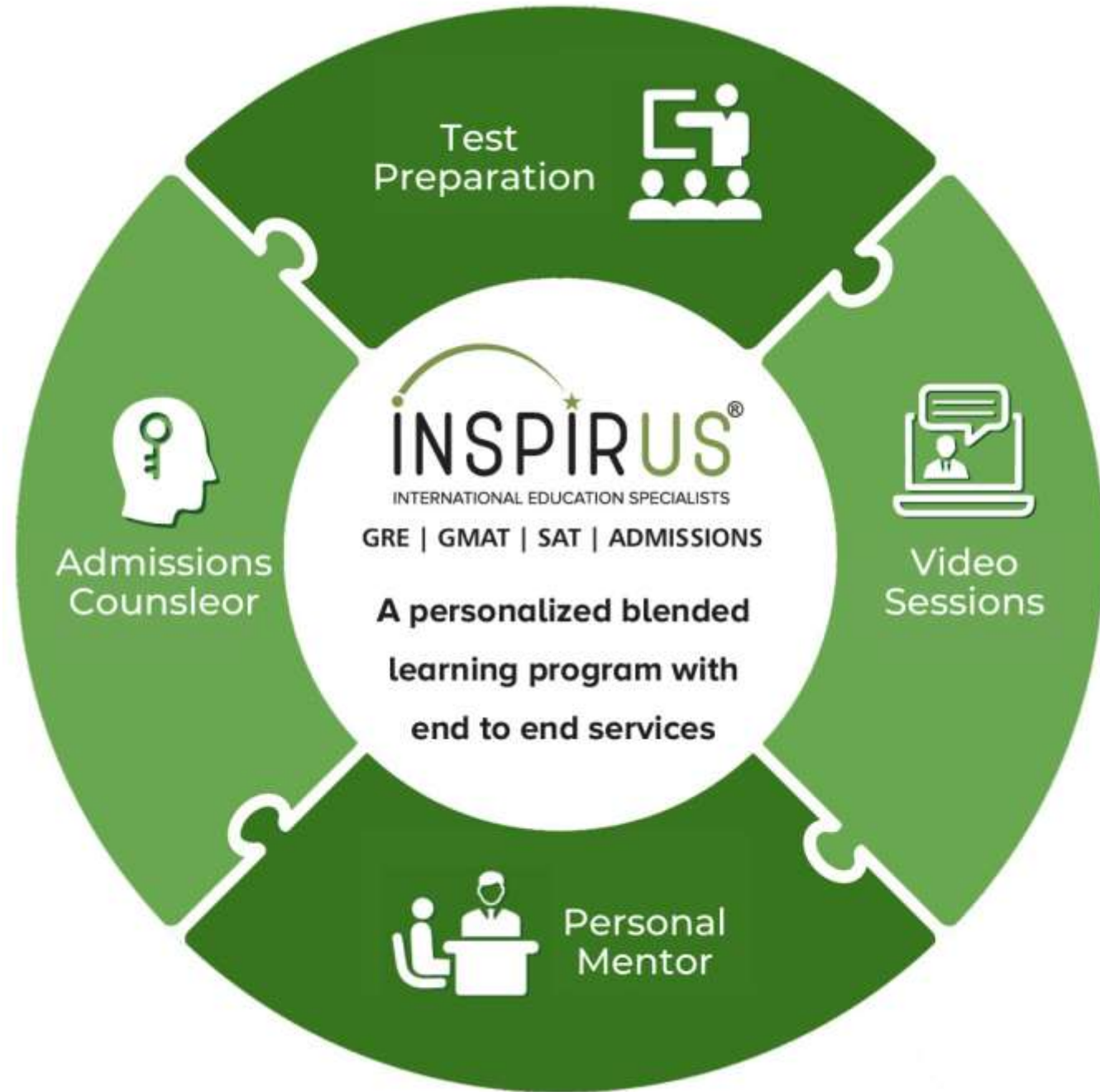


# GMAT Reading Comprehension 1



# INTRODUCTION

- Expect to see 4 Reading Comprehension passages, followed by 3-4 questions each, for a total of 12-14 Reading Comprehension questions.
- **Long passages = 300 words in 3-5 paragraphs, more than 50 lines on the screen.**
- **Short passages = 200-250 words in 2-3 paras, fewer than 50 lines on the screen.**
- 3 passages are likely to be short and 1 long. However, 2+2 is possible.
- Paragraphs are been getting longer. A long passage may have only two paragraphs, or a short passage may have only one paragraph.
- **The GMAT does not pre-indicate how many questions follow a certain passage.**
- **Unlike the OG or the old GMAT, the new GMAT does not now show line numbers.**

# BASIC CHALLENGES

- The passages usually have unfamiliar topics and dense ideas → Challenging to Read and Comprehend.
- You have to read on Screen – no option to highlight the text.
- You cannot preview all the questions – No idea what is next.
- You have to answer a question before moving on to the next one.
- You have to maintain an optimal speed. [3.5-4 mins to read long passages and 2.5-3 mins to read short passages]
- You have to stay with it because 3-4 questions are at stake.

