

Mock Test 3

Verbal Ability and Reading Comprehension VARC Set-3

Question 1

Given Sentence:

With a bad environment and poor parenting, orchid children can end up depressed, drug-addicted, or in jail—but with the right environment and good parenting, they can grow up to be society's most creative, successful, and happy people.

Paragraph:

Most of us have genes that make us as hardy as dandelions: able to take root and survive almost anywhere. **(1)** A few of us, however, are more like the orchid: fragile and fickle, but capable of blooming spectacularly if given greenhouse care. **(2)** So holds a provocative new theory of genetics, which asserts that the very genes that give us the most trouble as a species, causing behaviors that are self-destructive and antisocial, also underlie humankind's phenomenal adaptability and evolutionary success. **(3)** At first glance, this idea, which I'll call the orchid hypothesis, may seem a simple amendment to the vulnerability hypothesis. **(4)**

Choose the best place to insert the sentence.

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

Question 2

Given Sentence:

I feel this tension constantly.

Paragraph:

My favorite definition of a feminist is one offered by Su, an Australian woman who, when interviewed for Kathy Bail's 1996 anthology *DIY Feminism*, described them simply as "women who don't want to be treated like shit." **(1)** This definition is pointed and succinct, but I run into trouble when I try to expand it. **(2)** I fall short as a feminist. I feel like I am not as committed as I need to be, that I am not living up to feminist ideals because of who and how I choose to be. **(3)** As Judith Butler writes in her 1988 essay, "Performative Acts and Gender Constitution": "Performing one's gender wrong initiates a set of punishments both obvious and indirect, and performing it well provides the reassurance that there is an essentialism of gender identity after all." **(4)** This tension—the idea that there is a right way to be a woman, a right way to be the most essential woman—is ongoing and pervasive.

Choose the best place to insert the sentence.

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

Directions for Questions 3 to 6

Read the following passage and answer the questions that follow:

Passage 1:

The passage given below is accompanied by a set of four questions. Choose the best answer to each question.

Funeral by funeral, economics does make progress.

Paul Samuelson Modernism as dirge; economic knowledge as its fossil remains. Borrowing from Max Planck with just the minor addition of his own bailiwick (substituting 'economics' for 'science'), the doyen of modernist economics, Paul Samuelson, motivates even Keynes's gloomy dictum about economics one step further in this cautionary epigraph, or epitaph, as the case may be. Economics is not only the 'dismal science'. Its ascension to the level of the 'queen of the social sciences' is by virtue of one shovelful after another, as the 'Darwinian impact of reality melts away even the

Mock Test 3

prettiest of fanciful theories and the hottest of ideological frenzies'. Samuelson, of course, is only the latest to conclude with morbid optimism that, in the end, the evolutionary nature of scientific practice amongst economists does lead to the growth of economic knowledge, even if, revisiting the spirits of Smith, Ferguson, and the Enlightenment Scots, it grows as an unintended consequence of its practitioners' practice. There is a kind of utopia in this dystopic rendition; a kind of faith nonetheless in the idea that as long as economists remain committed to the norms of (some) scientific practice, the knowledge they produce, almost at times in spite of themselves, will prove to illuminate historical reality and enlighten future generations. ... Yet, no matter how optimistic time and again throughout the past 100 and more years economists and the philosophers among them have remained, many of them come back somewhat nervously to survey the standing of economic knowledge in the landscape of modernist culture and science. Thus, we may say with the distinguished historian of economic thought, T. W. Hutchison, that 'claimed to be the most "effective" or "mature" of the social or human sciences, or described as the 'hardest' of the "soft" sciences, economics seems destined for a somewhat ambiguous and problematic place in the spectrum of knowledge'. There is no need to sing lamentations about this ambiguity. Instead, we can see that it speaks to the effervescent life (and not Samuelson's recursive life through incessant death) of economics as a set of discourses. And this life may be most attributable to the 'undecidables' and 'aporia' that can be said to characterize modern economics' 'ambiguity', the fact that pure scientificity always seems out of reach as the ostensible achievement of the discipline. Now, of course, in some versions of this perceived ambiguity, the point is to clean up economics by removing the vestiges of past 'errors' ('prettiest of fanciful theories') and opinion ('hottest of ideological frenzies') that are seen to still remain in the debates among and between various schools. This, we take it, is mostly Samuelson's vision. Still other versions have it that as long as economics remains a 'human' science, then it will forever be impossible to accurately model economic behaviour since humans, it is said, confound models in their resort to just plain inexplicable or indefensible actions, at times. And there are others who, in fact, speak to what they consider the pure blasphemy in economists' trying to model human behaviour at all, seeing such desire for mechanistic control in economic models as a violation of the basic freedom of human beings and of the fundamental dignity and meaning of human life.

