarter of the people polled prefer the Indian Express. | More than 50\% people prefer Indian Express or Times of India. | The number of people who prefer the Times of India is double those who prefer the Hindustan Times. | Among those polled, about 2000 prefer the Times of India. |


| $\begin{array}{\|l\|} \hline \text { S. } \\ \text { No. } \end{array}$ | Folder name \& Question Code | Topic | Question with Answer Options | Image |  |  | Correct Answer <br> (Option - <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 14 | 1_2 <br> Mathema tics <br> 6883 | Data Handling CHAPTER 3 | Some students of class 7 have worked on surveying average food intake by students of their class. The findings are given in table <br> What is the average food intake of fruit and fruit product as listed for boys and girls? | Areage food inderefom <br> Nititints <br> Cerals \& cereal podutets <br> Fruit and fuit podidx <br> Vegetales <br> Dairy poducts |  |  | B |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A | Option B Option | Option C | Option D |  |  |

SET 9 Mathematics Class VII


SET 10
DATA HANDLING




| 8 | 3_19 <br> Mathe matics <br> 2723 | Data Handling Chapter 3 | Study the pie chart below to answer the question. All the high school students of Green Earth School voted to elect their School Pupil Leader from four candidates - Manoj David, Prarthana Barua, Rahul Bose and Shenaz Patel. The pie chart here shows the vote distribution among the four candidates. <br> Which of the following statements is true? |  |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | Prarthana got twice as many votes as Manoj | A quarter of the students voted for Shehnaz | Manoj alone got more votes than Rahul and Shehnaz put together | Almost 3 quarters of the students want either Manoj or Prarthana to be the School Pupil Leader |  |


| $\begin{aligned} & \mathbf{Q} \\ & \mathbf{N} \end{aligned}$ | Folder <br> name <br>  <br> Questi <br> on <br> Code | Topic | Question with Answer Option |  | Image (If Any) |  | Option answers |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 3_19 <br> Mathe matics <br> 2724 | Data <br> Handling <br> Chapter 3 | Study the pie chart below to answer the question. All the high school students of Green Earth School voted to elect their School Pupil Leader from four candidates - Manoj David, Prarthana Barua, Rahul Bose and Shenaz Patel. The pie chart here shows the vote distribution among the four candidates. <br> What percent of the students who voted do NOT want Prarthana Barua as the School Pupil Leader? |  | All of d |  | B |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | $\begin{gathered} \text { Option } \\ \text { B } \\ \hline \end{gathered}$ | Option C | Option D |  |
|  |  | Below 50\% |  | Between 50\% and 60\% | Exactly 75\% | Between 75\% and 90\% |  |




|  | Options |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Option A | Option <br> B | Option C | Option D |  |
|  | $84 \%$ | $82 \%$ | $75 \%$ | $21 \%$ |  |


| Q N | Folde <br> $r$ name \& Ques tion Code | Topic | Question with Answer Options | Image <br> (If Any) | Corr ect Ans wer (Opti on $\mathrm{A}, \mathrm{~B}, \mathrm{C}$ ,D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 5_26 <br> Math <br> emati <br> CS <br> 1740 | Data <br> Handling <br> Chapter 3 | Grades are given for each subject at the end of the year according to the percentage of marks ( $P$ ) in that subject. The specifications for assigning the grades are given below: |  | B |



| 12 | 2_10 <br> Mathema tics $5810$ | Data <br> Handlin <br> g <br> Chapter <br> 3 | 23095 people were present in a stadium to watch a football match. Which of the following is the nearest approximation of the number of people in the stadium? |  |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Op | ion A | Option B | Option C | Option D |  |
|  |  | 20 th | ousand | 23 thousand | 24 thousand | 30 thousand |  |


| $\begin{aligned} & \mathrm{Q} . \\ & \mathbf{N} \end{aligned}$ |  <br> Question Code | Topic $\quad$ Que | Question with Answer Options |  | Image (If Any) | Correct <br> Answer <br> (Option-A, B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | $5-28$ <br> Mathemati cs 10014 |  | Five rotten mangoes, each weighing 1 unit, were removed- from a box full of mangoes and replaced with 3 fresh mangoes. The weight of each fresh mango was double the weight of a rotten mango. What happened to the weight of the box as compared to the start, when it had the rotten mangoes? |  |  | D |
|  |  |  | Ans | wer O | ptions |  |
|  |  | Option A | Option B |  | tion C | Option D |
|  |  | It increased by 6 units | It increased by 3 units | It decr | eased by 2 unit | It increased by 1 unit |





|  | The cheapest <br> Maruti 800 model <br> costs Rs. <br> $2,23,690$. | No Maruti car <br> with AC is <br> available for less <br> than Rs 3 lakhs. | Of the cars <br> mentioned here, <br> the non-metallic <br> Zen LX -- Bharat II In <br> is the most <br> expensive. | The non-metallic <br> coloured cars of a <br> particular model <br> are cheaper than <br> the metallic <br> coloured ones of <br> the same model. |
| :--- | :--- | :---: | :---: | :---: | :---: |



SET 11 Data handling and simple equations






| $\begin{aligned} & \mathrm{Q} . \\ & \mathrm{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Imag <br> (If Any) | Correct Answer (Option-A,B,C,D |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 12 | 5_26 <br> Mathe <br> matics | Simple Equations Chapter 4 | What should be added to 995 to get the smallest 4-digit number divisible by 11? |  |  |  |  | C |
|  | 1731 | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B |  | ption C | Option D |  |
|  |  | 2 |  | 5 |  | 6 | 11 |  |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |



| 2 | 3_18 <br> Mathema tics $3339$ | Simple <br> Equatio ns <br> Chapter <br> 4 | See the weighing below with some identical cubes marked 'Z'. <br> How many grams does $Z$ weigh? |  |  | $\begin{aligned} & 1 \\ & \text { [2] } \\ & \hline \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  |  | ion A | Option B | Option C | Option D |


|  |  | 15 g | 25 g | 30 g | 50 g |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| 15 | 1_4 <br> Mathema tics $7553$ | Simple <br> Equatio ns <br> Chapter <br> 4 | Which of these equations has 0 as the solution? |  |  |  |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
|  |  | Op | on A | Option B |  | Option C | Option D |  |
|  |  | x+ | = $7-\mathrm{x}$ | $7 \mathrm{x}=7$ |  | $2 x+3=x-3$ | $2 \mathrm{x}+1=1+3 \mathrm{x}$ |  |


