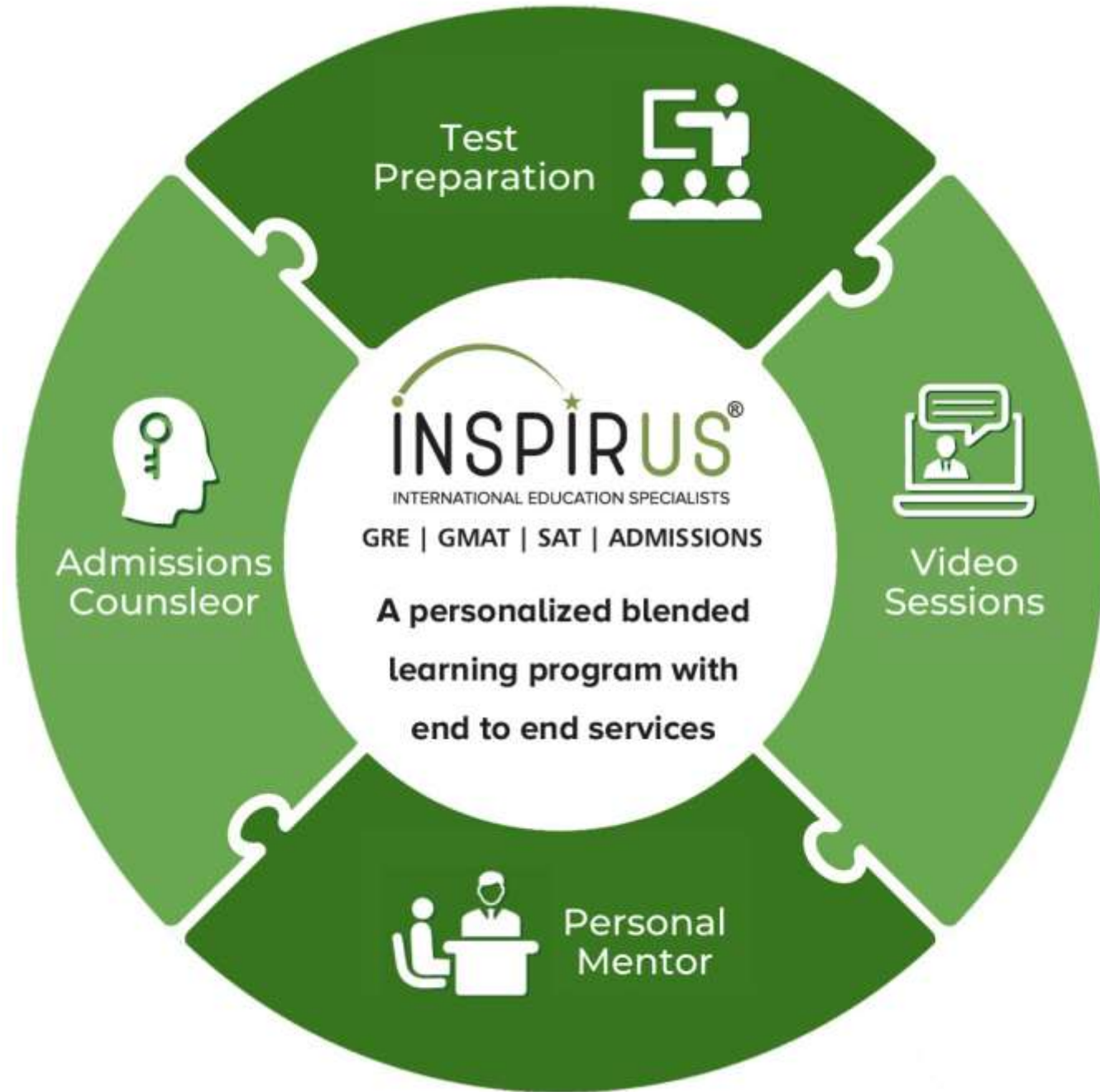


# GMAT Reading Comprehension 2



# QUESTION TYPES

What is the approach to tackle different RC questions?

# BROAD CATEGORIES

## DIRECT

- Based on identifying relevant information given in the passage. High Accuracy!

## INDIRECT

- Based on understanding of the overall passage or a specific context in it.

# DIRECT QUESTIONS

Most of these questions are often prefaced by "according to the passage" or "the passage states that". They are specific and factual in answer.

## Common Question Stems

1. According to the passage, a questionable assumption about  $x$  is that
2. The passage states that  $x$  occurs because
3. According to the passage, each of the following is true of  $x$  EXCEPT

## STRATEGY

1. Stick closely to the text.
2. Search for the keyword in the question in the passage.
3. Answers that seem logical but not supported by the text should be avoided.

# CENTRAL IDEA & PRIMARY PURPOSE

## Common Question Stems

1. Which of the following most accurately states the main idea of the passage?
2. The passage is primarily concerned with which of the following?
3. The author of this passage is primarily concerned with...

## STRATEGY

1. **Identify the key argument in each paragraph, and find the link among them.**
2. **Identify, holistically, what is the main point and which are the supporting or contradictory points.**
3. Always pay attention to “logical direction” words — “moreover”, “although”, “ironically”, “but” etc. as to the way they shape the passage.
4. **Central Idea is a brief recap of the main ideas while Primary Purpose is the objective of writing the passage. Neither is likely to contain examples.**

# STYLE & TONE

## Common Question Stems

1. The attitude of the author of the passage toward  $x$  is best described as one of
2. The tone of the author is best described as
3. The passage belongs to which one of the following types?