# THE FIVE MANTRAS

## **(1) Engage with the passage**

Do not zone out or get distracted.

Pretend to like the passage even if you don't.

Develop your working memory.

## **(2) Identify the simple story**

Make a table of contents – a brief headline for every paragraph

Segregate the Content (Subject Matter) and the Judgement (what the author or others believe)

Check if there are major twists in the discussion.

## **(3) Link every new idea to what you have already read**

Is the new sentence expected or surprising?

Does it support or oppose earlier material?

Does it answer or ask a question?

# THE FIVE MANTRAS

## (4) Pay Attention to Signals

Shift of ideas within and between paragraphs

**Identify the signal words** [Ex: Furthermore, Additionally, Consequently, Nevertheless, Apparently etc.]

## (5) Pick up the Pace

Be quicker after the first paragraph. You must read the whole passage but Do NOT get lost in details later on in the passage. Do NOT try to master every bit of content.

**Pay close attention to the following elements**

- (1) Beginnings & Endings of paragraphs**
- (2) Big surprises or changes in direction.**
- (3) Big results, answers, or payoffs.**

# MAIN IDEA & MAIN PURPOSE

Of all the RC question types, “main idea / main purpose” questions are the most common ones. You can expect the GMAT to ask either or both with almost every passage in the RC section.

# IDEA vs PURPOSE

## **(1) MAIN IDEA = What is the passage about?**

The theme / plot / overview / summary / gist are types of Central Idea.

Full sentences telling us about the Topic and its various aspects discussed in the passage.

## **(2) MAIN PURPOSE = Why is the passage written?**

What is the main objective of writing the passage? What is the author concerned with?

Such sentences usually start with a 'Verb' or 'To', and they focus on the motive more than the content.

Very Specific Details or Examples are unlikely to be part of either Central Idea or Primary Purpose.

# Passage 1

Seeking a competitive advantage, some professional service firms (for example, firms providing advertising, accounting, or health care services) have considered offering unconditional guarantees of satisfaction. Such guarantees specify what clients can expect and what the firm will do if it fails to fulfill these expectations. Particularly with first-time clients, an unconditional guarantee can be an effective marketing tool if the client is very cautious, the firm's fees are high, the negative consequences of bad service are grave, or business is difficult to obtain through referrals and word-of-mouth.

However, an unconditional guarantee can sometimes hinder marketing efforts. With its implication that failure is possible, the guarantee may, paradoxically, cause clients to doubt the service firm's ability to deliver the promised level of service. It may conflict with a firm's desire to appear sophisticated or may even suggest that a firm is begging for business. In legal and health care services, it may mislead clients by suggesting that lawsuits or medical procedures will have guaranteed outcomes. Indeed, *professional service firms* with outstanding reputations and performance to match have little to gain from offering unconditional guarantees. And any firm that implements an unconditional guarantee without undertaking a commensurate commitment to quality of service is merely employing a potentially costly marketing gimmick.



# Passage 1

Seeking a competitive advantage, some professional service firms (for example, firms providing advertising, accounting, or health care services) have considered offering unconditional guarantees of satisfaction. Such guarantees specify what clients can expect and what the firm will do if it fails to fulfill these expectations. Particularly with first-time clients, an unconditional guarantee can be an effective marketing tool if the client is very cautious, the firm's fees are high, the negative consequences of bad service are grave, or business is difficult to obtain through referrals and word-of-mouth.

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Why some professional service firms use unconditional guarantee?

What are the benefits of using unconditional guarantee in some cases?

What are the possible adverse effects of using this strategy?

Why must it be matched with a commensurate commitment to quality of service?

**OBJECTIVE: Analyse the pros and cons of using Unconditional Guarantee for professional service firms.**

# Reading Comprehension – Passage 1

1. **The primary function of the passage as a whole is to**
  - (A) account for the popularity of a practice
  - (B) evaluate the utility of a practice
  - (C) demonstrate how to institute a practice
  - (D) weigh the ethics of using a strategy
  - (E) explain the reasons for pursuing a strategy

# Reading Comprehension – Passage 1

1. **The primary function of the passage as a whole is to**

 account for the popularity of a practice

 evaluate the utility of a practice

 demonstrate how to institute a practice

 weigh the ethics of using a strategy

 explain the reasons for pursuing a strategy

**Only Paragraph 1**

# Reading Comprehension – Passage 1

**2. All of the following are mentioned in the passage as circumstances in which professional service firms can benefit from offering an unconditional guarantee EXCEPT:**

- (A) The firm is having difficulty retaining its clients of long standing.
- (B) The firm is having difficulty getting business through client recommendations.
- (C) The firm charges substantial fees for its services.
- (D) The adverse effects of poor performance by the firm are significant for the client.
- (E) The client is reluctant to incur risk.

