

## Practice Set - 1

### ***Reading Comprehension***

Artworks, and works of music, are offered with the intention that they have attention paid to them. There is a form of music – commonly known as muzak – which is not so offered, nor is attention usually paid to it. Muzak is played in factories and other places of work and is intended to aid productive work. By providing a soothing, consistent ‘background’ of sound, other distractions are eliminated, and – so the theory goes – workers can concentrate on what they are doing. Muzak is certainly not intended to be listened to since anyone who paid attention to it would probably not get very much work done at all. . .

We tend to lose our concentration even when we try to pay attention to the music; and when we do, the music becomes no more than muzak – noise in the background which we only hear. . . When we do this, we may say that we do not appreciate music in virtue of the qualities it has. To use music as the means to the arousal of personal associations is not to use it as art – in that art is offered with the intention that it be appreciated for qualities for which the creator is responsible. We do not hold Fauré responsible for the fact that his Requiem reminds us of a day on the beach at Bognor Regis since we may be quite willing to admit that there is nothing special about the music which made us form such an association other than the fact that we heard it on the radio on the way home.

Thus we can say that to use a piece of music as the means to the arousal of personal associations is not to treat it as art. We might wonder whether to do so counts as treating it as music. I have suggested that muzak is not art because it is not offered with the intention that it have attention paid to its features, but for the same reason it would follow that it is not music. . . . It may be necessary to modify an intentional act required for music. If we say that [one of the acts] must amount to the music being listened to, then muzak is neither art nor music. If we maintain this view, we have a problem concerning what to classify muzak – it is distinct from music; we find ourselves in the position of implying that all music is an art since music which is not art also turns out not to be music, and for the same reason that it is not art. If we say instead that the intentional acts need not be listening but hearing – that is, that music must only be heard, we begin to see a new picture of the relationship between music and art.

Muzak remains a musical form in the light of this revision, yet it is still not considered to be art. Music which is normally considered to be art (such as Fauré’s Requiem), can be used as muzak, even though it was never intended to be so used. To use Fauré’s Requiem as muzak is not to fail to treat it as music, though it is to fail to treat it as art.

**Q1. “...we begin to see a new picture of the relationship between music and art.” Which one of the following best captures the relationship between music and art mentioned in this sentence?**

- 1) The intentional act of a music form is to be heard, so music is art so long as it can serve that purpose effectively.
- 2) All music is an art since one of the criteria for treating something as music is that it is created to be listened to.
- 3) If a piece of music is created to pay attention, then that music is art, irrespective of how listeners treat that music.
- 4) If we hear a piece of music but do not listen to it, then it can still be treated as music but cannot be treated as art.

**Q2. “Muzak is certainly not intended to be listened to since anyone who paid attention to it would probably not get very much work done at all.” Which one of the following best describes the logical consequence of this statement?**

- 1) Even though muzak is meant not to be appreciated for its musical virtues, it may have additional functions beyond the utility that it serves.
- 2) Muzak serves no aesthetic appeal since someone who pays attention to it for its aesthetic value will suffer as a consequence of it.
- 3) The same qualities which make muzak suitable for being heard also tend to render it incapable of rewarding attentive listening.
- 4) The soothing background that Muzak provides serves no more purpose than aiding the productivity of the workers intentionally listening to it.

**Q3. Each of the following can be inferred from passage EXCEPT:**

- 1) It is possible to value or appreciate a piece of music works in virtue of qualities which we invent ourselves.
- 2) A piece of music which is created for a practical function can sometimes be considered a work of art.
- 3) Works of art are not always offered with the intention that they remind us of some events of the past.
- 4) Sometimes the intentions of the music creator are not aligned with how the music is used by its listeners.

**Q4. The statement “To use Fauré’s Requiem as muzak is not to fail to treat it as music, though it is to fail to treat it as art” is not supported by which other line from the passage?**

- 1) “Artworks, and works of music, are offered with the intention that they have attention paid to them.”
- 2) “...arousal of personal associations is not to use it as art ...”
- 3) “...intentional acts need not be listening but hearing...”
- 4) “...[one of the acts] must amount to the music being listened to...”

### ***Verbal Abilities***

**Q5. The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.**

1. The word has since taken on more positive connotations, and today might even be worth putting on your résumé as a mark of leadership.
2. The term was coined in a science-fiction story about unnaturally empathetic beings that are used to exploit workers.
3. When empath first entered the English lexicon, it was anything but a compliment.
4. Some argue that leaders should exhibit more empathy to help burned-out workers after the worst of COVID-19.

**Q6. The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.**

1. Necessarily, these processes mediate people's relations to nation-state structures, both ideological and material.
2. The purpose of being methodologically cosmopolitan was not necessarily to reject the relevance of the nation-state or to emphasise exclusively local or global dimensions, but to show how the local is inscribed within a global context, and how global forces shape local outcomes and processes.
3. Beck's strong cosmopolitan turn and his argument for methodological cosmopolitanism urged social scientists to analyse the relational and mobile aspects of social life from the local to the global, and points in between.
4. In this way, social analysis opens up to the relational processes of shifting solidarities which bind the local to the global, universal and particular, familiar and other.