## STRATEGY

Check if there is an agenda → Does it give only pros / cons **OR** does it give both pros and cons → Is the focus on personal experience or general views

1. **DO NOT HAVE A PRE-CONCEIVED NOTION**
2. **PURPOSE – STYLE – TONE are all very closely connected.**

# LOGICAL STRUCTURE

Such questions usually have two variants:

- (A) Significance of a Line, Quote or Example used in the passage
- (B) Definition of a Term used in the passage.

COMMON QUESTION STEMS:

1. What, according to the passage, is the main criterion for something to be X
2. The author uses the adjective X to emphasize that
3. Which of the following best describes the relation of the quote to the first para?

STRATEGY

1. Never answer based on your interpretation or assumption.
2. Never use common awareness to define a term in the passage.
3. Identify the Argument in the context of Quote / Example.
4. Identify the Unique definition of the term, as given in the passage.

# INFERENCE

Make a logical conclusion that is strongly implied, but not directly provided. If the passage is true, what else must also be true.

## COMMON QUESTION STEMS:

1. The passage implies that which of the following was true of  $x$
2. Which of the following inferences is best supported by the passage?
3. The author implies that all of the following statements about  $x$  are true EXCEPT

## STRATEGY

1. Identify the specific sentence / expression that leads to the inference.
2. Ignore an option not related to any statement in the passage but seems plausible based upon commonly accepted knowledge.
3. Options that require extreme assumptions or inferences will NEVER be correct.



# PARALLEL REASONING

## Common Question Tasks

1. **Mirroring:** Select an action or idea not discussed in the text that most mirrors an action or idea discussed in the text
2. **Predicting:** Make a prediction based upon the information in the passage

## Common Question Stems

1. The author of the passage would be most likely to agree with which of the following?
2. Which of the following is most similar to or exemplifies [an idea in the passage]?

## STRATEGY

1. The pattern / structure of the argument must remain the same, but the terms or characters will change in the option.
2. Break down the Argument into its Component Parts → Describe the Logic in your own words → Eliminate choices that DO NOT MATCH the Logic.

# CRITICAL APPLICATION

Critical Application questions ask you to take **information outside of the passage**, and reason about how it will **influence a point or sentence in the passage**. The most common questions in this genre are those that ask which pieces of information will **strengthen or weaken** a point in the passage.

## Common Question Stems

1. Which of the following, if true, would best support x [where x is an idea or argument described in the passage]
2. The author's conclusion concerning x would be most seriously undermined if
3. Which of the following, if true, would most weaken the explanation of x provided in the passage

## STRATEGY

1. Follow the same strategy that you learn or use for Strengthen / Weaken the argument questions in Critical Reasoning.

# OPTION TRAPS

What are the reasons to Eliminate Options

# 1. EXTREME OPTION

## (A) EXAGGERATION

Be wary of words like *always, never, must, all, every, only, solely, no etc.*

Most passages avoid taking a very strong / staunch perspective.

## (B) GENERALISATION

Tends to take a more universal stand based on specific idea / context in the passage.

Example:

Passage: People often take time to fully understand the repercussions of a technological discovery.

Option: People do not always grasp situations in their entirety and take time to do so.

## 2. DISTORTION OF DATA

(A) The words in the option appear to match with those in the passage, but they distort the meaning.

Example:

Passage: Picasso distorted the images and presented the terror and suffering of the victims.

Option: Picasso presented the terror and suffering of the victims in a distorted way.

(B) Inducing a Wrong Logic

Example:

Passage: Mr Jefferson was arrested for domestic violence and drunken behaviour.

Option: Mr Jefferson was arrested for drunken behaviour and resultant domestic violence.

### 3. ADDITION OF ERRONEOUS DATA

Such an option is constructed by first giving something that is true as per the passage, but adding some wrong data / idea, thereby changing the meaning.

Example:

Passage: One of the chief motives of artistic creation is certainly the need of feeling that we are essential in relationship to the world.

Option: Artists want to feel essential by creating works of art, otherwise all they can do is reveal others' creations.

## 4. RED HERRING

Incorrect option containing an idea that appeals to common sense or personal opinion of the test-taker, but is contrary or irrelevant to the unique perspective developed by the author in the passage.

Example: Human beings are in some ways like bees, said Professor Nicolas. We evolved to live in intensely social groups, and we don't do as well when freed from hives. Happiness is, of course, a complex concept and difficult to measure, and sometimes it is better to be a human being dissatisfied than a pig satisfied.

**Q: Professor Nicolas uses the example of bees to make which of the following points?**

A: Human beings are incapable of functioning to full potential when they live in isolation.

## 5. IRRELEVANT TO THE QUESTION

Such an option contains a statement that is true as per the passage, but it does not answer the pointed question asked.

Do not overlook the import of the question.

Example:

Sachin Tendulkar started a cricket training academy in Jalgaon to develop local talent from Maharashtra. With its state of art technology, the academy aims to provide infrastructure to impoverished kids and help them become sportsmen.

What is the objective of Sachin Tendulkar in starting the academy?

Option: To provide facilities to poor kids and aid them in becoming sportsperson.



## 6. OMISSION OF KEY DATA

Such a trap is constructed by first giving something true as per the passage, but removing key data / idea, thereby making it incomplete in terms of explanations.

Example:

Picasso's "Guernica" is a protest against the Germans' bombing of the city. However, if he had used representational colour and images, much of the emotional content would have been lost and the piece would not have created the demand for justice as it did.

Why did Picasso's "Guernica" create the demand for justice?

Option: It was a protest against the Germans' bombing of the city.

The option may represent only a part of the passage and not the entire thing.

Highly relevant for holistic questions like Idea / Purpose/ Style / Tone etc.