| $\mathbf{Q}$ $N$ | Folder name \& Questi on Code | Topic | Question with Answer Options |  |  | Imag e (If <br> Any) | Corre <br> ct <br> Answ er <br> (Opti on $\mathrm{A}, \mathrm{~B}, \mathrm{C},$ <br> D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 3_19 <br> Mathe matics <br> 2717 | Simple Equations Chapter 4 | Zarina finds that if she multiplies her age by itself and decreases it by 110, the result equals her age. How can she write this taking 'z' as her age? |  |  |  | B |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | $\begin{gathered} \text { Option } \\ \text { B } \end{gathered}$ | Option C | Option D |  |


|  |  | $2 z / 110=z$ | $z^{2}-110=z$ | $z^{2}-110 z=2$ | $2 z-110=z$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |




| $\begin{aligned} & \mathrm{Q} \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questi on Code | Topic | Question with Answer Options |  |  |  | Imag e (If Any) | Corre <br> ct <br> Answ er (Opti on $A, B, C \text {, }$ <br> D ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 5_27 <br> Mathe matics <br> 8378 | Simple <br> Equations <br> Chapter 4 | Wha of st cylin (Hint strai dire | e MINIM cuts req log into cuts hav t can be | ber ut a |  |  | B |
|  |  |  |  |  | ions |  |  |  |
|  |  | Opt | n A | $\begin{gathered} \text { Option } \\ \text { B } \\ \hline \end{gathered}$ | Opt | on C |  |  |
|  |  | 2 |  | 3 | 5 |  |  |  |



SET 12 Simple equations and Lines and angles

| 9 | 2_11 <br> Mathe matics $4404$ | Simpl <br> e <br> equat ions <br> Chapt er 4 | $\begin{aligned} & \text { If } x-2 \\ & 200 ? \end{aligned}$ | 00, how mu |  |  |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Op | ion A | Option B |  |  | Option D |  |
|  |  |  | 0 | 200 |  |  | 600 |  |


$\square$


Lines and angles

| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with Answer Options |  | Image (If Any) |  | Correct <br> Answer <br> (Option-A,B,C <br> D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | $\begin{aligned} & 3-19 \\ & \text { Mathematic } \\ & \text { s } 2696 \end{aligned}$ | LINES AND ANGLES Chapter 5 | How many pairs of parallel lines are there in the figure below? |  |  |  |  | A |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C |  |  |  |
|  |  | 4 |  | 3 | 2 |  |  |  |



| 2 | 1_2 <br> Mathemat ics $6872$ | Lines and Angles <br> Chapter <br> 5 | Calculate angle x . |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |
|  |  |  | on A | Option B | Option C | Option D |  |
|  |  |  | $5^{0}$ | $70^{0}$ | $60^{0}$ | $90^{\circ}$ |  |


| 3 | 1_2 <br> Mathemati cs $6877$ | Lines and Angles Chapter 5 | In the given figure, only lines p and q are parallel. Only one angle is known. What will be the measure of the angle marked x ? |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |
|  |  | $110^{0}$ |  | $70^{0}$ | $90^{0}$ | cannot be determined |






|  5-26 <br>  Mathematics <br> 1711  | Lines and Angles <br> Chapter 5 |  | encils are held in different itions as shown w. In which ition would the cils be said to be allel? |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Answer Options |  |  |  |  |
|  | Option A |  | Option B | Option C | Option D |
|  |  |  |  |  |  |


| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any | Corr <br> Ansu |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 15 | 5_27 <br> Mathematics $8357$ | Lines and Angles <br> Chapter 5 | Which of the following can be the sum of angles $P$ and Q of a triangle PQR obtuse angled at R? |  |  |  |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | $10^{0}$ | $90^{\circ}$ | $105{ }^{\circ}$ | $160^{\circ}$ |  |


| $\begin{aligned} & \mathbf{Q} \\ & \mathbf{N} \end{aligned}$ | Folde <br> r <br> name <br>  <br> Quest <br> ion <br> Code | Topic | Question with Answer Option s | Image (If Any) | Corr ect Ans wer (Opt ion A,B,C <br> ,D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 24 | 5_27 <br> Mathe <br> matic <br> s | Lines and Angles <br> Chapter 5 | Line LM and rays OP, OQ, and OR meet at point O.Under which of the following conditions will angle LOR be equal to angle QOM? |  | C |


| 8366 | Answer <br> Options |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Option A | Optio <br> n B | Option C | Option D |
|  | When line LOR <br> be parallel to <br> line QOM. | When L, O <br> and Q are <br> collinear. | When R, O <br> and Q are <br> collinear. | When R, O and P are <br> collinear. |  |

SET 13 MATHEMATICS CLASS - VII (Lines and Angles and Triangle and its properties)


SET 13 MATHEMATICS CLASS - VII (Lines and Angles and Triangle and its properties)

| $\mathbf{Q}$ $N$ | Folder name \& Questi on Code | Topic | Question with Answer Options |  |  | Imag e (If Any) | Corre <br> ct <br> Answ er (Opti on $\mathrm{A}, \mathrm{~B}, \mathrm{C},$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 5_27 <br> Mathe matics <br> 8375 | Lines and <br> Angles <br> Chapter-5 | How many times in a 24 -hour day is one of the hands of this clock EXACTLY at 6 while the other makes an acute angle with it? |  |  |  | B |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C |  |  |
|  |  | 2 |  | 12 | 14 |  |  |



SET 13 MATHEMATICS CLASS - VII (Lines and Angles and Triangle and its properties)

| 4 | 2_10 <br> Mathem atics <br> 5816 | Lines and Angles <br> Chapter-5 |  |  |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | $60^{\circ}$ |  | $67.5^{\circ}$ | $75^{\circ}$ | 72.5 |  |






SET 13 MATHEMATICS CLASS - VII (Lines and Angles and Triangle and its properties)

| S.No | Folder Number and Question Code | Topic |  | Question with Answer options | Image if any | Correct Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 5_29 <br> Mathematics <br> 11336 | $\begin{array}{\|l} \hline \text { LINES AND } \\ \text { ANGLES } \\ \text { Chapter-5 } \\ \hline \end{array}$ |  | How many pairs of parallel lines are there in the figure below? |  | B |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |
|  |  | 4 |  | 3 | 2 | 1 |
| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any | Correct Answer |
| 10 | 5_29 Mathematics$11337$ | LINES AND ANGLES Chapter-5 | In the given figure, lines $p$ and $q$ are parallel. One of the angles is given. What will be the measure of the angle marked ' $x$ '? |  |  | D |
|  |  |  |  | Answer | Options |  |
|  |  | Optio |  | Option B | Option C | Option |
|  |  | 11 |  | $70^{\circ}$ | $90^{\circ}$ | cannot say fo |