# Reading Comprehension – Passage 1

2. All of the following are mentioned in the passage as circumstances in which professional service firms can benefit from offering an unconditional guarantee **EXCEPT:**

(A)  The firm is having difficulty retaining its clients of long standing.

Not Given

(B) The firm is having difficulty getting business through client recommendations.

(C) The firm charges substantial fees for its services.

(D) The adverse effects of poor performance by the firm are significant for the client.

(E) The client is reluctant to incur risk.

Particularly with first-time clients, an unconditional guarantee can be an effective marketing tool if the **client is very cautious**, the **firm's fees are high**, the **negative consequences of bad service** are grave, or business is **difficult to obtain through referrals and word-of-mouth**.

# Reading Comprehension – Passage 1

- 3. Which of the following is cited in the passage as a goal of some professional service firms in offering unconditional guarantees of satisfaction?**
- (A) A limit on the firm's liability
  - (B) Successful competition against other firms
  - (C) Ability to justify fee increases
  - (D) Attainment of an outstanding reputation in a field
  - (E) Improvement in the quality of the firm's service

# Reading Comprehension – Passage 1

**3. Which of the following is cited in the passage as a goal of some professional service firms in offering unconditional guarantees of satisfaction?**

- (A) A limit on the firm's liability
- ☒ (B) Successful competition against other firms
- (C) Ability to justify fee increases
- (D) Attainment of an outstanding reputation in a field
- (E) Improvement in the quality of the firm's service

**Seeking a competitive advantage, some professional service firms (for example, firms providing advertising, accounting, or health care services) have considered offering unconditional guarantees of satisfaction.**

# Reading Comprehension – Passage 1

4. The passage's description of the issue raised by unconditional guarantees for health care or legal services most clearly implies that which of the following is true?
- (A) The legal and medical professionals have standards of practice that would be violated by attempts to fulfill such unconditional guarantees.
  - (B) The result of a lawsuit of medical procedure cannot necessarily be determined in advance by the professionals handling a client's case.
  - (C) The dignity of the legal and medical professions is undermined by any attempts at marketing of professional services, including unconditional guarantees.
  - (D) Clients whose lawsuits or medical procedures have unsatisfactory outcomes cannot be adequately compensated by financial settlements alone.
  - (E) Predicting the monetary cost of legal or health care services is more difficult than predicting the monetary cost of other types of professional services.



# Reading Comprehension – Passage 1

4. The passage's description of the issue raised by unconditional guarantees for **health care or legal services** most clearly implies that which of the following is true?

☒ The legal and medical professionals **have standards of practice** that would be violated by attempts to fulfill such unconditional guarantees.

☒ The result of a lawsuit of medical procedure cannot necessarily be determined in advance by the professionals handling a client's case.

☒ The **dignity of the legal and medical professions** is undermined by any attempts at marketing of professional services, including unconditional guarantees.

☒ Clients whose lawsuits or medical procedures have unsatisfactory outcomes **cannot be adequately compensated** by financial settlements alone.

☒ **Predicting the monetary cost** of legal or health care services is more difficult than predicting the monetary cost of other types of professional services.

**In legal and health care services, it may mislead clients by suggesting that lawsuits or medical procedures will have guaranteed outcomes.**

# Reading Comprehension – Passage 1

**5. Which of the following hypothetical situations best exemplifies the potential problem noted in the second sentence of the second paragraph?**

(A) A physician's unconditional guarantee of satisfaction encourages patients to sue for malpractice if they are unhappy with the treatment they receive.

(B) A lawyer's unconditional guarantee of satisfaction makes clients suspect that the lawyer needs to find new clients quickly to increase the firm's income.


(C) A business consultant's unconditional guarantee of satisfaction is undermined when the consultant fails to provide all of the services that are promised.


(D) An architect's unconditional guarantee of satisfaction makes clients wonder how often the architect's buildings fail to please clients.


(E) An accountant's unconditional guarantee of satisfaction leads clients to believe that tax returns prepared by the accountant are certain to be accurate.


# Reading Comprehension – Passage 1


5. Which of the following hypothetical situations best exemplifies the potential problem noted in the second sentence of the second paragraph?

 A physician's unconditional guarantee of satisfaction encourages patients to sue for malpractice if they are unhappy with the treatment they receive.

 A lawyer's unconditional guarantee of satisfaction makes clients suspect that the lawyer needs to find new clients quickly to increase the firm's income.

 A business consultant's unconditional guarantee of satisfaction is undermined when the consultant fails to provide all of the services that are promised.

 An architect's unconditional guarantee of satisfaction makes clients wonder how often the architect's buildings fail to please clients.

 An accountant's unconditional guarantee of satisfaction leads clients to believe that tax returns prepared by the accountant are certain to be accurate.

With its implication that failure is possible, the guarantee may, paradoxically, cause clients to doubt the service firm's ability to deliver the promised level of service.

Because of Unconditional Guarantee offered by X, others doubt the ability of X to offer satisfactory services.