# PRACTICE

# Passage 1

Traditionally, pollination by wind has been viewed as a reproductive process marked by random events in which the vagaries of the wind are compensated for by the generation of vast quantities of pollen, so that the ultimate production of new seeds is assured at the expense of producing much more pollen than is actually used. Because the potential hazards pollen grains are subject to as they are transported over long distances are enormous, wind-pollinated plants have, in the view above, taken into account the ensuing loss of pollen through happenstance by virtue of producing an amount of pollen that is one to three orders of magnitude greater than the amount produced by species pollinated by insects.

However, a number of features that are characteristic of wind-pollinated plants reduce pollen waste. For example, many wind-pollinated species fail to release pollen when wind speeds are low or when humid conditions prevail. *Recent studies suggest another way in which species compensate for the inefficiency of wind pollination.* These studies suggest that species frequently take advantage of the physics of pollen motion by generating specific aerodynamic environments within the immediate vicinity of their female reproductive organs.

It is the morphology of these organs that dictates the pattern of airflow disturbances through which pollen must travel. The speed and direction of the airflow disturbances can combine with the physical properties of a species' pollen to produce a species-specific pattern of pollen collision on the surfaces of female reproductive organs. Provided that these surfaces are strategically located, the consequences of this combination can significantly increase the pollen-capture efficiency of a female reproductive organ.

# Passage 1

A critical question that remains to be answered is whether the morphological attributes of the female reproductive organs of wind-pollinated species are evolutionary adaptations to wind pollination or are merely fortuitous. A complete resolution of the question is as yet impossible since adaptation must be evaluated for each species within its own unique functional context. However, it must be said that, while evidence of such evolutionary adaptations does exist in some species, one must be careful about attributing morphology to adaptation.

For example, the spiral arrangement of scale-bract complexes on ovule-bearing pine cones, where the female reproductive organs of conifers are located, is important to the production of airflow patterns that spiral over the cone's surfaces, thereby passing airborne pollen from one scale to the next. However, these patterns cannot be viewed as an adaptation to wind pollination because the spiral arrangement occurs in a number of non-wind-pollinated plant lineages and is regarded as a characteristic of vascular plants, of which conifers are only one kind, as a whole. Therefore, the spiral arrangement is not likely to be the result of a direct adaptation to wind pollination.

**OBJECTIVE: Analyse the merits & demerits of the theory about pollination by wind as a reproductive process and whether the morphological attributes of the female reproductive organs of wind-pollinated species are evolutionary adaptations .**

# BIG PICTURE






## Reading Comprehension – Passage 1

- 1. The author of the passage is primarily concerned with discussing**
- (A) the current debate on whether the morphological attributes of wind-pollinated plants are evolutionary adaptations
  - (B) airflow patterns that permit wind-pollinated plants to capture pollen most efficiently
  - (C) how reproductive processes of wind-pollinated plants are controlled by random events
  - (D) a recently proposed explanation of a way in which wind-pollinated plants reduce pollen waste
  - (E) a specific morphological trait that permits a species of wind-pollinated plant to capture pollen

# BIG PICTURE

## Reading Comprehension – Passage 1

1. The author of the passage is primarily concerned with discussing

-  the current debate on whether the morphological attributes of wind-pollinated plants are evolutionary adaptations **Just the second half of the passage.**
-  airflow patterns that permit wind-pollinated plants to capture pollen most efficiently **Sub-point**
-  how reproductive processes of wind-pollinated plants are controlled by random events
-  a recently proposed explanation of a way in which wind-pollinated plants reduce pollen waste
-  a specific morphological trait that permits a species of wind-pollinated plant to capture pollen

**C: Traditionally thought random, not conclusive**

**E: aerodynamics is also important**

**D: most holistic among all options**

# INFERENCE

## Reading Comprehension – Passage 1

2. The author suggests that explanations of wind pollination that emphasize the production of vast quantities of pollen to compensate for the randomness of the pollination process are
- (A) debatable and misleading
  - (B) ingenious and convincing
  - (C) accurate but incomplete
  - (D) intriguing but controversial
  - (E) plausible but unverifiable

# INFERENCE

## Reading Comprehension – Passage 1


True, but there are other factors at play as well.

We have to find an option that is partly positive and partly negative.


2. The author suggests that explanations of wind pollination that emphasize the production of vast quantities of pollen to compensate for the randomness of the pollination process are

 debatable and misleading

Both adjectives negative


 ingenious and convincing

Both adjectives positive

 accurate but incomplete

 intriguing but controversial

No controversy mentioned anywhere

 plausible but unverifiable

Between 'incomplete' & 'unverifiable', "incomplete" fits better with the idea of the passage.

Traditionally, pollination by wind has been viewed as a reproductive process marked by random events in which the vagaries of the wind are compensated for by the generation of vast quantities of pollen, so that the ultimate production of new seeds is assured at the expense of producing much more pollen than is actually used.

However, a number of features that are characteristic of wind-pollinated plants reduce pollen waste.



# DIRECT


## Reading Comprehension – Passage 1

3. According to the passage, the "aerodynamic environments", when they are produced, are primarily determined by the
- (A) presence of insects near the plant
  - (B) physical properties of the plant's pollen
  - (C) shape of the plant's female reproductive organs
  - (D) amount of pollen generated by the plant
  - (E) number of seeds produced by the plant

# DIRECT

## Reading Comprehension – Passage 1

**Morphology = study of shapes & forms of things**

3. According to the passage, the "aerodynamic environments", when they are produced, are primarily determined by the
- (A) presence of insects near the plant
  - (B) physical properties of the plant's pollen
  -  (C) shape of the plant's female reproductive organs
  - (D) amount of pollen generated by the plant
  - (E) number of seeds produced by the plant

**These studies suggest that species frequently take advantage of the physics of pollen motion by generating specific aerodynamic environments within the immediate vicinity of their female reproductive organs.**

**It is the morphology of these organs that dictates the pattern of airflow disturbances through which pollen must travel.**

# DIRECT

## Reading Comprehension – Passage 1

**4. According to the passage, true statements about the release of pollen by wind-pollinated plants include which of the following?**

- (A) The release can be affected by certain environmental factors.
- (B) The amount of pollen released increases on a rainy day.
- (C) Pollen is sometimes not released by plants when there is little wind.