Question 3

Which of the following can be inferred to be the reason for the author saying "there is no need to sing lamentations"?

- (a) Ambiguity is the only reason for the survival and progress of economics.
 - (b) Ambiguity in the economic field fuels discussions and debates which makes the subject more dynamic.
 - (c) Ambiguity in economics has always been and will always be a part of the subject because of unpredictable human nature and economists must learn to live with it.
 - (d) Ambiguity in economics is due to the presence of outdated theories and it does not occupy a permanent place in the study of economics.
-

Question 4

Which of the following is NOT a reason mentioned in the passage for economics being destined for an ambiguous place in the spectrum of knowledge?

- i. The presence of fanciful theories and ideological frenzies in economics.
- ii. It is not possible to accurately predict the behaviour of humans whose actions are unfathomable at times.

- (a) Only (i) (b) Only (ii) (c) Both (i) and (ii) (d) Neither (i) nor (ii)
-

Question 5

Which of the following options best describes the 'utopia' that the author finds in his 'dystopic rendition' about economics?

- (a) The economic knowledge that economists produce, in spite of themselves, will provide information about the past to

Mock Test 3

the future generations.

(b) Since economic knowledge is produced as an unintended consequence of their practice, economics as a field of study will progress.

(c) Scientific spirit among economists will ensure the progress of the field and this will produce economic knowledge which will illuminate the past to the future generations.

(d) The hottest theories and ideas are melted away over time leaving only the time tested and accurate economic theories.

Question 6

Which of the following options best describes the 'epitaph' given in the passage?

(a) The death of old economists and the emergence of new economists will result in the progress in the field of economics.

(b) Theories and ideas in economics keep the subject alive through debates about the errors in these theories and ideas.

(c) Economic theories need to be tailored with the birth of every new generation of humans as their behaviour will be different compared to the previous generations.

(d) Theories and ideas in economics become obsolete and this obsolescence results in the advancement of the subject.

Directions for Questions 7 to 10

Read the following passage and answer the questions that follow:

Passage 3:

Beautiful things like Art seem to put us in correspondence with a world the harmonies of which are closer to perfect, and bring a deeper peace than this imperfect life seems capable of yielding of itself. Our moments of peace are always associated with some form of beauty, of this spark of harmony within corresponding with some infinite source without. Like a mariner's compass, we are restless until we find repose in this one direction. In moments of beauty, we seem to get a glimpse of this deeper truth behind the things of sense. And who can say but that this sense, dull enough in most of us, is not an echo of a greater harmony existing somewhere the other side of things, that we dimly feel through them, evasive though it is. But we must tread lightly in these rarefied regions and get on to more practical concerns.

By finding and emphasising in his work those elements in visual appearances that express these profounder things, the painter is enabled to stimulate the perception of them in others. In the representation of a fine mountain, for instance, there are, besides all its rhythmic beauty of form and colour, associations touching deeper chords in our natures – associations connected with its size, age, and permanence; at any rate we have more feelings than form and colour of themselves are capable of arousing. And these things must be felt by the painter, and his picture painted under the influence of these feelings, if he is instinctively to select those elements of form and colour that convey them. Such deeper feelings are far too intimately associated even with the finer beauties of mere form and colour for the painter to be able to neglect them; no amount of technical knowledge will take the place of feeling, or direct the painter so surely in his selection of what is fine.