# Reading Comprehension – Passage 1

6. The passage most clearly implies which of the following about the professional service firms mentioned in *italics*?
- (A) They are unlikely to have offered unconditional guarantees of satisfaction in the past.
  - (B) They are usually profitable enough to be able to compensate clients according to the terms of an unconditional guarantee.
  - (C) They usually practice in fields in which the outcomes are predictable.
  - (D) Their fees are usually more affordable than those charged by other professional service firms.
  - (E) Their clients are usually already satisfied with the quality of service that is deliver

# Reading Comprehension – Passage 1

6. The passage most clearly implies which of the following about the professional service firms mentioned in italics?

❌ They are unlikely to have offered unconditional guarantees of satisfaction in the past

❌ They are usually profitable enough to be able to compensate clients according to the terms of an unconditional guarantee.

❌ They usually practice in fields in which the outcomes are predictable.

❌ Their fees are usually more affordable than those charged by other professional service firms.

✅ Their clients are usually already satisfied with the quality of service that is delivered

**Indeed, professional service firms with outstanding reputations and performance to match have little to gain from offering unconditional guarantees.**

# STYLE BASED READING

GMAT usually does not ask you to identify the style or type of passage.

# FACTUAL

**They provide verifiable information - some elaborate the processes involved in a certain phenomenon while others emphasize more on how or why the phenomena take place. However, these are objective in nature and rarely contain the author's opinion or argument or perspective.**

Such passages are usually about Science and Technology.

Verifiable Information = Data / Findings / Past Events / Third party opinion

1. Questions tend to be specific or information-oriented inference.
2. The best way forward is to look for specific data – match key word.
3. Avoid using general awareness to answer questions even if certain.

# COMPARATIVE

**They deal with two or more subjects by highlighting the similarities and differences between those subjects. The subjects could be physical entities, events, qualities or attributes of entities, time frames of entities and events, or theories and possibilities about such entities or events. However, the author does not take sides.**

1. Such passages are usually about Science, Business, Politics, Environment etc.
2. Identify what are the major points of comparison.
3. Do not take sides on your own.



# ANALYTICAL

**Such passages present arguments and examples for examining the topic from all angles. However, the author need not debate for any one argument or perspective. Nevertheless, the author is likely to arrive at a conclusion after presenting his analysis. You are likely to be asked inferential questions from such passages.**

1. Such passages are usually about Business, Politics, Environment etc. Focus on the relevant points and do not focus too much on minor details.
2. You are likely to come across contrast words such as “however, nonetheless, despite, but etc.”, Such words are used to present arguments and counterarguments on the given topic.
3. Identify the central theme of the passage and the ideas build-up around it

# ARGUMENTATIVE

**The author has a definite agenda or point to prove though the passage might include objections to the author's views. The passage is very clearly biased For or Against a topic / subject.** A very common type of passage, usually dealing with Social Science, Politics, Ethics, Law, Popular Notions etc.

1. Understand the author's point of view regarding the subject being discussed. This way you will also be able to comprehend the implicit information and answer 'the author agrees/disagrees' questions well.
2. Such passages often use continuity words such as 'moreover, likewise, additionally etc.' These serve as an indicator of the examples used by author to justify his stand.
3. Questions could be about the relevance of examples. However, don't be beguiled by the examples. Focus on the Arguments.

# Passage 2

In his 1976 study of slavery in the United States, Herbert Gutman, like Fogel, Engerman, and Genovese, has rightly stressed the slaves' achievements. But unlike these historians, Gutman gives plantation owners little credit for these achievements. Rather, Gutman argues that one must look to the Black family and the slaves' extended kinship system to understand how crucial achievements, such as the maintenance of a cultural heritage and the development of a communal consciousness, were possible. His findings compel attention.

Gutman recreates the family and extended kinship structure mainly through an ingenious use of what any historian should draw upon, quantifiable data, derived in this case mostly from plantation birth registers. He also uses accounts of ex-slaves to probe the human reality behind his statistics. These sources indicate that the two-parent household predominated in slave quarters just as it did among freed slaves after emancipation. Although Gutman admits that forced separation by sale was frequent, he shows that the slaves' preference, revealed most clearly on plantations where sale was infrequent, was very much for stable monogamy.

In less conclusive fashion Fogel, Engerman, and Genovese had already indicated the predominance of two-parent households; however, only Gutman emphasizes the preference for stable monogamy and points out what stable monogamy meant for the slaves' cultural heritage. Gutman argues convincingly that the stability of the Black family encouraged the transmission of – and so was crucial in sustaining – the Black heritage of folklore, music, and religious expression from one generation to another, a heritage that slaves were continually fashioning out of their African and American experiences.

# Passage 2

Gutman's examination of other facets of kinship also produces important findings. Gutman discovers that cousins rarely married, an exogamous tendency that contrasted sharply with the endogamy practiced by the plantation owners. This preference for exogamy, Gutman suggests, may have derived from West African rules governing marriage, which, though they differed from one tribal group to another, all involved some kind of prohibition against unions with close kin. This taboo against cousins' marrying is important, argues Gutman, because it is one of many indications of a strong awareness among slaves of an extended kinship network.