| 11 | 3_18 <br> Mathem atics $3313$ | The Triangles and Its Properties Chapter-6 | The sum of two angles of a triangle is $75^{\circ}$. What type of triangle is it? |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | Right angled | Obtuse angled | Acute angled | We can't say |  |


| $\begin{aligned} & \hline \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with Answer Options |  | Image (If Any) |  | Correct <br> Answer <br> (Option- <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 12 | 3_19 <br> Mathematics <br> 2720 | The <br> Triangle <br> and its <br> Properties <br> Chapter-6 | A quadrilateral can be divided into 2 triangles that are non-overlapping and don't intersect inside the triangle. The following figure shows the number of nonoverlapping triangles that some other polygons can be divided into in a similar way. From this, we can say that when the number of sides of a polygon is $p$, the number of such non-overlapping triangles that it can be divided into is |  |  |  | A |
|  |  | Answer Options |  |  |  |  |  |
|  |  |  |  | Option B | Option C | $\frac{\text { Option D }}{\text { equal to } \mathrm{p}}$ |  |
|  |  | 2 less than p |  | half of $p$ | 1 less than p |  |  |


| 13 | 5-26 <br> Mathematics $1713$ | The <br> Triangles <br> and its <br> Properties <br> Chapter-6 | Mahima draws a triangle PQR obtuse angled at $P$. What Could be the sum of the degree measures of angle Q and angle R |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | 120 | 98 | 90 | 87 |

SET 13 MATHEMATICS CLASS - VII (Lines and Angles and Triangle and its properties)

| 14 | 1_4 <br> Mathematics <br> 7554 | The <br> Triangles <br> and Its <br> Properties <br> Chapter-6 Shown <br> triangle <br> (not only | Shown here are EXAMPLES of different types of triangles. Which of these statements are ALWAYS true (not only for the 4 triangles shown) |  |  |  | A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |  |
|  |  | A Right-angled triangle CANNOT BE an Obtuse-angled triangle | An Isosceles triangle CANNOT BE a Right-angled triangle | An Isosceles triangle CANNOT BE an Acute-angled triangle | A Scalene triangle CANNOT BE an Obtuse angled triangle |  |  |



SET 14 MATHEMATICS CLASS VII (Triangle and its properties and Comparing Quantities)


| $\begin{aligned} & \mathrm{Q} . \\ & \mathrm{N} \end{aligned}$ | Folder name \& Question Code | Topic $\quad$ Que | Question with Answer Options |  | Image (If Any) |  | Correct Answ (Option-A,B,C, |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | $5-28$ <br> Mathemati <br> cs <br> 9995 | Triangle and <br> its For wh <br> properties <br> Chapter-6 <br> triangl  <br> three and  <br> greate  | For which of the following triangles will the sum of the three angles be the greatest? |  |  |  | D |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A | Option B |  | tion C |  | Option D |
|  |  | Obtuse-angled isosceles | Equilateral |  | -angled sceles |  | t will be the same for all. |

SET 14 MATHEMATICS CLASS VII (Triangle and its properties and Comparing Quantities)

| 3 | 2_10 <br> Mathemati cs $5843$ | Triangles and its properties Chapter-6 | (Figure not to scale) <br> In this figure, Angle $B=6 x$ and \& Angle $C$ <br> $=5 x$; Angle $A$ is $20^{\circ}$ more than angle $C$. <br> Which is the largest angle of the triangle and what is its degree measure? |  |  | C |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | Angle A, $75{ }^{0}$ |  | Angle B, $66^{0}$ | Angle A, 70 ${ }^{\text {a }}$ | Angle B, $60{ }^{0}$ |  |
| 4 | 2_10 <br> Mathemati cs $5844$ | Triangles and its properties Chapter-6 | In the figure, how many triangles (of an size) are there which have exactly ONE cross inside? |  |  |  | D |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | 4 |  | 7 | 9 | 10 |  |


| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any | Correct Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5 | 5_29Mathemat <br> ics11338 | TRIANGLE AND ITS PROPERTIES Chapter-6 | In the figure belo the triangle is ext sides. Which of th NOT say with cer | of both |  | D |
|  |  |  |  | Opti | ns |  |
|  |  | Option A | Option B | Opti | on C |  |
|  |  | $\mathrm{a}+\mathrm{b}+\mathrm{c}=180^{\circ}$ | $\mathrm{b}+\mathrm{d}=180^{\circ}$ |  | $\mathrm{c}+\mathrm{e}=180^{\circ}$ | $180^{\circ}$ |

SET 14 MATHEMATICS CLASS VII (Triangle and its properties and Comparing Quantities)



SET 14 MATHEMATICS CLASS VII (Triangle and its properties and Comparing Quantities)

| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with Answer Options | Ima |  | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | $\begin{aligned} & \text { 3_19 } \\ & \text { Mathematics } \\ & 2691 \end{aligned}$ | COMPARING QUANTITIES Chapter-8 | In the picture below, the ratio of Jerry's height to that of Tom is about | Tom | — Jerry | B |
|  |  |  | Answe | Options |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 03:07 | 01:04 | 04:01 | 06:01 |  |


| S. <br> No. | Folder name \& Question Code | Topic $\quad$ Ques | w with Answer Options |  | Correct  <br>  Answer <br> (Option -  <br>  A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 1_2 <br> Mathemati <br> cs <br> 6878 | Comparing Whic <br> Quantities  <br> Chapter-8  | Which of the following is a meaningless statement? | gless | D |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | The population of a city increased by $120 \%$ last year | Ramesh made a profit of $110 \%$ while selling his scooter. | The passing mark for the English test was $33.3 \%$ | $105 \%$ of multistoreyed buildings in India are unsafe. |


| 10 | 3_18 <br> Mathema tics $3316$ | Comparing 10 <br> Quantities  <br> Chapter-8  | $100 \%$ of a number n is equal to |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 0.01n | n | 10n | 100n |  |


| Q <br> No. | Folder <br>  <br> Question <br> Code | Topic | Question with <br> Answer Options | Image (If <br> Any) | Correct Answer <br> (Option-A,B,C,D) |
| :---: | :---: | :---: | :--- | :--- | :---: |
| $\mathbf{1 1}$ | $5-26$ <br> Mathematics <br> 1714 | Comparing <br> Quantities <br> Chapter-8 | Jatin has divided a <br> circle into six <br> identical parts as <br> shown. How many <br> of them should he <br> colour if he wants to <br> colour one third of <br> the circle? | B |  |