The painting begins with a selection of meaningful subject matter. It is finished when that selection is justified. The subject may have a personal meaning for the painter but there must also be the possibility of an agreement by the public on its general meaning. It is at this point that the culture of the society and period in question precedes the painter and the art. When a culture is secure and certain of its values, it presents its painters with subjects. When a culture is in a state of disintegration or transition, the freedom of the painter increases – but the question of subject matter becomes problematic for him: he, himself has to choose for society.

"Art for art's sake" (the aesthetic view where feelings are directly concerned with form and colour only) and "Art for subject's sake" (the view that mental associations connected with appearances where form and colour of appearances

Mock Test 3

are only to be used as a language to give expression to the feelings common to all men) are two extreme positions that one can consider with respect to paintings but neither position can neglect the other without fatal loss.

Question 7

According to the passage, when a culture is insecure,

- (a) the greater is the freedom of the artist.
 - (b) technical knowledge of the painter helps direct a painter in his selection of subject matter.
 - (c) what is put in front of the easel helps direct a painter in his selection of subject matter.
 - (d) society presents its painters with subjects.
-

Question 8

Which of the following is/are ideas parallel to the idea expressed in the first paragraph of the passage?

- i. Films like **AVATAR** expand cinematic medium through the latest technology and take artistic issues as their theme.
- ii. John Constable's paintings of the natural world provide a glimpse of beauty and harmony.

Options:

- (a) Only (i)
 - (b) Only (ii)
 - (c) Both (i) and (ii)
 - (d) Neither (i) nor (ii)
-

Question 9

Which of the following cannot be deduced from the passage?

- (a) The painting of form and colour will never be able to escape the associations connected with visual things.
 - (b) The painting all for subject will not be able to get away from its form and colour.
 - (c) There is a perpetual contradiction between content and form in a painting which develops in response to the contradictions developing within society itself.
 - (d) The artist should paint his picture under the influence of the deeper feelings the scene is capable of producing in order to evoke the same feelings in the viewers.
-

Question 10

Which of the following can be understood from the first paragraph of the passage?

- (a) Art gets the highest place in work and it is the stimuli creation of the artist.
 - (b) Art is only the expression of the invisible by means of the visible.
 - (c) A painter should make an attempt to present the visible and the invisible.
 - (d) The visible is more important than the invisible for a true artist.
-

Directions for Question 11

Each of the questions given below has a paragraph which is followed by four alternative summaries. Choose the alternative that best captures the essence of the paragraph.

Mock Test 3

Question 11/24

Strategic change requires transformational skills; the ability to shape a vision of the future, mobilize employees behind the vision and guide the company's different systems towards achievement of the vision. A large body of evidence suggests that to fully involve employees is the surest way to produce a more mobilized workforce, one willing to abandon established fiefdoms and hard-won perks in the pursuit of their firms' effectiveness. In contrast, isolation from decision making tends to breed emotional hostility and resistance, and sometimes, active sabotage. Both action and inaction by managers take on symbolic meaning and shape lower-level employees' interpretations about key events. Managers successful at carrying out strategic change point to the significance of active participation, coalition building and up-front communication.

Options

- (a) Strategic change and transformation can be successful only if managers mobilize and motivate the workforce, which in turn is possible only if the employees are fully involved in the achievement of the organization's vision.
- (b) Communication is the most important aspect of transformation, especially communication between managers and workers. Workers not involved in the decision-making process tend to be hostile and resist any transformation.
- (c) Successful transformation managers are those who involve their team in all decisions.
- (d) Workers tend to become discontented and unproductive in the face of rapid change; managers need to counsel them and spend more time explaining the need for change. Otherwise the workers may resort to hostile measures.

Directions for Questions 12 to 15

Read the following passage and answer the questions that follow.