The fact that distantly related kin would care for children separated from their families also suggests this awareness. When blood relationships were few, as in newly created plantations in the Southwest, "fictive" kinship arrangements took their place until a new pattern of consanguinity developed. Gutman presents convincing evidence that this extended kinship structure – which he believes developed by the mid-to-late eighteenth century - provided the foundations for the strong communal consciousness that existed among slaves

In sum, Gutman's study is significant because it offers a closely reasoned and original explanation of some of the slaves' achievements, one that correctly emphasizes the resources that slaves themselves possessed.

**OBJECTIVE: Explain why Gutman's research is unique / significant in understanding the achievements and cultures of the Black Slaves.**

# Reading Comprehension – Passage 2






**7. Which of the following best describes the organization of the passage?**

- (A) The author compares and contrasts the work of several historians and then discusses areas for possible new research.
- (B) The author presents his thesis, draws on the work of several historians for evidence to support his thesis, and concludes by reiterating his thesis.
- (C) The author describes some features of a historical study and then uses those features to put forth his own argument.
- (D) The author summarizes a historical study, examines two main arguments from the study, and then shows how the arguments are potentially in conflict with one another.
- (E) The author presents the general argument of a historical study, describes the study in more detail, and concludes with a brief judgment of the study's value.

# Reading Comprehension – Passage 2

The passage describes different facets of Gutman's study (comparing & contrasting with others' studies) about achievements of Black slaves, reasons for the same, and concludes with a summary.

7. Which of the following best describes the organization of the passage?

-  The author compares and contrasts the work of several historians and then discusses areas for possible new research. **Focuses on Gutman and no mention of new research**
-  The author presents his thesis, draws on the work of several historians for evidence to support his thesis, and concludes by reiterating his thesis. **Author's views not given anywhere**
-  The author describes some features of a historical study and then uses those features to put forth his own argument. **Author's views not given anywhere**
-  The author summarizes a historical study, examines two main arguments from the study, and then shows how the arguments are potentially in conflict with one another. **No conflict in Gutman's views**
-  The author presents the general argument of a historical study, describes the study in more detail, and concludes with a brief judgment of the study's value.

# Reading Comprehension – Passage 2

- 8. Which of the following is the most appropriate title for the passage, based on its content?**
- (A) The Influence of Herbert Gutman on Historians of Slavery in the United States
  - (B) Gutman's Explanation of How Slaves Could Maintain a Cultural Heritage and Develop a Communal Consciousness
  - (C) Slavery in the United States: New Controversy About an Old Subject
  - (D) The Black Heritage of Folklore, Music, and Religious Expression: Its Growing Influence
  - (E) The Black Family & Extended Kinship Structure: How They Were Important for Freed Slaves

# Reading Comprehension – Passage 2

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(A) The Influence of Herbert Gutman on Historians of Slavery in the United States

 (C) Gutman's Explanation of How Slaves Could Maintain a Cultural Heritage and Develop a Communal Consciousness

 (B) Slavery in the United States: New Controversy About an Old Subject

 (D) The Black Heritage of Folklore, Music, and Religious Expression: Its Growing Influence

 (E) The Black Family & Extended Kinship Structure: How They Were Important for Freed Slaves

**(A) Influence on other historians is NOT given**

**(C), (D), (E) – do not address Gutman's study, which is the main point of the passage**



# Reading Comprehension – Passage 2

**9. According to the passage, Fogel, Engerman, Genovese, and Gutman have all done which of the following?**

- (I) Discounted the influence of plantation owners on slaves' achievements.
- (II) Emphasized the achievements of slaves.
- (III) Pointed out the prevalence of the two-parent household among slaves.

- (A) Both I and II
- (B) Both II and III
- (C) Both I and III
- (D) Only II
- (E) All I, II, III


# Reading Comprehension – Passage 2

**Find the similarities between Gutman's research and that of the others.**

9. According to the passage, Fogel, Engerman, Genovese, and Gutman have all done which of the following?

 Discounted the influence of plantation owners on slaves' achievements.

 (I) Emphasized the achievements of slaves.

 (II) Pointed out the prevalence of the two-parent household among slaves.

(A) Both I and II

 (B) Both II and III

(C) Both I and III

(D) Only II

(E) All I, II, III

**But unlike these historians, Gutman gives plantation owners little credit for these achievements. (contrast, not similarity)**

**In his 1976 study of slavery in the United States, Herbert Gutman, like Fogel, Engerman, and Genovese, has rightly stressed the slaves' achievements**

**In less conclusive fashion Fogel, Engerman, and Genovese had already indicated the predominance of two-parent households;**

# Reading Comprehension – Passage 2

- 10. Which of the following statements about the formation of the Black heritage of folklore, music, and religious expression is best supported by the information presented in the passage?**
- (A) The heritage was formed primarily out of the experiences of those slaves who attempted to preserve the stability of their families.
  - (B) The heritage was not formed out of the experiences of those slaves who married their cousins.
  - (C) The heritage was formed more out of the African than the American experiences of slaves.
  - (D) The heritage was not formed out of the experiences of only a single generation of slaves.
  - (E) The heritage was formed primarily out of slaves' experiences of interdependence on newly created plantations in the Southwest.