**Q7. The passage given below is followed by four summaries. Choose the option that best captures the author's position.**

**The rising vaccine scepticism among more-educated parents is puzzling for several reasons. First, the more educated are among the most secularised groups, suggesting that religious motivations do not underlie their vaccine scepticism. Furthermore, because of their familiarity with science and modern institutions and greater resources, including cognitive abilities, access to and the uptake of information, and economic capital, they are generally expected to have more trust in science, scientific products like vaccines, and governmental institutions.**

- 1) It is puzzling to see an increase in vaccine scepticism among more-educated parents since education would have inculcated trust in others areas of scientific products than vaccines.
- 2) Educated parents should not be against vaccination since vaccination is the product of trusted science and modern institutions which employ significant resources to develop these vaccines.
- 3) There are reasons beyond religious motivation, lack of familiarity with science, and economic privilege that may explain the rising vaccine scepticism among more-educated parents.
- 4) There are many reasons for the instances of vaccine scepticism among more-educated parents, and some of these may be linked to their secularistic ideas and attitude towards science.

**Q8. The four sentences (labelled 1, 2, 3, and 4) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of four numbers as your answer.**

1. Passionate commitment, be it to conquest, creation, or whatever, is itself meaningless: Enter nihilism.
2. The common thread in the literature of the existentialists is coping with the emotional anguish arising from our confrontation with nothingness, and they expended great energy responding to the question of whether surviving it was possible.
3. In retrospect, it was an anecdote tinged with desperation because in an absurd world there are absolutely no guidelines, and any course of action is problematic.

4. Their answer was a qualified “Yes,” advocating a formula of passionate commitment and impassive stoicism.

### ***LARDI***

#### **SET 01**

In the vibrant neighborhood of Harmonyville, nine friends—Alex, Brooke, Chris, Dylan, Emma, Fiona, Gavin, Hayden, and Ivy—live in a charming building with nine floors. Each floor is uniquely numbered, starting from the ground floor as 1, and each friend attends a different workshop or training program – Astrophysics, Creative Writing, Gardening, Photography, Coding Camp, Self Defense, Culinary, Aerobics, Pottery but not necessarily in the same order.

Further information is given below:

- Gavin is into photography, living immediately below Alex, who is passionate about pottery, but doesn’t live on the ninth floor.
- Dylan, who is honing his culinary skills, lives on the floor below Alex’s floor.
- Hayden has a green thumb and attends the Gardening Essentials program and lives immediately above Alex floor.
- Fiona is passionate about literature and attends the Creative Writing Works, residing below the floor where Garvin lives. Fiona prefers odd-numbered floors.
- Ivy is fascinated by technology and attends the Coding Camp, living with three floors between her and Alex, Ivy lives on the floor below Alex’s floor.
- Brooke, the fitness enthusiast, joins the Aerobics & Fitness class, residing on an even-numbered floor below Fiona's floor.
- Chris is not into astronomy and stargazing. There are two floors between Fiona’s floor and the one like Astronomy.
- There are as many floors between Brooke and the one attending the Self-Defense Training as there are between Alex and Chris.
- Alex didn’t take part in the culinary workshop.

#### **1. Which workshop did Alex attend?**

- a) Gardening
- b) Pottery
- c) Photography
- d) Astrophysics

#### **2. On which of the following floor does Dylan live?**

#### **3. Four of the following five are alike in a certain way and thus form a group. Which of the following does not belong to that group?**

- a) Hayden and Alex
- b) Emma and Chris
- c) Fiona and Brooke
- d) Chris and Garvin

**4. Who among the following lives on the floor which is immediately above the floor on which Emma lives?**

- a) Garvin
- b) Hayden
- c) Emma
- d) Alex

**5. How many floors are there between Emma's floor and the floor on which Brooke lives?**

## SET 2

The following tables give the values of sales and expenses for two automobile manufacturers, A and B, from 2000 to 2005. The values of sales and expenses of both the companies are each indexed to 100 in the year 2000.

Year	Sales Index for A	Sales Index for B
2000	100	100
2001	120	110
2002	140	125
2003	150	140
2004	180	155
2005	160	140

Year	Expenses Index for A	Expenses Index for B
2000	100	100
2001	130	120
2002	160	140
2003	180	175
2004	170	185
2005	160	170

In the above tables, the values of the sales and expenses of company A are indexed to the corresponding values in the year 2000 and same is the case with B.

For example, if the sales value of A is 100k in 2000, it is 120k in 2001 and so on and if the sales value of B is 100p in 2000, it is 110p in 2001 and so on.

It is also known that neither A nor B made a loss in any of the years.