Passage:

What are the multiple senses of the concept of nature? I think we can discern at least three, which can be best described in terms of dichotomies. We have: Nature versus Culture, Nature versus the Supernatural, and Nature versus Nurture. When writers, poets and singers wax lyrical about nature, they are not typically singing the praises of quantum mechanics or the genome. What they are thinking about is the world beyond human civilization and culture. In English this connotation apparently dates from the 1660s, when the scientific revolution was beginning to gain momentum. Humans began to see many of their actions as artificial – born of artifice. I'm sure many nature-lovers and environmentalists would find the following sentence rather annoying: "Beavers naturally make dams; humans naturally make plastic." ... If nature is, by definition, whatever is free of human manipulation, then we can never speak of a natural human environment in the same way that we speak of a natural animal environment. But what humans do is intricately linked with the environments of animals. Sometimes 'artificial' ecologies are more resilient than the ones that were displaced. Environmentalists and conservationists often deploy the word 'nature' as something that does not belong to humans, but that humans must nevertheless actively steward. This places humankind outside of nature and yet somehow instrumental in maintaining it. Climate change is clearly a threat to life on the entire planet, but the planet has been through disasters in the past. The fossil record suggests that Mother Nature does not seem to be particularly concerned with protecting animals and plants from extinction. Whether we like it or not, the desire to preserve biodiversity and ecosystems is a very human desire. Change is 'in the nature' of things. Humans are not simultaneously outside nature and part of it. Nor are we the only forces capable of changing the natural world. Animals and plants are also capable. The idea that humans are artificial interlopers who must be kept out of the Garden of Eden is not especially useful. From the perspective of the causal web, humans are not separate from nature at all. In fact, this is why humans are capable of changing the rest of the natural world. The fact that change is natural does not, however, mean that conservation is pointless or unnatural. Fighting against change is also in the nature of things. Animals and plants do this too: their attempts to create bubbles of stability are essential to the underlying process of life. Groups of humans are therefore perfectly 'natural' in wanting to manipulate, preserve and destroy parts of the natural world. It is also natural for humans to differ on how to go about this, and to argue, fight and whine about all of it.

Question 12/24

Consider the following sentence:

“Animals and plants are not in a state of tranquil balance: an apparent 'circle of life' is a transient interlude of harmony and rhythm in a cosmic album featuring bombastic collisions, dynamic transitions and atonal weirdness.”

Which of the following correctly explains the given sentence in the context of the passage?

Options

- (a) Though nature goes through its ups and downs, the circle of life implies that nature still remains the same.
- (b) Though life can be represented by a circle without any start or finish, it is not always stable but keeps on changing.
- (c) The different phases of life represent different components of a musical album which intermingle to form a melody.
- (d) Life and music albums are permanent entities even though their individual components may be transient in form.

Question 13/24

Which of the following is **not true** according to the passage?

Options

- (a) Humans can modify existing ecosystems and this modification can influence nature.
- (b) Animals and plants are capable of both changing nature and keeping it stable.
- (c) Humans can create new ecosystems in place of old ones and may also desire to preserve them.
- (d) Unlike humans, animals and plants are not capable of finding the true balance of life due to changes in nature.

Question 14/24

The author says that many nature-lovers and environmentalists would find the statement:

“Beavers naturally make dams; humans naturally make plastic.”

rather annoying, because the statement implies that:

Options

- (a) the word 'nature' seems to serve as a label for multiple, mutually inconsistent notions.
- (b) even animals have begun to see many of their actions as artificial – born of artifice.
- (c) humans have what resembles an aesthetic appreciation for nonhuman life on earth.
- (d) undesirable human actions, born of craftsmanship or skill, could also be considered normal or to be expected.

Question 15/24

Which of the following titles correctly captures the essence of the passage?

Options

- (a) Nature undergoing change.
- (b) Nature versus change.
- (c) The nature of changes in nature.
- (d) Why change is not unnatural.