# Reading Comprehension – Passage 2

10. Which of the following statements about the formation of the Black heritage of folklore, music, and religious expression is best supported by the information presented in the passage?

- ☒ The heritage was formed **primarily** out of the experiences of those slaves who attempted to preserve the stability of their families. **exaggeration** **Distorts information from passage**
- ☒ The heritage was not formed out of the experiences of those slaves who **married their cousins**.
- ☒ The heritage was formed **more out of** the African than the American experiences of slaves.
- ☒ The heritage was not formed out of the experiences of only a single generation of slaves.
- ☒ The heritage was formed primarily out of slaves' experiences of interdependence **on newly created plantations** in the Southwest. **irrelevant**

(C) a heritage that slaves were continually fashioning out of their African and American experiences.

(D) the Black heritage of folklore, music, and religious expression from one generation to another,

# Reading Comprehension – Passage 2

11. According to the passage, all of the following are true of the West African rules governing marriage mentioned in the italicized sentence “This preference for exogamy... unions with close kin” EXCEPT:
- (A) The rules were derived from rules governing fictive kinship arrangements.
  - (B) The rules forbade marriages between close kin.
  - (C) The rules are mentioned in Herbert Gutman's study.
  - (D) The rules were not uniform in all respects from one West African tribe to another.
  - (E) The rules have been considered to be a possible source of slaves' marriage preferences.

# Reading Comprehension – Passage 2

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- (C) The rules are mentioned in Herbert Gutman's study.
- (D) The rules were not uniform in all respects from one West African tribe to another.
- (E) The rules have been considered to be a possible source of slaves' marriage preferences.

Irrelevant to the  
context

Gutman's examination of other facets of kinship also produces important findings. Gutman discovers that cousins rarely married, an exogamous tendency that contrasted sharply with the endogamy practiced by the plantation owners. This preference for exogamy, Gutman suggests, may have derived from West African rules governing marriage, which, though they differed from one tribal group to another, all involved some kind of prohibition against unions with close kin. This taboo against cousins' marrying is important, argues Gutman, because it is one of many indications of a strong awareness among slaves of an extended kinship network.

# Reading Comprehension – Passage 2

**12. In the context in which it appears, “consanguinity” most nearly means -**

- (A) empathy for similar tribes
- (B) marriage with close kin
- (C) marriage outside bloodline
- (D) being related by blood
- (E) emancipation from slavery

# Reading Comprehension – Passage 2

12. In the context in which it appears, “consanguinity” most nearly means -

- (A) empathy for similar tribes
- (B) marriage with close kin
- (C) marriage outside bloodline
- ☒ (D) being related by blood
- (E) emancipation from slavery

**The fact that distantly related kin would care for children separated from their families also suggests this awareness. When blood relationships were few, as in newly created plantations in the Southwest, "fictive" kinship arrangements took their place until a new pattern of consanguinity developed.**



# Reading Comprehension – Passage 2

- 13. With which of the following statements regarding the resources that historians ought to use would the author of the passage be most likely to agree?**
- (A) Historians ought to make use of written rather than oral accounts.
  - (B) Historians should rely primarily on birth registers.
  - (C) Historians should rely exclusively on data that can be quantified.
  - (D) Historians ought to make use of data that can be quantified.
  - (E) Historians ought to draw on earlier historical research but in order to refute it.

# Reading Comprehension – Passage 2

13. With which of the following statements regarding the resources that historians ought to use would the author of the passage be most likely to agree?

(A) Historians ought to make use of written rather than oral accounts.

 (B) Historians should rely primarily on birth registers. **Only in Gutman's case**

(C) Historians should rely exclusively on data that can be quantified.

 (D) Historians ought to make use of data that can be quantified.

(E) Historians ought to draw on earlier historical research but in order to refute it.


**Gutman recreates the family and extended kinship structure mainly through an ingenious use of what any historian should draw upon, quantifiable data, derived in this case mostly from plantation birth registers.**

# Reading Comprehension – Passage 2

- 14. Which of the following statements concerning the marriage practices of plantation owners during the period of Black slavery in the United States can most logically be inferred from the information in the passage?**
- (A) These practices began to alter sometime around the mid eighteenth century.
  - (B) These practices varied markedly from one region of the country to another.
  - (C) Plantation owners usually based their choice of marriage partners on economic considerations.
  - (D) Plantation owners often married earlier than slaves.
  - (E) Plantation owners often married their cousins.

# Reading Comprehension – Passage 2

**14. Which of the following statements concerning the marriage practices of plantation owners during the period of Black slavery in the United States can most logically be inferred from the information in the passage?**

- (A) These practices began to alter sometime around the mid eighteenth century.
- (B) These practices varied markedly from one region of the country to another.
- (C) Plantation owners usually based their choice of marriage partners on economic considerations.
- (D) Plantation owners often married earlier than slaves.
-  (E) Plantation owners often married their cousins.