Profit = Sales - Expenses

$$\text{Profitability (in \%)} = \frac{\text{Profit}}{\text{Sales}} \times 100$$

**1. The profitability (in %) of company A in the year 2005 was at least**

- a)  $12\frac{1}{2}$
- b) 15
- c)  $16\frac{2}{3}$
- d) 20

**2. If the profit earned by company B in 2002 was Rs.12 crore, then in how many years from 2001 to 2005, did the sales of company B increase by more than 10%, when compared to the previous year?**

**3. If in the year 2004, the profits earned by companies A and B were in the ratio 5: 12 and the expenses of the companies were in the ratio 1. 2, then what was the ratio of their sales values?**

- a) 5:12
- b) 7:5
- c) 5:7
- d) Cannot be determined

**4. At least in how many of the given years did company B have a profitability of more than 10%?**

- a) 4
- b) 3
- c) 2
- d) 1

## **QA**

**Q1.** A circle of radius 13 cm is circumscribed about a quadrilateral ABCD. If  $AB = 10$  cm and  $BC = 24$  cm, then find the maximum possible area (in sq. cm) of the quadrilateral ABCD.

- 1) 288
- 2) 289
- 3) 324
- 4) 256

**Q2.** Two runners Ram and Ravi simultaneously start running around a circular track. They run in the same direction. Ram runs at 9 m/s and Ravi runs at 's' m/s. If they cross each other at exactly two points on the circular track and 's' is a natural number, how many values can 's' take?

- 1) 3
- 2) 4
- 3) 6
- 4) 5

**Q3.** A dishonest shopkeeper mixes 250 grams of sand in 1 kilogram of rice. 350 grams of the mixture is spilled during transportation. He then uses a faulty balance that reads 1 kilogram for 800 gram while selling the mixture which is listed at the cost price of rice. If rice costs Rs. 70 per kg and sand costs Rs. 20 per kg, what is his overall profit/loss percentage during the entire transaction?

- 1) 12.5% Profit
- 2) 5% Profit
- 3) 5% Loss
- 4) No profit, no loss

Q 4. Let  $\log_a (\log_b (\log_c p)) = 0$ , where  $a$ ,  $b$  and  $c$  assume distinct values among, 4, 8 and 16 only. If the product of all possible values of ' $p$ ' is equal to  $2^n$ , then what is the value of ' $n$ '?

Q 5. For natural numbers  $p$ ,  $q$  and  $r$ ,  $81 \times 74 \times p = 35 \times 49 \times qr$ . If  $40 > p > q > r$ , then what is the maximum possible value of  $p + q + r$ ?

- 1) 48
- 2) 50
- 3) 31
- 4) 32

Q 6. In a group of four friends – A, B, C and D, the ratio of the weight of A to the weight of B is 3 : 2. Ratio of the weight of B to the weight of C is 5 : 6. If the weight of D, which is half the weight of A, is 37.5 kg, find the weight (in kg) of C.

- 1) 60
- 2) 50
- 3) 56
- 4) 64

Q 7. Let  $|m - 3| + |n - 4| = 6$ , where  $m$ ,  $n$  are one digit whole numbers. The maximum value of  $m \times n$  is

Q 8. ABCD is a rectangle in which  $AB = 8$  and  $BC = 6$  cm. If a perpendicular is drawn from B to the diagonal AC which intersects DC at E, then the ratio of DE : EC is

- 1) 5 : 7
- 2) 3 : 5
- 3) 7 : 9
- 4) 9 : 11

Q 9. A worker works for 7 days on a project that has two tasks - X and Y. Starting from the second day, his daily wage for task X increases by 8% of the first day's wage for X, while his daily wage for task Y increases by 5% of the first day's wage for Y. The total wages of the worker for the first 3 days is Rs.4,140 and that for the last 3 days is Rs.5,100. What was the worker's average wage per day (in Rs.) during the week?

Q 10. Points A, B and C are along a straight line such that B lies between A and C. Ram starts from A towards C and after reaching C, he returns along the same line. Shyam starts from B towards A and after reaching A, returns along the same line. Ram and Shyam start simultaneously and the second time they meet is at point B. If the distance from A to B is 60 m and the ratio of speeds of Ram and Shyam is 4:3, find the distance between B and C.

- 1) 60 m    2) 150 m    3) 50 m    4) Cannot be determined

## Answer Key

<i>Section</i>	<i>Q.1</i>	<i>Q.2</i>	<i>Q.3</i>	<i>Q.4</i>	<i>Q.5</i>	<i>Q.6</i>	<i>Q.7</i>	<i>Q.8</i>	<i>Q.9</i>	<i>Q.10</i>
<b>VARC</b>	4	3	2	4	3214	3241	3	2431		
<b>DILR SET 1</b>	b	1	d	a	3					
<b>DILR SET 2</b>	c	3	d	b						
<b>QA</b>	2	4	2	156	2	1	42	3	1540	3