| 12 | 5-26 <br> Mathematics <br> 1728 |  T <br>  sh <br>  re <br>  ve <br> Comparing pa <br> Quantities va <br> thapter-8 th <br>  pa <br>  pr <br>  w <br>  co <br>  di <br>  or <br>   | The bookmark shown here has a reduced size version of a painting of 3 flower vases. If the sides of the bookmark and that of the actual painting are proportional, which of these could have been the dimensions of the original painting? |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | 1.9 m x 1.2 m | m 1.8 mx 0.4 m | 2 mx 0.9 m | 2.4 m x 0.3 m |


| 13 | 5-26 <br> Mathematics <br> 1716 | Comparing Quantities Chapter-8 | In a cricket match, India had scored 104 runs (for the loss of 2 wickets) by the end of the 20 over. If they maintain the same run rate without losing any more wickets, what would be their final score at the end of 50 overs? |  | C |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | 156 for 2 | 208 for 2 | 260 for 2 | 312 for 2 |


| 14 | 5-26 <br> Mathematics <br> 1715 | Comparing <br> Quantities <br> Chapter-8 | Vineeta carried out a survey in her colony and found that $3 / 8$ of the families living in the colony owned a pet. <br> What is the ratio of the number of families who own a pet to that of those who don't? |  | A |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | 03:05 | 03:08 | 03:11 | 08:11 |

SET 14 MATHEMATICS CLASS VII (Triangle and its properties and Comparing Quantities)

| S.No | Folder <br> Number and <br> Question Code | Topic | Question with Answer options | Image if any | Correct <br> Answer |
| :--- | :--- | :--- | :--- | :---: | :---: |
| $\mathbf{1 5}$ | 5_27 <br> Mathematics <br> 8353 | Comparing <br> Quantities <br> Chapter-8 | Tiny Tots school has one teacher for every <br> 12 students. If there are 588 students at the <br> school, which of the following relations is <br> true about the number of teachers, x? |  |  |


| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any | Correct <br> Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 5_27 <br> Mathematics | Comparing Quantities <br> Chapter-8 | Write the following in increasing order: $0.65,6,7,7 \%, 68 \%$ |  |  | C |
|  | $8354$ | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C |  | n D |
|  |  | 0.65, 6 ,7, 7\%, 68\% | 7\%, 0.65, 6,7, 68\% | 7\%, 0.65, 68\%, 6 ,7 | 7 7\%, 6 ,7 | .65, 68\% |


| $\begin{aligned} & \mathrm{Q} . \\ & \mathrm{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  | Image (If Any) | Correct Answer Option A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 5_27 <br> Mathe <br> matic <br> s | Comparing Quantities <br> Chapter-8 | Rajni noted down a friend's phone number as 246807 without realizing that she had interchanged two digits. This number exceeds the actual number by almost 6000. What is the actual phone number? |  |  | B |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | A Option <br>  B | Option C | Option D |  |
|  |  | 248607 | 240867 | 247806 | 264807 |  |

$\square$

| $\begin{aligned} & \hline \mathbf{Q} \\ & \mathbf{N} \end{aligned}$ | Folde <br> r name \& Quest ion Code | Topic | Question with Answer Options |  | $\begin{aligned} & \text { Imag } \\ & \text { e (If } \\ & \text { Any) } \end{aligned}$ | Corr ect Ans wer (Opti on $\mathrm{A}, \mathrm{~B}, \mathrm{C},$ <br> D ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 5_27 <br> Mathe matic <br> s <br> 8367 | Comparing A <br> Quantities m <br> Chapter-8 pr <br>  ca <br>  and <br>  12 <br>  m <br>  is <br>  ho | A soap factory had two machines - the first produces 1 detergent cake every 20 seconds and the second produces 12 cakes every 5 minutes. Which machine is more efficient and how much more? |  |  | D |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | $\begin{gathered} \text { Option } \\ \text { B } \end{gathered}$ | Opt | Option D |  |
|  |  | Both are equally efficient. | The first machine is 4 times as efficient as the second | The se machin times efficie the sec | The first machine is $4 / 5$ times as efficient as the second. |  |


| Q $\cdot$ N | Folde <br> r name \& Quest ion Code | Topic | Question with <br> Answer <br> Option |  | Imag e (If Any) | Corr <br> ect <br> Ans <br> wer <br> (Opti <br> on <br> A,B,C, <br> D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5_27 <br> Mathe <br> matic <br> s | Comparing <br> Quantities <br> Chapter-8 | Which of the following represents the greatest percent of change? |  |  | B |
|  | $8371$ | Answer Options |  |  |  |  |
|  |  | Option A | A Option <br>  B | Option C | Option D |  |
|  |  | A plant that was 20 <br> cm in height last <br> week is now 24 cm tall. | A journey that used to take 6 hours earlier now takes 2 hours. | A child who weighed 3 kg at birth now weighs 4 kg . | A T-shirt originally priced at Rs. 125 is now being sold at Rs.120. |  |

SET 15 MATHEMATICS CLASS VII (Comparing Quantities)



SET 15 MATHEMATICS CLASS VII (Comparing Quantities)


| $\begin{aligned} & \text { S. } \\ & \text { No. } \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Correct <br> Answer <br> (Option - <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | 1_4 <br> Mathem atics $7552$ | Comparing Quantities <br> Chapter-8 | In which of the following cases is $P R: P Q=5: 2$ ? |  |  | C |
|  |  |  | A <br> $+$ |   <br> Option B  <br>   | Optio | $\begin{aligned} & \text { n D D } \\ & \hline \begin{array}{l} \text { a } \\ \hline \mathbf{Q} \\ \text { D } \end{array} \\ & \hline \end{aligned}$ |
| 11 | 3_18 <br> Mathem atics | Comparing Quantities <br> Chapter-8 | Which of the following could be 1 $\mathrm{m}^{3}$ ? |  |  | D |
|  | 3315 | Answer Options |  |  |  |  |
|  |  | Option A |  | Option B |  | Option D |
|  |  | Size of mobile screen |  | Size of a square table cover |  | Space occupied by a cupboard |