- (A) II only
- (B) III only
- (C) I and II only
- (D) I and III only
- (E) I, II, and III

# DIRECT

## Reading Comprehension – Passage 1

4. According to the passage, true statements about the release of pollen by wind-pollinated plants include which of the following?

- ☒ (A) The release can be affected by certain environmental factors.
- ☐ (B) The amount of pollen released increases on a rainy day.
- ☒ (C) Pollen is sometimes not released by plants when there is little wind.

- (A) II only
- (B) III only
- (C) I and II only
- ☒ (D) I and III only
- (E) I, II, and III

**However, a number of features that are characteristic of wind-pollinated plants reduce pollen waste. For example, many wind-pollinated species fail to release pollen when wind speeds are low or when humid conditions prevail.**

# INFERENCE

## Reading Comprehension – Passage 1

5. The passage suggests that the recent studies cited in the italicized sentence have not done which of the following?
- (A) Made any distinctions between different species of wind-pollinated plants.
  - (B) Considered the physical properties of the pollen that is produced by wind-pollinated plants.
  - (C) Indicated the general range in which plant-generated airflow disturbances are apt to occur.
  - (D) Included investigations of the physics of pollen motion and its relationship to the efficient capture of pollen by the female reproductive organs of wind-pollinated plants.
  - (E) Demonstrated that the morphological attributes of the female reproductive organs of wind-pollinated plants are usually evolutionary adaptations to wind Pollination.

# INFERENCE

## Reading Comprehension – Passage 1

5. The passage suggests that the recent studies cited in the italicized sentence have not done which of the following?
- (A) Made any distinctions between different species of wind-pollinated plants.
  - (B) Considered the physical properties of the pollen that is produced by wind-pollinated plants.
  - (C) Indicated the general range in which plant-generated airflow disturbances are apt to occur.
  - (D) Included investigations of the physics of pollen motion and its relationship to the efficient capture of pollen by the female reproductive organs of wind-pollinated plants.
  - ✓ (E) Demonstrated that the morphological attributes of the female reproductive organs of wind-pollinated plants are usually evolutionary adaptations to wind Pollination.

*Recent studies suggest another way in which species compensate for the inefficiency of wind pollination. These studies suggest that species frequently take advantage of the physics of pollen motion by generating specific aerodynamic environments within the immediate vicinity of their female reproductive organs.*

*A critical question that remains to be answered is whether the morphological attributes of the female reproductive organs of wind-pollinated species are evolutionary adaptations to wind pollination or are merely fortuitous.*

# INFERENCE

## Reading Comprehension – Passage 1

6. It can be inferred from the passage that the claim that the spiral arrangement of scale-bract complexes on an ovule-bearing pine cone is an adaptation to wind pollination would be more convincing if which of the following were true?
- (A) Such an arrangement occurred only in wind-pollinated plants.
  - (B) Such an arrangement occurred in vascular plants as a whole.
  - (C) Such an arrangement could be shown to be beneficial to pollen release.
  - (D) The number of bracts could be shown to have increased over time.
  - (E) The airflow patterns over the cone's surfaces could be shown to be produced by such arrangements

# INFERENCE

## Reading Comprehension – Passage 1

6. It can be inferred from the passage that the claim that the spiral arrangement of scale-bract complexes on an ovule-bearing pine cone is an adaptation to wind pollination would be more convincing if which of the following were true?

- ✓ A) Such an arrangement occurred only in wind-pollinated plants.
  - ✗ B) Such an arrangement occurred in vascular plants as a whole. **Already happens**
  - ✗ C) Such an arrangement could be shown to be beneficial to pollen release.
  - ✗ D) The number of bracts could be shown to have increased over time.
  - ✗ E) The airflow patterns over the cone's surfaces could be shown to be produced by such arrangements
- C, D & E are irrelevant to the context**

For example, the spiral arrangement of scale-bract complexes on ovule-bearing pine cones, where the female reproductive organs of conifers are located, is important to the production of airflow patterns that spiral over the cone's surfaces, thereby passing airborne pollen from one scale to the next. **However, these patterns cannot be viewed as an adaptation to wind pollination because the spiral arrangement occurs in a number of non-wind-pollinated plant lineages and is regarded as a characteristic of vascular plants, of which conifers are only one kind, as a whole.** Therefore, the spiral arrangement is not likely to be the result of a direct adaptation to wind pollination.



# CRITICAL APPLICATION

## Reading Comprehension – Passage 1

7. Which of the following, if known, is likely to have been the kind of evidence used to support the view described in the first paragraph?
- (A) Wind speeds need not be very low for wind-pollinated plants to fail to release pollen.
  - (B) The female reproductive organs of plants often have a sticky surface that allows them to trap airborne pollen systematically.
  - (C) Grasses, as well as conifers, generate specific aerodynamic environments within the immediate vicinity of their reproductive organs.
  - (D) Rain showers often wash airborne pollen out of the air before it ever reaches an appropriate plant.
  - (E) The density and size of an airborne pollen grain are of equal importance in determining whether that grain will be captured by a plant


# CRITICAL APPLICATION

## Reading Comprehension – Passage 1

7. Which of the following, if known, is likely to have been the kind of evidence used to support the view described in the first paragraph?

**Pollens produced are lost**


 Wind speeds need not be very low for wind-pollinated plants to **fail to release pollen.**

 The **female reproductive organs** of plants often have a sticky surface that allows them to trap airborne pollen systematically.

