



INTRODUCTION

Congratulations! You have decided to apply to one of the world's leading businesses. And now you are few steps away from a fast track career at Unilever Middle East.

Why Unilever Middle East?

Welcome to Unilever Middle East! Our reputation as one of the world's most admired employers is hard-earned. We've achieved it by offering opportunities for our people to pursue their goals, both professionally and personally. Because we operate a truly global business, we recognise the importance of diversity; of understanding individual ways of working, and how they can complement each other to deliver outstanding results.

Our commitment to developing strong local businesses is what makes us unique – that's why we call ourselves a 'multi-local multinational'.



About the Aptitude Test

In Unilever Middle East we use the Management and Graduate Item Bank which is an aptitude test during our recruitment process. Like all aptitude tests, it must choose a medium in which to measure intellectual ability. Our test has chosen math, English, and logic.

Format of the Aptitude Test

Our Aptitude Test is a 70 minute paper-based test. There are two sections in the test:

| | | |
|-----------|--------------|--------|
| Numerical | 40 Questions | 40 min |
| Verbal | 52 Questions | 30 min |

The Numerical section always precedes the Verbal one with 10 minutes break between each section. To pass, you will need to answer 40% of questions correct on the Numerical section and 50% correct on the Verbal one.

Try to score as many points as you can. One point will be added to your score for each correct answer. Points are not taken off if you mark incorrect answer. If you can eliminate even one of the answer-choices, guessing can be advantageous. However, be sure to make educated guesses! **Don't be discouraged if you find this sample test difficult**, there are numerous methods you can follow to improve your scores.

For the Numerical test; you may find that reading financial reports in newspapers or studying tables of data, or practice your mental arithmetic useful.

For the Verbal test; reading newspaper reports and business journals is very helpful, as well as verbal problem-solving games such as crossword puzzles.

When can I re-take the test?

You may re-take the test after one calendar year of your latest test date.

Where can I register for the test?

Test sessions periodically run in different locations throughout the Middle East. You can register for a test by logging into your Unilever account and choosing a suitable date.

You can login to your account by following this link:

<http://www.unilevermegruates.com/login.asp>

The Sample Test

The sample test aims to give you a "feel" of what to expect on the test day; it contains practice questions similar to the actual test. There are 9 questions for the Numerical section and 10 questions for the Verbal section.

Finally...

Before the test day

Be prepared for the test session; get a good night's sleep before the test. Give yourself plenty of time to get to the assessment centre; if you wear glasses or hearing aid, be sure to take them with you.

On the test day

- Arrive 15 minutes before your scheduled time for the test
- Make sure to bring your documents (valid ID, transcripts, certificates, 2-coloured passport-size photos)
- Listen carefully to the instructions and make sure you understand them. Don't be afraid to ask questions.
- Make sure you read and understand the instructions of each section before answering.
- Pace yourself carefully. Remember, you have limited time for each section and you need to work quickly but accurately.

The Recruitment team at Unilever Middle East wish you all the luck!





PART 1 - THE NUMERICAL SECTION

For some numerical tests of this nature you may be provided with a calculator – for some you may be required to work without one. You may attempt the following questions with or without the use of calculator - as you wish. However, for the purpose of our test you will be provided with a calculator and scratch paper for your working out.

In this test, you have to use facts and figures presented in statistical tables to answer the questions below. In each question you are given either five or ten options from which to choose. One, and only one, of the options is correct in each case. **Note that for questions which have 10 options you may have to fill in more than one circle to indicate your answer.**

Statistical Tables

Population Structure 1985

| | Population at start of year (millions) | Live Births per 1000 population (Jan-Dec) | Deaths per 1000 population (Jan-Dec) | Percentage of population at start of year aged | |
|--------------|--|---|--------------------------------------|--|------------|
| | | | | under 15 | 60 or over |
| UK | 56.6 | 13.3 | 11.8 | 19 | 21 |
| France | 55.2 | 13.9 | 10.0 | 21 | 19 |
| Italy | 57.1 | 10.1 | 9.5 | 19 | 19 |
| West Germany | 61.0 | 9.6 | 11.5 | 15 | 20 |
| Spain | 38.6 | 12.1 | 7.7 | 23 | 17 |