SET 15 MATHEMATICS CLASS VII (Comparing Quantities)





| $\begin{aligned} & \hline \text { S. } \\ & \text { No. } \end{aligned}$ |  <br> Question Code | Topic | Question with Answer Options |  |  | Image | Correct Answer <br> (Option - A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1_2 <br> Mathemat ics | Comparing Quantities Chapter 8 | $\square, \triangle, \bigcirc$ and $\square_{\text {represent blocks of }}$ different material having different weights. Their weights are not known. Which of the following scales can NEVER be balanced? |  |  |  | D |
|  |  | Answer Options |  |  |  |  |  |
|  | 6886 | Option A |  | Option B | Option C | Option <br> D |  |
|  |  |  | $9^{15}$ |  |  |  |  |





| $\begin{aligned} & \hline \text { S. } \\ & \text { No. } \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image |  | Corr <br> Ans <br> (Op <br> A,B, |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 2_10 <br> Mathemati CS <br> 5813 | Comparing Quantities Chapter 8 | If $x$ is reduced by $25 \%$, the result will be: |  |  |  |  | C |  |
|  |  | Answer Options |  |  |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C |  | Option D |  |  |
|  |  | 0.25x |  | 25x | 0.75x |  | 75x |  |  |
| 5 | 2_10 <br> Mathemati cs $5824$ | Comparing Quantities <br> Chapter 8 | The question is based on the pie-chart shown. <br> A survey was conducted among 660 students of a certain city in which each student was asked to name the profession of his or her choice. The result of the survey is shown in the pie chart. How many students want to take up Teaching as a profession? |  |  | 7 |  | C |  |
|  |  | Answer Options |  |  |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C |  | Option D |  |  |
|  |  | 15 |  | 66 |  | 99 | 132 |  |  |






| $\begin{gathered} \mathrm{Q} . \\ \mathbf{N} \end{gathered}$ | Folder name \& Question Code | Topic | Question with Answer Options | Image <br> (If Any) | Correct Answer (Option-A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 5-28 <br> Mathemati cs 10016 | Comparing <br> Quantities <br> Chapter 8 | Koyna made a pattern with red and yellow tiles, with the yellow tiles forming $25 \%$ of the whole pattern. What is the ratio of the YELLOW tiles to the RED ones in the pattern? |  | B |


|  | Answer Options |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Option A | Option B | Option C | Option D |
|  | $3: 4$ | $1: 3$ | $1: 4$ | $1: 25$ |



|  |  | Comparing <br> Quantities | The water content of a raw <br> potato is about 85\% by weight. If <br> 2_11 <br> 2 Kg of potatoes are sliced and <br> Mathem <br> dried up completely by keeping <br> in sunlight, what will they weigh? | Chapter |
| :--- | :--- | :--- | :--- | :--- | :--- |


|  | 300 g | 850 g | $1 \mathrm{Kg} \mathrm{150g}$ | $1 \mathrm{Kg} \mathrm{750g}$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |



| S.No | Folder <br> Number and <br> Question <br> Code | Topic | Question with Answer options | Image if any | Corre <br> ct <br> Answ <br> er |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 15 | 5_29 <br> Mathematics $11334$ | COMPARING QUANTITIES <br> Chapter 8 | 90 for every 100 is the same as $\qquad$ for every 200. |  | C |

SET 16 Mathematics Class VII

| Answer Options |  |  |  |
| :---: | :---: | :---: | :---: |
| Option A | Option B | Option C | Option D |
| 210 | 190 | 180 | 90 |



| Q $\cdot$ N | Folde <br>  <br> Quest ion Code | Topic | Question with Answer Options |  | $\begin{gathered} \text { Imag } \\ \mathbf{e} \end{gathered}$ <br> (If Any) | Corr ect Ans wer (Opti on A,B,C, <br> D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 5_29 <br> Mathe <br> matic $11348$ | Comparing Quantities <br> Chapter 8 | Francis bought an ALTUS PC in May 2006. What is the total price that he would be paying for it? |  | Take home your ALTUS PC Today!!! <br> an ALTUS PC by paying just now \& the rest in 20 MONTHLY MENTS of Rs. 1,600 each. er valid till 31st May 2006 | D |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | A Option <br> B  | Option C | Option D |  |
|  |  | Rs. 5000 | Rs. 32000 | Rs. 35500 | Rs. 37000 |  |


| $\mathbf{Q}$ $\mathbf{N}$ | Folde <br> r <br> name <br>  <br> Quest <br> ion <br> Code | Topic | Question with Answer Options |  | $\begin{gathered} \text { Imag } \\ \text { e } \\ \text { (If } \\ \text { Any) } \end{gathered}$ | Corr ect Ans wer (Opti on $\mathrm{A}, \mathrm{~B}, \mathrm{C},$ <br> D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 5_29 <br> Mathe <br> matic <br> s <br> 11351 | Comparing If <br> Quantities co <br> Chapter 8 d | If 6 men take 4 days to complete a job, how many days will 12 men take? |  |  | A |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | A Option <br>  B | Option C |  |  |
|  |  | 2 days | 3 days | 8 days |  |  |


| Q $\cdot$ N | Folde <br> r name \& Quest ion Code | Topic | Question with Answer Options |  | $\begin{gathered} \text { Imag } \\ \text { e } \\ \text { (If } \\ \text { Any) } \end{gathered}$ | Corr ect Ans wer (Opti on $\mathrm{A}, \mathrm{~B}, \mathrm{C},$ <br> D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5_29 <br> Mathe <br> matic $11360$ | Comparing T <br> Quantities S <br> Chapter 8 A <br>  p <br>  T <br>  ti <br>  m <br>  m <br>  R <br>  ch <br>  In <br>  a <br>   | Tina called her friends Shama, Jenny, Roma and Aashka over to her house to play. They all arrived at Tina's house at different times. Shama arrived 5 minutes after Jenny but 10 minutes before Aashka. Roma and Tina were playing chess when Jenny arrived. In what order did they arrive at Tina's house? |  |  | A |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option <br> B | Option C | Option D |  |
|  |  | Roma, Jenny, Shama, Aashka |  | Roma, Shama, Jenny, Aashka | Jenny, Shama, Aashka, Roma |  |




| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with Answer Options |  |  | Image (If Any) |  | Correct <br> Answer <br> (Option- <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | $\begin{aligned} & \text { 3_19 } \\ & \text { Mathematic } \\ & \text { s } 2697 \end{aligned}$ | RATIONAL NUMBERS Chapter 9 | 8 children have to share two thirds of a watermelon equally. What part of the whole watermelon would each child get? |  |  |  |  | A |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | $\begin{gathered} \text { Option A } \\ \frac{2}{3} \div 8 \end{gathered}$ |  | Option B |  | ption C | $\begin{gathered} \text { Option D } \\ 8 \div \frac{3}{2} \end{gathered}$ |  |
|  |  |  |  | $8 \div \frac{2}{3}$ |  | $\frac{2}{3} \times 8$ |  |  |



| 9 | 1_4 <br> Mathem atics $7572$ | Rational <br> Numbers <br> Chapter 9 | In a knock-out type tournament, the winners of the first round meet in the second round and the losers are knocked out of the tournament. Similarly, the winners of the second round meet in the third round, while the losers are knocked out, and so on. In any round, if the number of players is odd, one player gets a walk-over. <br> What will be the total number of matches played in a tournament with 8 participants? |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 6 | 7 | 8 | 10 |  |