**Irrelevant to the context**

 Grasses, as well as conifers, generate **specific aerodynamic environments** within the immediate vicinity of their reproductive organs.

**Irrelevant to the context**

 Rain showers often wash airborne pollen out of the air before it ever reaches an appropriate plant.

 The density and size of an airborne pollen grain are **of equal importance** in determining whether that grain will be captured by a plant

**Irrelevant to the context**

**Because the potential hazards pollen grains are subject to as they are transported over long distances are enormous, wind-pollinated plants have, in the view above, taken into account the ensuing loss of pollen through happenstance by virtue of producing an amount of pollen that is one to three orders of magnitude greater than the amount produced by species pollinated by insects.**

**Find an option that explains how pollens can be wasted due to conditions,  
so excess production is necessary to compensate for the loss.**

# Passage 2

It is frequently assumed that the mechanization of work has a revolutionary effect on the lives of the people who operate the new machines and on the society into which the machines have been introduced. For example, it has been suggested that the employment of women in industry took them out of the household, their traditional sphere, and fundamentally altered, their position in society. In the nineteenth century, when women began to enter factories, Jules Simon, a French politician, warned that by doing so, women would give up their femininity. Friedrich Engels, however, predicted that women would be liberated from the "social, legal, and economic subordination" of the family by technological developments that made possible the recruitment of "the whole female sex ... into public industry." Observers thus differed concerning the social desirability of mechanization's effects, but they agreed that it would transform women's lives.

Historians, particularly those investigating the history of women, now seriously question this assumption of transforming power. They conclude that such dramatic technological innovations as the spinning jenny, the sewing machine, the typewriter, and the vacuum cleaner have not resulted in equally dramatic social changes in women's economic position or in the prevailing evaluation of women's work. The employment of young women in textile mills during the Industrial Revolution was largely an extension of an older pattern of employment of young, single women as domestics. It was not the change in office technology, but rather the separation of secretarial work, previously seen as an apprenticeship for beginning managers, from administrative work that in the 1880's created a new class of "dead-end" jobs, thenceforth considered "women's work."

# Passage 2

The increase in the numbers of married women employed outside the home in the twentieth century had less to do with the mechanization of housework and an increase in leisure time for these women than it did with their own economic necessity and with high marriage rates that shrank the available pool of single women workers, previously, in many cases, the only women employers would hire.

Women's work has changed considerably in the past 200 years, moving from the household to the office or the factory, and later becoming mostly white-collar instead of blue-collar work. Fundamentally, however, the conditions under which women work have changed little since before the Industrial Revolution: the segregation of occupations by gender, lower pay for women as a group, jobs that require relatively low levels of skill and offer women little opportunity for advancement all persist, while women's household labor remains demanding. Recent historical investigation has led to a major revision of the notion that technology is always inherently revolutionary in its effects on society. Mechanization may even have slowed any change in the traditional position of women both in the labor market and in the home.

**OBJECTIVE: Critique the assumption that the mechanization of work has a revolutionary effect on the lives of the people (especially women) who operate the new machines and on the society into which the machines have been introduced.**

## Reading Comprehension – Passage 2

**8. Which of the following statements best summarizes the main idea of the passage?**

- (A) The effects of the mechanization of women's work have not borne out the frequently held assumption that new technology is inherently revolutionary.
- (B) Recent studies have shown that mechanization revolutionizes a society's traditional values and the customary roles of its members.
- (C) Mechanization has caused the nature of women's work to change since the Industrial Revolution.
- (D) The mechanization of work creates whole new classes of jobs that did not previously exist.
- (E) The mechanization of women's work, while extremely revolutionary in its effects, has not, on the whole, had the deleterious effects that some critics had feared

# BIG PICTURE

## Reading Comprehension – Passage 2

8. Which of the following statements best summarizes the main idea of the passage?

- (A) The effects of the mechanization of women's work have not borne out the frequently held assumption that new technology is inherently revolutionary. **Contradicts the passage**
- (B) Recent studies have shown that mechanization revolutionizes a society's traditional values and the customary roles of its members. **Contradicts the passage**
- (C) Mechanization has caused the nature of women's work to change since the Industrial Revolution.
- (D) The mechanization of work creates whole new classes of jobs that did not previously exist.
- (E) The mechanization of women's work, while extremely revolutionary in its effects, has not, on the whole, had the deleterious effects that some critics had feared

**Recent historical investigation has led to a major revision of the notion that technology is always inherently revolutionary in its effects on society.**

## Reading Comprehension – Passage 2

**9. The author mentions which of the following inventions as an example(s) of dramatic technological innovations**

(A) sewing machine

(B) vacuum cleaner

(C) typewriter

(A) Both I & II

(B) Both II & III

(C) Both I & III

(D) All I, II, III

(E) None of the above

## Reading Comprehension – Passage 2

9. The author mentions which of the following inventions as an example(s) of dramatic technological innovations

☒ I) sewing machine

☒ II) vacuum cleaner

☒ III) typewriter

(A) Both I & II

(B) Both II & III

(C) Both I & III

☒ (D) All I, II, III

(E) None of the above

They conclude that such dramatic technological innovations as **the spinning jenny, the sewing machine, the typewriter, and the vacuum cleaner** have not resulted in equally dramatic social changes in women's economic position or in the prevailing evaluation of women's work.



# INFERENCE

## Reading Comprehension – Passage 2

- 10. It can be inferred from the passage that, before the Industrial Revolution, the majority of women's work was done in which of the following settings?**
- (A) Textile mills
  - (B) Private households
  - (C) Offices
  - (D) Factories
  - (E) Small shops

# INFERENCE

## Reading Comprehension – Passage 2

10. It can be inferred from the passage that, before the Industrial Revolution, the majority of women's work was done in which of the following settings?