**Gutman discovers that cousins rarely married, an exogamous tendency that contrasted sharply with the endogamy practiced by the plantation owners.**

# **TONE OF AUTHOR**

**EMOTION / FEELING / MOOD OF AUTHOR**

# FOR or AGAINST

1. **POSITIVE** – express hope or confidence in (future) outcome.

Ex: Optimistic, Buoyant, Expectant, Sanguine

2. **PRAISING** – highlight the existing merits in the subject.

Ex: Laudatory, Eulogistic, Panegyric, Encomium, Obsequious

3. **NEGATIVE** – express lack of hope / confidence in the (future) outcome, or consider the subject misleading

Ex: Pessimistic, Apprehensive, Resigned, Cynical

4. **CRITICAL** – highlight the existing demerits in a harsh/mild way

Ex: Caustic, Disparaging, Sarcastic, Sardonic, Euphemistic, Vituperative

# MIXED or CONFUSED

1. **MIXED** – believes in both / contradictory perspectives.  
Ex: Ambivalent, Bipartisan, Paradoxical
2. **NEUTRAL** – does not take sides or have any emotion attached.  
Ex: Disinterested, Objective, Non-partisan
3. **UNCLEAR** – not sure whether to favour it or oppose it.  
Ex: Ambiguous, Equivocal, Bemused, Vacillating, Wavering
4. **CAUTIOUS** – favours the idea but fears it may go wrong  
Ex: Circumspect, Guarded, Sceptical

# STRONG or MILD VIEWS

1. **PREACHING** – want others to follow, feel superior without being rude  
Ex: Patronising, Condescending, Pedantic, Prescriptive, Dogmatic
2. **LIGHT-HEARTED** – funny or not serious about norms / conventions  
Ex: Jocular, Flippant, Irreverent, Tongue-in-cheek
3. **EMOTIONAL** – be sentimental or sad about a certain thing  
Ex: Nostalgic, Speculative, Apologetic, Maudlin, Dejected
4. **ANGRY** – upset or irritated about something [somewhat similar to critical]  
Ex: Indignant, Vitriolic, Incendiary, Contemptuous



# Passage 3

Prior to 1975, union efforts to organize public-sector clerical workers, most of whom are women, were somewhat limited. The factors favoring unionization drives seem to have been either the presence of large numbers of workers, as in New York City, to make it worth the effort, or the concentration of small numbers in one or two locations, such as a hospital, to make it relatively easy. Receptivity to unionization on the workers' part was also a consideration, but when there were large numbers involved or the clerical workers were the only unorganized group in a jurisdiction, the multi-occupational unions would often try to organize them regardless of the workers' initial receptivity. *The strategic reasoning was based, first, on the concern that politicians and administrators might play off unionized against non-unionized workers, and second, on the conviction that a fully unionized public work force meant power, both at the bargaining table and in the legislature.* In localities where clerical workers were few in number, were scattered in several workplaces, and expressed no interest in being organized, unions more often than not ignored them in the pre-1975 period.

## Passage 3

*But since the mid-1970's, a different strategy has emerged.* In 1977, 34 percent of government clerical workers were represented by a labor organization, compared with 46 percent of government professionals, 44 percent of government blue-collar workers, and 41 percent of government service workers. Since then, however, the biggest increases in public-sector unionization have been among clerical workers. Between 1977 and 1980, the number of unionized government workers in blue-collar and service occupations increased only about 1.5 percent, while in the white-collar occupations the increase was 20 percent and among clerical workers in particular, the increase was 22 percent.

# Passage 3

What accounts for this upsurge in unionization among clerical workers? First, more women have entered the workforce in the past few years, and more of them plan to remain working until retirement age. Consequently, they are probably more concerned than their predecessors were about job security and economic benefits. Also, the women's movement has succeeded in legitimizing the economic and political activism of women on their own behalf, thereby producing a more positive attitude toward unions. The absence of any comparable increase in unionization among private-sector clerical workers, however, identifies the primary catalyst—the structural change in the multi-occupational public-sector unions themselves. Over the past twenty years, the occupational distribution in these unions has been steadily shifting from predominantly blue-collar to predominantly white-collar. Because there are far more women in white-collar jobs, an increase in the proportion of female members has accompanied the occupational shift and has altered union policy-making in favor of organizing women and addressing women's issues.