| 10 | 1_4 <br> Mathem atics $7573$ | Rational  <br> Numbers In a knock-out type tournament, <br> the winners of the first round <br> meet in the second round and the <br> losers are knocked out of the <br> tournament. Similarly, the winners <br> of the second round meet in the <br> third round, while the losers are <br> knocked out, and so on. In any <br> round, if the number of players is <br> odd, one player gets a walk-over. <br> In a tournament where the total <br> number of matches played is 5, <br> the number of participants must <br> be  | In a knock-out type tournament, the winners of the first round meet in the second round and the losers are knocked out of the tournament. Similarly, the winners of the second round meet in the third round, while the losers are knocked out, and so on. In any round, if the number of players is odd, one player gets a walk-over. <br> In a tournament where the total number of matches played is 5 , the number of participants must be |  |  | C |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 4 | 5 | 6 | 7 |  |





| 14 | 1_2 <br> Mathema tics <br> 6861 | Rational <br> Numbers <br> Chapter 9 | The sum of the ages of 5 children is 20 years. After how many years will the sum of their ages be 40 years? |  |  | A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 4 | 5 | 10 | 20 |  |


| S. <br> No. | Folder <br>  <br> Question <br> Code | Topic | Question with Answer Options | Image | Correct <br> Answer <br> (Option - <br> A,B,C,D) |
| :--- | :--- | :--- | :--- | :---: | :---: |
| 154 | Rational <br> Mathemat <br> ics | Numbers <br> Chapter 9 | Out of 8 almirahs in a Library,3 contains <br> books related to Languages and 3 are <br> filled with books of Science. The <br> remaining almirahs are equally <br> distributed for organising the books of <br> Social Science and Mathematics. <br> What fraction of total almirahs are <br> occupied by books of Mathematics? | C |  |






|  |  | Rational <br> Numbers <br> 2_10 <br> Mathem <br> atics | How many two-digit ODD <br> numbers are there in which the <br> Cigit in the units (ones) place is <br> three times the digit in the tens <br> place? | B |
| :--- | :--- | :--- | :--- | :--- | :--- |





| 12 | 1_2 <br> Mathemat ics <br> 6881 | Practical Three <br> size a <br> Chapter 10 is per <br> Three <br> place <br> show <br> got, a <br>   | Three sticks P, Q and R of the same size are put together so that each one is perpendicular to the other two. Three longer sticks $\mathrm{S}, \mathrm{T}$ and U are then placed to make a frame as shown. How many triangles will be got, and of what type? |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | 3: all right triangles | 3: one right triangle and two obtuseangled triangles | 4: one right triangle, two obtuse-angled triangles and one acute-angled triangle | 4: three right triangles and one acute-angled triangle |




| S. <br> No. | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image |  | Correct Answer (Option A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 15 | 1_2 <br> Mathema tics | Practical Geometry <br> Chapter 10 | In the given figure, O is the centre of the given circle. <br> Which of the following option is correct? |  |  |  |  | C |
|  | $6860$ | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B |  |  | Option D |  |
|  |  | O is a point on the circle. |  | MN is called a chord. | PQ is the diameter of the circle. |  | $N — Q$ is called a sector of the circle. |  |

SET 18 Mathematics Class VII


| S. No. | Folder name \& Questio n Code | Topic | Question with Answer Options |  | Image | Correct Answer <br> (Option - <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 2_11 <br> Mathem atics <br> 4410 | Practical Geometry <br> Chapter 10 | Dhruv's alarm clock gains 3 seconds every minute. Every night at 10:00 PM, he adjusts the clock to show the correct time and sets the alarm for 6:20 AM. What is the ACTUAL time when Dhruv's alarm clock rings in the morning? |  |  | B |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Opti |  |
|  |  | 5:36 AM | 5:55 AM | 5:20 AM | 6:45 |  |










| S.No | Folder Number and Question Code | Topic | Question with Answer options | tions Image if <br> any | Correct Answer |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 5_27 <br> Mathematics $8348$ | PERIMETER AND AREA <br> Chapter 11 | Which of the following correctly models $8^{2}$ ? | rectly | A |
|  |  |  |  | Options |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  |  |  |  |  |


| 12 | 5_27 <br> Mathematics $8350$ | PERIMETER AND AREA <br> Chapter 11 | An arc $L N$ of a circle with centre $O$ is shown here. <br> Which of the following is a diameter of the circle? |  |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C |  |  |
|  |  | LP | OM | LN | None | ese |

SET 19 MATHEMATICS CLASS VII

| S.No | Folder Number and Question Code | Topic | Question with Answer options |  | Image if any | Correct <br> Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 5_27 <br> Mathematics $8355$ | Perimeter and Area <br> Chapter 11 | What happens to the area of a square if each of its sides is trebled? |  |  | D |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C |  | Option D |
|  |  | The area becomes double. | The area becomes treble. | The area becomes six times. |  | rea becomes ne times. |



| Q.N | Folder name \& Question Code | Topic | Question with Answer Options |  | Image (If Any) |  | Correct <br> Answer <br> (Option <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 15 | 5_27 <br> Mathem atics $8372$ | Perimeter and Area <br> Chapter <br> 11 | Wasim Mala h matchs with w made 3 shapes matchs identic which is corre | Sameer and ve 6 ticks each ich they have different If all the icks are in every way, f the following ct? |  |  | B |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | $\begin{gathered} \text { Option } \\ \text { B } \end{gathered}$ | Option C | Option D |  |
|  |  | All 3 shapes have the same area and the same perimeter. |  | All 3 <br> shapes have the same perimeter but different areas. | All 3 shapes have the same area but different perimeters. | All 3 shapes have the same area but only the first two have the same perimeter. |  |