- (A) Textile mills
- ☒ (B) Private households
- (C) Offices
- (D) Factories
- (E) Small shops

**The employment of young women in textile mills during the Industrial Revolution was largely an extension of an older pattern of employment of young, single women as domestics.**

# INFERENCE

## Reading Comprehension – Passage 2

11. It can be inferred from the passage that the author would consider which of the following to be an indication of a fundamental alteration in the conditions of women's work?
- (A) Statistics showing that the majority of women now occupy white-collar positions
  - (B) Interviews with married men indicating that they are now doing some household tasks
  - (C) Surveys of the labor market documenting the recent creation of a new class of jobs in electronics in which women workers outnumber men four to one
  - (D) Census results showing that working women's wages and salaries are, on the average, as high as those of working men
  - (E) Enrollment figures from universities demonstrating that increasing numbers of young women are choosing to continue their education beyond the undergraduate level

# INFERENCE

## Reading Comprehension – Passage 2

11. It can be inferred from the passage that the author would consider which of the following to be an indication of a fundamental alteration in the conditions of women's work?
- ❌ Statistics showing that the majority of women now occupy white-collar positions **They already do...**
  - ❌ Interviews with married men indicating that they are now doing some household tasks **irrelevant**
  - ❌ Surveys of the labor market documenting the recent creation of a new class of jobs in electronics in which women workers outnumber men four to one **More jobs don't mean better conditions...**
  - ✅ (F) Census results showing that working women's wages and salaries are, on the average, as high as those of working men
  - ❌ Enrollment figures from universities demonstrating that increasing numbers of young women are choosing to continue their education beyond the undergraduate level **irrelevant**

Fundamentally, however, the conditions under which women work have changed little since before the Industrial Revolution: **the segregation of occupations by gender, lower pay for women as a group, jobs that require relatively low levels of skill and offer women little opportunity for advancement** all persist, while women's household labor remains demanding

## **Reading Comprehension – Passage 2**

- 12. The passage states that, before the twentieth century, which of the following was true of many employers?**
- (A) They did not employ women in factories.
  - (B) They tended to employ single rather than married women.
  - (C) They employed women in only those jobs related to women's traditional household work.
  - (D) They resisted technological innovations that would radically change women's familial roles.
  - (E) They hired women only when qualified men were not available to fill the open positions.

## Reading Comprehension – Passage 2

12. The passage states that, before the twentieth century, which of the following was true of many employers?
- (A) They did not employ women in factories.
  - ✓ (B) They tended to employ single rather than married women.
  - (C) They employed women in only those jobs related to women's traditional household work.
  - (D) They resisted technological innovations that would radically change women's familial roles.
  - (E) They hired women only when qualified men were not available to fill the open positions.

The increase in the numbers of married women employed outside the home in the twentieth century had less to do with the mechanization of housework and an increase in leisure time for these women than it did with their own economic necessity and with high marriage rates that **shrank the available pool of single women workers, previously, in many cases, the only women employers would hire.**

# INFERENCE






## Reading Comprehension – Passage 2

13. It can be inferred from the passage that the author most probably believes which of the following to be true concerning those historians who study the history of women?
- (A) Their work provides insights important to those examining social phenomena affecting the lives of both sexes.
  - (B) Their work can only be used cautiously by scholars in other disciplines.
  - (C) Because they concentrate only on the role of women in the workplace, they draw more reliable conclusions than do other historians.
  - (D) While highly interesting, their work has not had an impact on most historians' current assumptions concerning the revolutionary effect of technology in the workplace.
  - (E) They oppose the further mechanization of work, which, according to their findings, tends to perpetuate existing inequalities in society.

# INFERENCE

## Reading Comprehension – Passage 2

13. It can be inferred from the passage that the author most probably believes which of the following to be true concerning those historians who study the history of women?

- (A)  Their work provides insights important to those examining social phenomena affecting the lives of both sexes.
-  Their work can only be used cautiously by scholars in other disciplines. irrelevant Distortion of data
-  Because they concentrate only on the role of women in the workplace, they draw more reliable conclusions than do other historians. contradicts
-  While highly interesting, their work has not had an impact on most historians' current assumptions concerning the revolutionary effect of technology in the workplace.
-  They oppose the further mechanization of work, which, according to their findings, tends to perpetuate existing inequalities in society. Distortion; they just question its efficacy

**Historians, particularly those investigating the history of women, now seriously question this assumption of transforming power. Recent historical investigation has led to a major revision of the notion that technology is always inherently revolutionary in its effects on society**



# LOGICAL STRUCTURE






## Reading Comprehension – Passage 2

- 14. Which of the following best describes the function of the concluding sentence of the passage?**
- (A) It sums up the general points concerning the mechanization of work made in the passage as a whole.
  - (B) It draws a conclusion concerning the effects of the mechanization of work which goes beyond the evidence presented in the passage as a whole.
  - (C) It restates the point concerning technology made in the sentence immediately preceding it.
  - (D) It qualifies the author's agreement with scholars who argue for a major revision in the assessment of the impact of mechanization on society.
  - (E) It suggests a compromise between two seemingly contradictory views concerning the effects of mechanization on society.