Practice Questions

You have 10 minutes for this section

1. Which country had the highest number of people aged 60 or over?
A. UK B. France C. Italy D. W. Germany E. Spain
2. What percentage of the total 15mm button production was classed as sub-standard in September?
A. 10.5% B. 13% C. 15% D. 17.5% E. 20%
AB. 23.5% AC. 25% AD. 27.5% AE. 28% BC. 30.5%
3. How many live births occurred in 1985 in Spain and Italy together (to the nearest 1000)?
A. 104.000 B. 840.000 C. 1.044.000 D. 8.400.000 E. 10.440.000
4. What was the net effect on the UK population of the live birth and death rates in 1985?
A. Decrease of 66,700 B. Increase of 84,900 C. Increase of 85,270 D. Increase of 752,780 E. Cannot say
5. By how much did the total sales value of November's button production vary from October's?
A. 28350 (Decrease) B. 142.50 (Decrease) C. 285.00 (Decrease) D. 427.50 (Decrease) E. No change
6. What was the loss in potential sales revenue attributable to the production of sub-standard (as opposed to standard) buttons over the 6 month period?
A. 213,75 B. 425,50 C. 2.137,50 D. 2,280,00 E. 4,275,00

PART 2 - THE VERBAL TEST

In this test, you are given three passages, each of which is followed by several statements. Your task is to evaluate the statement in the light of the information or opinions contained in the passage and to select your answer according to the rules given below.

- Mark circle A if the statement is patently TRUE or follows logically, given the information or opinions contained in the passage.
- Mark circle B if the statement is patently UNTRUE or the opposite follows logically, given the information or opinions contained in the passage.
- Mark circle C if you CANNOT SAY whether the statement is true or untrue or follows logically without further information.

You have 7 minutes for this section

The big economic difference between nuclear and fossil-fuelled power stations is that nuclear reactors are more expensive to build and decommission, but cheaper to run. So disputes over the relative efficiency of the two systems revolve not just around the prices of coal and uranium today and tomorrow, but also around the way in which future income should be compared with current income.

1. The main difference between nuclear and fossil-fuelled power stations is an economic one.
2. The price of coal is not relevant to discussion about the relative efficiency of nuclear reactors.
3. If nuclear reactors were cheaper to build and decommission than fossil-fuelled power stations, they would definitely have the economic advantage.

At any given moment we are being bombarded by physical and psychological stimuli competing for our attention. Although our eyes are capable of handling more than 5 million bits of data per second, our brain is capable of interpreting only about 500 bits per second. With similar disparities between each of the other senses and the brain, it is easy to see that we must select the visual, auditory, or tactile stimuli that we wish to compute at any specific time.

4. Physical stimuli usually win in the competition for our attention.
5. The capacity of the human brain is sufficient to interpret nearly all the stimuli the senses can register under optimum conditions.
6. Eyes are able to cope with a greater input of information than ears.

Scientists live in a necessary tension, holding fast to laws and regularities already discovered, while remaining alert to recognise anomalies and to judge whether these are errors of observation or hoaxes or clues to deeper coherence, a more profound law which will change the whole outlook of science.

7. Some apparent scientific anomalies may just be hoaxes.
8. The whole outlook of science will soon be changed.
9. The assumptions made by scientists are not subject to change.
10. Events which seem to conflict with 'laws' of science can lead to new insights.

**NUMERICAL CRITICAL REASONING
ANSWER SHEET**

Remember: fully blacken out the answer box you choose; make no other marks on the answer sheet. If you wish to make a change rub out the mark fully before making a new one.

| | A | B | C | D | E |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D | <input type="checkbox"/> E |
| 2 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D | <input type="checkbox"/> E |
| 3 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D | <input type="checkbox"/> E |
| 4 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D | <input type="checkbox"/> E |
| 5 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D | <input type="checkbox"/> E |
| 6 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D | <input type="checkbox"/> E |

**VERBAL CRITICAL REASONING
ANSWER SHEET**

| | A | B | C |
|----|----------------------------|----------------------------|----------------------------|
| 1 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 2 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 3 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 4 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 5 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 6 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 7 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 8 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 9 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 10 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |

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**NUMERICAL CRITICAL REASONING
ANSWER KEY**

| | A | B | C | D | E |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input checked="" type="checkbox"/> D | <input type="checkbox"/> E |
| 2 | <input checked="" type="checkbox"/> A | <input checked="" type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D | <input type="checkbox"/> E |
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| 5 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C | <input type="checkbox"/> D | <input checked="" type="checkbox"/> E |
| 6 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input checked="" type="checkbox"/> C | <input type="checkbox"/> D | <input type="checkbox"/> E |

**VERBAL CRITICAL REASONING
ANSWER KEY**

| | A | B | C |
|----|---------------------------------------|---------------------------------------|---------------------------------------|
| 1 | <input type="checkbox"/> A | <input type="checkbox"/> B | <input checked="" type="checkbox"/> C |
| 2 | <input type="checkbox"/> A | <input checked="" type="checkbox"/> B | <input type="checkbox"/> C |
| 3 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
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| 5 | <input type="checkbox"/> A | <input checked="" type="checkbox"/> B | <input type="checkbox"/> C |
| 6 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
| 7 | <input checked="" type="checkbox"/> A | <input type="checkbox"/> B | <input type="checkbox"/> C |
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