Directions for Questions 16 to 19

Passage:

How could the death of one man, Archduke Franz Ferdinand, who was assassinated on 28 June 1914, lead to the deaths

Mock Test 3

of millions in a war of unprecedented scale and ferocity? This is the question at the heart of the debate on the origins of the First World War. The governments of Great Britain, France, Russia, Germany, and Austria-Hungary tried desperately to ensure that they did not appear to be the aggressor in July and August 1914. This was crucial because the vast armies of soldiers that would be needed to fight this war could not be summoned for a war of aggression. Socialists, of whom there were many millions by 1914, would not have supported a belligerent foreign policy, and could only be relied upon to fight in a defensive war. Populations would only rally and make sacrifices willingly if the cause was just – and that meant fighting a defensive war. The French and Belgians, Russians, Serbs and British were convinced they were indeed involved in a defensive struggle for just aims. Austrians and Hungarians were fighting to revenge the death of Franz Ferdinand. Germans were assured by their Kaiser, Wilhelm II, and their Chancellor that Germany's neighbours had 'forced the sword' into its hands. In 1914, Germans were certain that they had not started the war. But if not they (who had after all invaded Belgium and France in the first few weeks of fighting), then who had caused this war?

For the victors, this was an easy question to answer, and they agreed at the peace conference at Paris in 1919 that Germany and its allies had been responsible for causing the Great War. Based on this decision, which was embodied in Article 231 of the Treaty of Versailles, vast reparations would be payable. This so-called 'war guilt ruling' set the tone for the long debate that followed on the causes of the war. From 1919 onwards, governments and historians engaged with this question as revisionists (who wanted to revise the verdict of Versailles) clashed with anti-revisionists who agreed with the victors' assessment. Sponsored by post-war governments and with access to vast amounts of documents, revisionist historians set about proving that the victors at Versailles had been wrong. Arguments were advanced which highlighted Russia's and France's responsibility for the outbreak of the war, for example, or which stressed that Britain could have played a more active role in preventing the escalation of the July Crisis. In the interwar years, such views influenced a newly developing consensus that no longer foregrounded Germany's war guilt, but instead identified a failure in the alliance system before 1914. The war had not been deliberately unleashed, but Europe had somehow 'slithered over the brink into the boiling cauldron of war', as David Lloyd George famously put it. With such a conciliatory accident theory, Germany was off the hook.

The first major challenge to this interpretation was advanced in Germany in the 1960s, where the historian Fritz Fischer published a startling new thesis on the origins of the war which threatened to overthrow the existing consensus. Germany, he argued, bore the main share of responsibility for the outbreak of the war. Moreover, its leaders had deliberately unleashed the war in pursuit of aggressive foreign policy aims which were startlingly similar to those pursued by Hitler in 1939.

Question 16/24

Which of the following most reasonably explains the 'conciliatory accident theory' mentioned in the fifth paragraph of the passage?

- (a) It was the failure of the alliance before 1914 which led to the unintended outbreak of war.
- (b) The responsibility of causing the war cannot be attributed to Germany as it was Britain which didn't take an active role in preventing the war even when it could.
- (c) Russia and France were just as responsible for the outbreak of the war as Germany was, if not more.
- (d) Germans were assured by their Kaiser, Wilhelm II, and their Chancellor that Germany's neighbours had 'forced the sword' into its hands.

Question 17/24

All of the following statements taken in the context of the passage weaken the argument that Europe had somehow 'slithered over the brink into the boiling cauldron of war' EXCEPT?

- (a) Britain could have played a more active role in preventing the escalation of the July Crisis.
- (b) Germany's leaders had deliberately unleashed the war in pursuit of aggressive foreign policy aims which were startlingly similar to those pursued by Hitler in 1939.
- (c) Germany invaded Belgium and France in the first few weeks of fighting.
- (d) Austrians and Hungarians were fighting to revenge the death of Franz Ferdinand.

Mock Test 3

Question 18/24

The main theme of this passage is

- (a) investigating the real cause behind World War I
- (b) demonstrating the fluid nature of the consensus on what led to World War I
- (c) debunking the myths related to the real cause of World War I
- (d) explaining the situation that led to World War I

Question 19/24

Which of the following inferences about the responsibility for a war may not be drawn from the passage?

- (a) A defensive war is seen as more ethical than an aggressive war.
- (b) Not playing an active role in preventing an escalation is reason enough to inculcate a country.
- (c) Avenging an assassination and thereby, starting a war, cannot be considered a just action.
- (d) Unleashing a war to fuel aggressive foreign policy aims is uncalled for.