SET 19 MATHEMATICS CLASS VII






| $\begin{aligned} & \mathbf{Q} \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image (If Any) |  | Correct <br> Answer (Option- A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | 3_19 <br> Mathematics $2729$ | Perimeter and Area <br> Chapter 11 | PQRST is a regular pentagon. An ant starts from corner $P$ and crawls around the pentagon along the border. On which side of the pentagon will the ant be 5 when it has covered $\overline{8}$ th of the total distance around the pentagon? |  |  | T |  | C |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option <br> B | Option C |  | Option D |  |
|  |  | QR |  | RS | ST |  | TP |  |


| $\begin{aligned} & \mathbf{Q} \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  | $\begin{aligned} & \text { Image (If } \\ & \text { Any) } \end{aligned}$ |  | Correct Answer (Option A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 5_27 <br> Mathematics $8374$ | Perimeter and Area Chapter 11 | Sidd spee One arou here cove park peri ran aver | average 00 m per he ran onc park sho time take of the sid wn. What of the pa tire distan peed ? |  |  | B |
|  |  |  |  |  | ptions |  |  |
|  |  | Opti | n A | Option B | Option C | Option D |  |
|  |  | 8 km |  | 10 km | 25 km | Can't say |  |




| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  |  | Image (If Any) |  | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 14 | 5_28 <br> Mathematics <br> 10021 | Perimeter And Area Chapter 11 | The grid below is made of squares of side 2 cm each. What is the area of the shape drawn on the grid? |  |  |  | $\begin{gathered} \pi \\ 2 \mathrm{~cm} \\ \vdots \end{gathered}$ | D |
|  | $10021$ | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B |  | tion C |  | Option D |
|  |  | $13 \mathrm{~cm}^{2}$ |  | $21.5 \mathrm{~cm}^{2}$ | $23 \mathrm{~cm}^{2}$ |  | $26 \mathrm{~cm}^{2}$ |  |



| $\begin{aligned} & \hline \text { S. } \\ & \text { No. } \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  | Image |  | Correct <br> Answer <br> (Option - <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2_11 <br> Mathematis $5215$ | Perimeter and Area <br> Chapter 11 | Devansh has a small patch of land for growing flowers with dimensions as shown. He wants to put a fence all around it 1 m outside its boundary. <br> What length of fencing material will he need? |  |  | $\begin{aligned} & \mathbf{T} 1 \mathrm{~m} \\ & 2 \mathrm{~m} \\ & \frac{1}{2} \end{aligned}$ | D |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Op | on D |
|  |  | 16 m |  | 18 m | 20 m |  |  |


| 2 | 2_11 <br> Mathem atics <br> 5241 | Perimeter and Area Chapter 11 | What is the area of the shaded part in the figure shown? | 2 squares, side of each square $=5 \mathrm{~cm}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |
|  |  | Option A | - Option B | Option C | Optio |
|  |  | 200 sq cm | m 150 sq cm | 125 sq cm | 100 sq |


| S.No | Folder <br> Number and <br> Question Code | Topic | Question with Answer options | Image if <br> any |
| :--- | :--- | :--- | :--- | :--- | :---: | :---: |
| $\mathbf{3}$ | 5_29 <br> Mathematics <br> $\mathbf{1 1 3 4 0}$ | PERIMETER <br> AND AREA <br> Chapter 11 | Divya had some square cards. She cut some of <br> them in half to make triangular cards. Now she <br> has two types of cards with her: She makes the <br> four different shapes shown below with her cards. <br> Which shape has the LEAST area? |  |


| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Question Code | Topic $\quad$ Q | Question with Answer Options |  |  | Image <br> (If Any) | Correct Answer (Option $\begin{gathered} \text { A,B,C,D } \\ \text { J } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 5_29 Mathema tics 11342 | Perimeter  <br> and Area A squa <br> from a <br> Chapter 11  <br> paper  <br> Which  <br> be fou  <br> of the  <br> square  | A square piece is cut off from a rectangular sheet of paper as shown in figure. Which of the following can be found even if the length of the side of the small square is not known? |  |  |  | C |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A | Option <br> B |  | Option C | Option D |  |
|  |  | The perimeter of the small square cut off. | The area of the small square cut off. |  | perimeter of the ining part he sheet. | The area of the remaining part of the sheet. |  |

SET 21 MATHEMATICS CLASS VII


| Q $\mathbf{N}$ | Folder name \& Questio n Code | Topic | Question with Answer Options | Image (If Any) |  | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | $\begin{aligned} & \text { 3_19 } \\ & \text { Mathematic } \\ & \text { s } 2692 \end{aligned}$ | ALGEBRAIC EXPRESSIONS <br> Chapter 12 | Which of the following expressions is the same as $4 a+a+5-3 b$ ? |  |  | C |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | $5 \mathrm{a}+2 \mathrm{~b}$ | $4 a^{2}+2 \mathrm{~b}$ | $5 a-3 b+5$ | 10a-3b |  |






| $\begin{array}{\|l\|} \hline \text { S. } \\ \text { No } \end{array}$ | Folder <br> Number and <br> Question <br> Code | Topic | Question with Answer options | Image if any |  | Correct Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 5_27 <br> Mathematics $8349$ | ALGEBRAIC <br> EXPRESSIONS <br> Chapter 12 | Aditya gives the following clues while playing 'Guess my Number' with a friend: What is Aditya's number? |  |  | C |
|  |  |  | Ans | ver Options |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 102 | 85 | 68 | 52 |  |


| S.No | Folder <br> Number and Question Code | Topic | Question with Answer options |  | Image if any | Correct Answer |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 14 | 5_27 <br> Mathematics $8351$ | Algebraic <br> Expressions <br> Chapter 12 | If $x=2, y=3$, what is the value of $12-3$ ( $5 x-4 y$ )? |  |  | c |
|  |  |  |  |  |  |  |
|  |  | Option A | Option B | Option C |  |  |
|  |  | 6 | -9 | 18 |  |  |


| 15 | 1_4 <br> Mathem atics $7555$ | Algebr aic Expres sions | If ' $n$ ' is an even number, the next even number will be |  |  |  | B |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C | Option D |  |
|  |  | $\mathrm{n}+1$ |  | $\mathrm{n}+2$ | $\mathrm{n}+3$ | 2 n |  |



| S. No. | Folder name \& Question Code | Topic | Question with Answer Options |  | Correct Answer (Option A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 3_18 <br> Mathema tics $3308$ | Algebraic Expressions Chapter 12 | Which of the following is equal to 8a? |  | C |
|  |  | Answer Options |  |  |  |
|  |  | Option A | A $\quad$ Option B |  |  |
|  |  | $8+\mathrm{a}$ | $\begin{gathered} a x a x a x a x a x a x \\ a x a \end{gathered}$ |  | $7 \mathrm{a}+1$ |





| 7 | 2_10 <br> Mathema tics | Algebraic Expressions <br> Chapter 12 | Suppose the $\mathrm{p}^{\text {th }}$ row has 3 shaded circles. <br> Of the following, which row will have 2 shaded circles? <br> 1st row $\qquad$ <br> 2nd row $\qquad$ <br> $\cdot$ <br> - <br> - |  | $\bigcirc$ <br> (III) <br> $\therefore$ | A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | $(\mathrm{p}-1)$ th | $(p+2)$ th | ( $\mathrm{p}-2$ ) th | $(p+4)$ th |  |