# LOGICAL STRUCTURE

## Reading Comprehension – Passage 2

14. Which of the following best describes the function of the concluding sentence of the passage?

-  It **sums up the general points** concerning the mechanization of work made in the passage as a whole. **Additional point, not summary**
-  It draws a conclusion concerning the effects of the mechanization of work which goes beyond the evidence presented in the passage as a whole. **Extends the point, not restates**
-  It **restates the point** concerning technology made in the sentence immediately preceding it.
-  It **qualifies the author's agreement** with scholars who argue for a major revision in the assessment of the impact of mechanization on society. **Qualifies means to restrict, not extend**
-  It **suggests a compromise** between two seemingly contradictory views concerning the effects of mechanization on society. **Out of scope**

Recent historical investigation has led to a major revision of the notion that technology is always inherently revolutionary in its effects on society. Mechanization **may even have slowed any change** in the traditional position 'of women both in the labor market and in the home.

*Makes an additional point about “slowing the change” though there is no reference to that earlier in the passage.*

## **Reading Comprehension – Passage 2**

- 15. The author’s attitude about ‘the revolutionary effect of the mechanization of work’ can be best described as:**
- (A) Laudatory
  - (B) Ambivalent
  - (C) Nonchalant
  - (D) Irreverent
  - (E) Dismissive

## Reading Comprehension – Passage 2

**15. The author's attitude about 'the revolutionary effect of the mechanization of work' can be best described as:**

- (A) Laudatory
- (B) Ambivalent
- (C) Nonchalant
- (D) Irreverent
- ☒ (E) Dismissive

**OBJECTIVE:** Critique the assumption that the mechanization of work has a revolutionary effect on the lives of the people (especially women) who operate the new machines and on the society into which the machines have been introduced.

# Passage 3

Of the thousands of specimens of meteorites found on Earth and known to science, only about 100 are igneous; that is, they have undergone melting by volcanic action at some time since the planets were first formed. These igneous meteorites are known as achondrites because they lack chondrules - small stony spherules found in the thousands of meteorites (called "chondrites") composed primarily of unaltered minerals that condensed from dust and gas at the origin of the solar system. Achondrites are the only known samples of volcanic rocks originating outside the Earth-Moon system. Most are thought to have been dislodged by interbody impact from asteroids, with diameters of from 10 to 500 kilometers, in solar orbit between Mars and Jupiter.

Shergottites, the name given to three anomalous achondrites so far discovered on Earth, present scientists with a genuine enigma. Shergottites crystallized from molten rock less than 1.1 billion years ago (some 3.5 billion years later than typical achondrites) and were presumably ejected into space when an object impacted on a body similar in chemical composition to Earth.

While most meteorites appear to derive from comparatively small bodies, shergottites exhibit properties that indicate that their source was a large planet, conceivably Mars. In order to account for such an unlikely source, some unusual factor must be invoked, because the impact needed to accelerate a fragment of rock to escape the gravitational field of a body even as small as the Moon is so great that no meteorites of lunar origin have been discovered.

# Passage 3

While some scientists speculate that shergottites derive from Io (a volcanically active moon of Jupiter), recent measurements suggest that since Io's surface is rich in sulfur and sodium, the chemical composition of its volcanic products would probably be unlike that of the shergottites. Moreover, any fragments dislodged from Io by interbody impact would be unlikely to escape the gravitational pull of Jupiter.

The only other logical source of shergottites is Mars. Space-probe photographs indicate the existence of giant volcanoes on the Martian surface. From the small number of impact craters that appear on Martian lava flows, one can estimate that the planet was volcanically active as recently as a half-billion years ago-and may be active today. The great objection to the Martian origin of shergottites is the absence of lunar meteorites on Earth. An impact capable of ejecting a fragment of the Martian surface into an Earth-intersecting orbit is even less probable than such an event on the Moon, in view of the Moon's smaller size and closer proximity to Earth. A recent study suggests, however, that permafrost ices below the surface of Mars may have altered the effects of impact on it. If the ices had been rapidly vaporized by an impacting object, the expanding gases might have helped the ejected fragments reach escape velocity. Finally, analyses performed by space probes show a remarkable chemical similarity between Martian soil and the shergottites.

**OBJECTIVE: Explain that Shergottites (unique achondrites) seem to have originated from Mars.**

# INFERENCE

## Reading Comprehension – Passage 3

**16. The passage implies which of the following about shergottites?**

- I. They are products of volcanic activity.
- II. They derive from a planet larger than Earth.
- III. They come from a planetary body with a chemical composition similar to that of Io.

- (A) I only
- (B) II only
- (C) I and II only
- (D) II and III only
- (E) I, II, and III

# INFERENCE

## Reading Comprehension – Passage 3

16. The passage implies which of the following about shergottites?

- ✓ I. They are products of volcanic activity.
  - ✗ II. They derive from a planet larger than Earth. **Distortion of meaning.**
  - ✗ III. They come from a planetary body with a chemical composition similar to that of Io. **Contradicts the passage**
- (✓) I only  
(B) II only  
(C) I and II only  
(D) II and III only  
(E) I, II, and III
- Shergottites are achondrules and they have undergone melting by volcanic action.  
source was a large planet, conceivably Mars
- Io's surface is rich in sulfur and sodium, the chemical composition of its volcanic products would probably be unlike that of the shergottites








# Reading Comprehension – Passage 3

- 17. According to the passage, a meteorite discovered on Earth is unlikely to have come from a large planet for which of the following reasons?**
- (A) There are fewer large planets in the solar system than there are asteroids.
  - (B) Most large planets have been volcanically inactive for more than a billion years.
  - (C) The gravitational pull of a large planet would probably stop fragments from escaping its orbit.
  - (D) There are no chondrites occurring naturally on Earth and probably on other large planets.
  - (E) Interbody impact is much rarer on large than on small planets because of the density of the atmosphere on large planets

## Reading Comprehension – Passage 3

17. According to the passage, a meteorite discovered on Earth is unlikely to have come from a large planet for which of the following reasons?