Question 20/24

Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

1. But, for the child of a village policeman who had left school at 13, the poetry of past lives suddenly seemed a revelation – and led to his eventual vocation.
2. When he was ten years old, he was given a Victorian anthology of English poetry, an award to mark his punctilious attendance at the Sunday school of his local church.
3. As with all vocations, or indeed love affairs, it was often difficult.
4. It was filled with the kind of high-flown, sentimental stuff he would later scorn.
5. It was, Geoffrey Hill said, like falling in love.

Question 21/24

Each of the questions given below has a paragraph which is followed by four alternative summaries. Choose the alternative that best captures the essence of the paragraph.

Paragraph:

Evolution is the story of us all... Evolution enables us to place the world of culture within the world of nature with as comfortable a fit as possible. It shows how groups are related to one another. In addition, this narrative shows how mankind is moving on, where the old ways of thought are being superseded... Physics, chemistry, and biology are international in a way that literature, art, or religion can never be. Although science may have begun in the West, there are now distinguished Indian, Arab, Japanese and Chinese scientists in greater numbers. This is not to provide a framework for avoiding difficult judgments: science and liberal democracy are, or were, Western ideas. Nor is it a way of evading debate over the Western literary canon. But studying [secular, modern, standardized, scientific] twentieth-century thought, as a narrative, provides a new kind of humanity and a canon for life as it is now lived. In offering something common to us all, a sketch of an historical/intellectual canon, it also begins to address our remaining problems. It is something we can all share.

- (a) Literature, art and religion are non-evolutionary and cannot hope to become international. They are destined to become localised.
- (b) Evolution is common to everybody and is driving the proliferation of Indian, Arab, Japanese and Chinese scientists.
- (c) 20th century thought resolves the debate regarding the universality of different streams of knowledge and provides a new tenet for living; a common platform for all to learn from and share.
- (d) Western ideas in general are far superior to ideas from other countries because science and liberal democracy are fundamentally Western ideas.

Question 22/24

The sentences given in the question, when properly sequenced, form a coherent paragraph. Each sentence is labelled

Mock Test 3

with a number. Decide on the proper order for the four sentences and key in the sequence of four numbers as your answer.

1. Predictability in social and public life makes Japanese cities the safest on Earth.
2. Even today “culture” counts for much as an organizing force and social glue.
3. And a desire for consensus surely helped with the foundations for Japan's phenomenal post-war success – even if living conditions were cramped and salarymen's hours long.
4. What other country could have endured with such fortitude two decades of stagnation, not to mention the disastrous tsunami and nuclear meltdown of March 11th 2011?

Question 23/24

The sentences given in the question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a number. Decide on the proper order for the four sentences and key in the sequence of four numbers as your answer.

1. In countries like Germany, as many as 15% of the population are foreigners.
2. Immigration has led to violent protests and a general strike, locals have begun rounding up suspected illegal immigrants, and the island is descending into chaos.
3. Many Europeans feel their homelands have too many immigrants.
4. But on Mayotte, a small French island in the Indian Ocean with a population of under 500, the share is more than half.

Question 24/24

Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

1. Quite often less capable advocates win in court rather than intellectually honest advocates because these latter advocates properly focus on the merits of cases rather than on the slickiness of presentation.
2. Some appear to pride themselves more in their ability to sound logical rather than to be logical.
3. Intellectually honest minds do not know the difference between shrewd arguments and sound thinking.
4. Articulate people can easily manufacture rational-sounding arguments on almost any point, as TV and talk-show personalities demonstrate daily.
5. However, intellectually honest people know that rhetorical ability or a shrewd argument does not necessarily reflect sound judgment.

Mock Test 3

Answer Key :

1. 3
2. 3
3. (b)
4. (d)
5. (c)
6. (d)
7. (a)
8. (b)
9. (c)
10. (c)
11. (a)
12. (b)
13. (d)
14. (d)
15. (a)
16. (a)
17. (d)
18. (b)
19. (c)
20. 3
21. (c)
22. 1234
23. 3124
24. 3