| $\begin{gathered} \mathbf{Q} \\ \cdot \\ \mathbf{N} \end{gathered}$ | Folde <br>  <br> Quest ion Code | Topic | Question with Answe r Option s |  | Imag $\mathbf{e}$ $\begin{gathered} \text { (If } \\ \text { Any) } \end{gathered}$ | Corr ect Ans wer (Opti on $\mathbf{A}, \mathbf{B}, \mathbf{C},$ D J |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 5_29 <br> Mathe <br> matic <br> $\mathbf{S}$ 11346 | Algebraic Expressions <br> Chapter 12 | Mallika and Kis the same numb marbles. To hav marbles, they m their marbles to and then get 30 more. Which eq represents the relationship? | have <br> 0 <br> pool <br> her <br> n <br> e |  | D |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | $60 x=100$ | $30 \mathrm{x}=100$ |  | $30+2 x=100$ |  |


| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with Answer Options |  | $\begin{aligned} & \text { Image (If } \\ & \text { Any) } \end{aligned}$ | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | $\begin{aligned} & \text { 3_19 } \\ & \text { Mathematic } \\ & \text { s } 2693 \end{aligned}$ | EXPONENTS AND POWERS Chapter 13 | The difference between ( -7$)^{2}$ and $-(7)^{2}$ |  |  | A |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | 98 | 28 | 0 | -28 |  |


| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with Answer Options |  | Image (If Any) |  | Correct Answer (OptionA,B,C,D) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | $\begin{aligned} & 3 \_19 \\ & \text { Mathematic } \\ & \text { s } 2700 \end{aligned}$ | EXPONENTS <br> AND <br> POWERS <br> Chapter 13 | Whic inser the f ALWA <br> num the n | ord should be in the blank s wing stateme true? The $\qquad$ of two is 0 if any one bers is 0 . |  |  |  | D |
|  |  |  |  |  | Options |  |  |  |
|  |  | Option |  | Option B | Option C | Option D |  |  |
|  |  | quotie |  | difference | sum | product |  |  |



| S.No | Folder Number and Question Code | Topic | Question with Answer options | Image if any | Correct <br> Answer |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 5_27 <br> Mathematics $8344$ | Exponents and powers Chapter 13 | Which of the following is the same as $3 a^{2}$ ? |  | C |
|  |  |  |  |  |  |
|  |  | Option A | Option B | Option C | ption D |
|  |  | $3 \mathrm{a}+3 \mathrm{a}$ | $3+a^{2}$ | $a^{2}+2 a^{2}$ | ${ }^{2} \times 2 a^{2}$ |


| $\begin{aligned} & \text { S. } \\ & \text { No. } \end{aligned}$ | Folder name \& Question Code | Topic | Question with Answer Options |  | Correct Answer <br> (Option - <br> A,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 14 | 1_2 <br> Mathem atics | Exponents and powers Chapter 13 | The value of $3^{4}$ is |  | B |
|  |  | Answer Options |  |  |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | 12 | 92 | $6^{2}$ | $3{ }^{3}$ |

SET 22 MATHEMATICS CLASS 7


| 1 | Exponents <br> 1_2 <br> Mathem <br> atics | A worm with some magic <br> Chapter 13 <br> powers, grows to "a" times its <br> own length each week. If its <br> length is "a" cm now, five <br> weeks from now its length will <br> be: |  | C |
| :---: | :--- | :--- | :--- | :---: | :---: |






| 7 | 5_29 <br> Mathematics <br> 11327 | EXPONENTS AND POWERS <br> Chapter 13 | Which of these can be expressed as $5^{3}$ ? |  | D |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | ptions |  |
|  |  | Option A | Option B | Option C | Option D |
|  |  | $2^{3}+3^{3}$ | $5+5+5$ | $3 \times 3 \times 3 \times 3 \times 3$ | $\begin{aligned} & (7-2) \times(7-2) \times \\ & (7-2) \end{aligned}$ |







| $\begin{aligned} & \mathbf{Q} . \\ & \mathbf{N} \end{aligned}$ | Folder name \& Questio n Code | Topic | Question with <br> Answer Option s | Image (If Any) |  | Correct Answer (OptionA,B,C,D) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | 3_19 <br> Mathematic <br> s 2701 | VISUALISING SOLID SHAPES Chapter 15 | Three of the cardboard cut-outs shown below form cubes when folded up along the dotted lines. Which cut-out does NOT form a cube when folded up? |  |  | C |
|  |  | Answer Options |  |  |  |  |
|  |  | Option A | Option B | Option C | Option D |  |
|  |  | A. | B. | C. | D. |  |


| $\begin{aligned} & \mathbf{Q} \\ & \cdot \\ & \mathbf{N} \end{aligned}$ | Folde <br> r <br>  <br> Quest ion Code | Topic | Question with Answer Options |  | $\begin{gathered} \text { Imag } \\ \text { e (If } \\ \text { Any) } \end{gathered}$ | Corr ect <br> Ans wer (Opti on $\mathbf{A}, \mathbf{B}, \mathbf{C},$ <br> D J |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 14 | 5_27 <br> Mathe matic <br> s | Visualising Wh <br> Solid stat <br> Shapes the <br> Chapter 15 cor <br> bel <br>   | Which of the following statements is true about the edges meeting at corner X of the box shown below? |  |  | D |
|  | 8365 | Answer Options |  |  |  |  |
|  |  | Option A | Option <br> B | Option C | Option D |  |
|  |  | 3 edges meet at X and each edge is perpendicular to exactly one of the other two. | 4 edges meet at X, one pair of edges is perpendicu lar and the other parallel. | 3 edges meet at $X$ and each edge is parallel to the other two. | 3 edges meet at each edge is perpendicular to other two. | and <br> the |









| $\begin{aligned} & \hline \mathbf{Q} \\ & \cdot \\ & \mathbf{N} \end{aligned}$ | Folde <br> r <br> name <br>  <br> Quest <br> ion <br> Code | Topic | Question with Answer Options |  |  |  | $\begin{gathered} \hline \text { Imag } \\ \text { e } \\ \\ \text { (If } \\ \text { Any) } \end{gathered}$ | Corr ect Ans wer (Opti on A,B,C, <br> D <br> ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 5_29 <br> Mathe matic <br> s <br> 11355 | Visualising <br> Solid <br> Shapes <br> Chapter 15 | Two dice are placed side by side as shown in figure. What would be the total on the face opposite to $5+6$. |  |  |  |  | A |
|  |  | Answer Options |  |  |  |  |  |  |
|  |  | Option A |  | Option B | Option C |  | Option D |  |
|  |  | 3 |  | 4 | 5 |  | 6 |  |