-  There are **fewer** large planets in the solar system than there are asteroids. **Irrelevant comparison**
-  Most large planets have been **volcanically inactive** for more than a billion years. **Mars may have active volcanoes**
-  The gravitational pull of a large planet would probably stop fragments from escaping its orbit.
-  There are no chondrites occurring naturally on Earth and probably on other large planets. **Red Herring**
-  Interbody impact is much rarer on large than on small planets because of the density of the atmosphere on large planets **interbody impact would be unlikely to escape the gravitational pull of Jupiter. True for Jupiter but cannot be generalized.**

Shergottites exhibit properties that indicate that their source was a large planet, conceivably Mars. In order to account for such an unlikely source, some unusual factor must be invoked, because **the impact needed to accelerate a fragment of rock to escape the gravitational field of a body even as small as the Moon is so great that no meteorites of lunar origin have been discovered.**

# INFERENCE

## Reading Comprehension – Passage 3


**18. The passage suggests that the age of shergottites is probably**

- (A) still entirely undetermined
- (B) less than that of most other achondrites
- (C) about 3.5 billion years
- (D) the same as that of typical achondrites
- (E) greater than that of the Earth

# INFERENCE

## Reading Comprehension – Passage 3

**18. The passage suggests that the age of shergottites is probably**

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-  (B) less than that of most other achondrites
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- (E) greater than that of the Earth

Shergottites crystallized from molten rock less than 1.1 billion years ago  
(some 3.5 billion years later than typical achondrites).

# PARTIAL INFERENCE

## Reading Comprehension – Passage 3

**19. According to the passage, the presence of chondrules in a meteorite indicates that the meteorite:**

- (A) has probably come from Mars
- (B) is older than the solar system itself
- (C) has not been melted since the solar system formed
- (D) is certainly less than 4 billion years old
- (E) is a small fragment of an asteroid

# PARTIAL INFERENCE

## Reading Comprehension – Passage 3

19. According to the passage, the presence of chondrules in a meteorite indicates that the meteorite:

- (A) has probably come from Mars
- (B) is older than the solar system itself
- ☒ (C) has not been melted since the solar system formed
- (D) is certainly less than 4 billion years old
- (E) is a small fragment of an asteroid

Of the thousands of specimens of meteorites found on Earth and known to science, only about 100 are igneous; that is, they have undergone melting by volcanic action at some time since the planets were first formed. These igneous meteorites are known as achondrites because they **lack chondrules - small stony spherules found in the thousands of meteorites (called "chondrites") composed primarily of unaltered minerals that condensed from dust and gas at the origin of the solar system.**

## **Reading Comprehension – Passage 3**

**20. The passage provides information to answer which of the following questions?**

- (A) What is the precise age of the solar system?
- (B) How did shergottites get their name?
- (C) What are the chemical properties shared by shergottites and Martian soils?
- (D) How volcanically active is the planet Jupiter?
- (E) What is a major feature of the Martian surface?

## Reading Comprehension – Passage 3

20. The passage provides information to answer which of the following questions?

- ☒ What is the precise age of the solar system?
- ☒ How did shergottites get their name?
- ☒ What are the chemical properties shared by shergottites and Martian soils?
- ☒ How volcanically active is the planet Jupiter?
- ☒ What is a major feature of the Martian surface?

A: age of shergotties and other achondrites given, not solar system

B: “Shergottites, the name given to three anomalous achondrites so far discovered on Earth” – name not given

C: “Finally, analyses performed by space probes show a remarkable chemical similarity between Martian soil and the shergottites” – does not say which similarities

D: Mars might be volcanically active, don’t know about Jupiter



# INFERENCE

## Reading Comprehension – Passage 3

- 21. It can be inferred from the passage that each of the following is a consideration in determining whether a particular planet is a possible source of shergottites that have been discovered on Earth EXCEPT the**
- (A) planet's size
  - (B) planet's distance from Earth
  - (C) strength of the planet's field of gravity
  - (D) proximity of the planet to its moons
  - (E) chemical composition of the planet's surface

# INFERENCE

## Reading Comprehension – Passage 3

21. It can be inferred from the passage that each of the following is a consideration in determining whether a particular planet is a possible source of shergottites that have been discovered on Earth **EXCEPT** the

(A) planet's size ✖

(B) planet's distance from Earth ✖

(C) strength of the planet's field of gravity ✖

✓ (D) proximity of the planet to its moons

Only Earth & Moon are discovered

(E) chemical composition of the planet's surface ✖

While most meteorites appear to derive from comparatively small bodies, shergottites exhibit properties that indicate that **their source was a large planet, conceivably Mars.**

An impact capable of ejecting a fragment of the Martian surface into an Earth-intersecting orbit is even less probable than such an event on the Moon, in view of the **Moon's smaller size and closer proximity to Earth.**

The impact needed to accelerate a fragment of rock to **escape the gravitational field of a body** even as small as the Moon is so great that no meteorites of lunar origin have been discovered.

Finally, analyses performed by space probes show a **remarkable chemical similarity** between Martian soil and the shergottites.

# INFERENCE

## Reading Comprehension – Passage 3

**22. It can be inferred that most meteorites found on Earth contain which of the following?**

- (A) Crystals
- (B) Chondrules
- (C) Metals
- (D) Sodium
- (E) Sulfur

# INFERENCE

## Reading Comprehension – Passage 3

22. It can be inferred that most meteorites found on Earth contain which of the following?

- (A) Crystals
- ☒ (B) Chondrules
- (C) Metals
- (D) Sodium
- (E) Sulfur

**Of the thousands of specimens of meteorites found on Earth and known to science, only about 100 are igneous; that is, they have undergone melting by volcanic action at some time since the planets were first formed. These igneous meteorites are known as achondrites because they lack chondrules.**

So, the remaining meteorites contain chondrules.



*Thank you*