**OBJECTIVE: Analyze the causes and effects of the upsurge of unionization among public sector clerical / white-collar workers.**

# Reading Comprehension – Passage 3

- 15. According to the passage, the public-sector workers who were most likely to belong to unions in 1977 were**
- (A) professionals
  - (B) managers
  - (C) clerical workers
  - (D) service workers
  - (E) blue-collar workers

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# Reading Comprehension – Passage 3

16. The author cites union efforts to achieve a fully unionized workforce in italics [*The strategic reasoning... legislature.*] in order to account for why
- (A) politicians might try to oppose public-sector union organizing
  - (B) public-sector unions have recently focused on organizing women
  - (C) early organizing efforts often focused on areas where there were large numbers of workers
  - (D) union efforts with regard to public-sector clerical workers increased dramatically after 1975
  - (E) unions sometimes tried to organize workers regardless of the workers' initial interest in unionization

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Receptivity to unionization on the workers' part was also a consideration, but when there were large numbers involved or the clerical workers were the only unorganized group in a jurisdiction, **the multi-occupational unions would often try to organize them regardless of the workers' initial receptivity.**

**The strategic reasoning was based,** first, on the concern that politicians and administrators might play off unionized against non-unionized workers, and second, on the conviction that a fully unionized public work force meant power, both at the bargaining table and in the legislature.

# Reading Comprehension – Passage 3

17. The author's claim that, since the mid-1970's, a new strategy has emerged in the unionization of public-sector clerical workers in italics [*But since the mid-1970's, a different strategy has emerged.*] would be strengthened if the author
- (A) described more fully the attitudes of clerical workers toward labor unions
  - (B) compared the organizing strategies employed by private-sector unions with those of public-sector unions
  - (C) explained why politicians and administrators sometimes oppose unionization of clerical workers
  - (D) indicated that the number of unionized public-sector clerical workers was increasing even before the mid-1970's
  - (E) showed that the factors that favored unionization drives among these workers prior to 1975 have decreased in importance



# Reading Comprehension – Passage 3

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✗) described more fully the attitudes of clerical workers toward labor unions **Won't address the change**

✗) compared the organizing strategies employed by private-sector unions with those of public-sector unions **Irrelevant**

✗) explained why politicians and administrators sometimes oppose unionization of clerical workers **Out of context**

✗) indicated that the number of unionized public-sector clerical workers was increasing even before the mid-1970's **Contradict**

✓) showed that the factors that favored unionization drives among these workers prior to 1975 have decreased in importance


The paragraphs that follow describe the changed circumstances that provided a context for such new strategies. **The author's claim would be strengthened if it could be shown not only that there are such new circumstances, but that the old circumstances discussed in the first paragraph have become less important,** further necessitating the adoption of a new strategy in place of an old strategy suitable to those older circumstances.

# Reading Comprehension – Passage 3

- 18. According to the passage, in the period prior to 1975, each of the following considerations helped determine whether a union would attempt to organize a certain group of clerical workers EXCEPT**
- (A) the number of clerical workers in that group
  - (B) the number of women among the clerical workers in that group
  - (C) whether the clerical workers in that area were concentrated in one workplace or scattered over several workplaces
  - (D) the degree to which the clerical workers in that group were interested in unionization
  - (E) whether all the other workers in the same jurisdiction as that group of clerical workers were unionized

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The factors favoring unionization drives seem to have been either the presence of **large numbers of workers**, as in New York City, to make it worth the effort, or the **concentration of small numbers in one or two locations**, such as a hospital, to make it relatively easy. **Receptivity to unionization on the workers' part was also a consideration**, but when there were large numbers involved or the clerical workers **were the only unorganized group in a jurisdiction**, the multi-occupational unions would often try to organize them regardless of the workers' initial receptivity.

# Reading Comprehension – Passage 3

**19. The author states that which of the following is a consequence of the women's movement of recent years?**

- (A) An increase in the number of women entering the workforce
- (B) A structural change in multi-occupational public-sector unions
- (C) A more positive attitude on the part of women toward unions
- (D) An increase in the proportion of clerical workers that are women
- (E) An increase in the number of women in administrative positions

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Consequently, they are probably more concerned than their predecessors were about job security and economic benefits. Also, the women's movement has succeeded in legitimizing the economic and political activism of women on their own behalf, **thereby producing a more positive attitude toward unions.**

# Reading Comprehension – Passage 3

**20. The main concern of the passage is to**

- (A) advocate particular strategies for future efforts to organize certain workers into labor unions
- (B) explain differences in the unionized proportions of various groups of public-sector workers
- (C) evaluate the effectiveness of certain kinds of labor unions that represent public-sector workers
- (D) analyze and explain an increase in unionization among a certain category of workers
- (E) describe and distinguish strategies appropriate to organizing different categories of workers

# Reading Comprehension – Passage 3

**OBJECTIVE:** Analyze the causes and effects of the upsurge of unionization among public sector clerical / white-collar workers.

**20. The main concern of the passage is to**

(✗) **advocate particular strategies for future efforts to organize certain workers into labor unions** **Not given**

(✗) **explain differences in the unionized proportions of various groups of public-sector workers** **Out of scope**

(✗) **evaluate the effectiveness of certain kinds of labor unions that represent public-sector workers** **Out of scope**

(✓) **analyze and explain an increase in unionization among a certain category of workers**

(✗) **describe and distinguish strategies appropriate to organizing different categories of workers** **Minor point**



*Thank you*