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Passage - 1

Once surrounded and protected by vast wilderness, many of the national parks are adversely affected by activities outside their boundaries. The National Park Organic Act established the national park system and empowered the Secretary of the Interior to manage activities within the parks. Conditions outside park boundaries are not subject to regulation by the Park Service unless they involve the direct use of park resources.

Several approaches to protecting the national parks from external degradation have been proposed, such as one focusing on enacting federal legislation granting the National Park Service broader powers over lands adjacent to the national parks. Legislation addressing external threats to the national parks twice passed the House of Representatives but died without action in the Senate. Also brought to the table as a possible remedy is giving the states bordering the parks a significant and meaningful role in developing federal park management policy.

Because the livelihood of many citizens is linked to the management of national parks, local politicians often encourage state involvement in federal planning. But, state legislatures have not always addressed the fundamental policy issues of whether states should protect park wildlife.

Timber harvesting, ranching and energy exploration compete with wildlife within the local ecosystem. Priorities among different land uses are not generally established by current legislation. Additionally, often no mechanism exists to coordinate planning by the state environmental regulatory agencies. These factors limit the impact of legislation aimed at protecting park wildlife and the larger park ecosystem.

Even if these deficiencies can be overcome, state participation must be consistent with existing federal legislation. States lack jurisdiction within national parks themselves, and therefore state solutions cannot reach activities inside the parks, thus limiting state action to the land adjacent to the national parks. Under the supremacy clause, federal laws and regulations supersede state action if state law conflicts with federal legislation, if Congress precludes local regulation, or if federal regulation is so pervasive that no room remains for state control. Assuming that federal regulations leave open the possibility of state control, state participation in policy making must be harmonized with existing federal legislation.

The residents of states bordering national parks are affected by park management policies. They in turn affect the success of those policies. This interrelationship must be considered in responding to the external threats problem. Local participation is necessary in deciding how to protect park wildlife. Local interests should not, however, dictate national policy, nor should they be used as a pretext to ignore the threats to park regions.

1. What is the main purpose of the author in writing the passage?
 - A. argue that rampant timber harvesting is degrading national parks
 - B. describe a plan of action to resolve an issue
 - C. discuss different approaches to dealing with a problem
 - D. suggest that local participation is necessary to solve the problem described
 - E. to assert that national parks are adversely affected by activities outside their boundaries

2. The passage provides support for which of the following assertions?
 - A. The National Park Organic Act gave the Secretary of the Interior the right to overrule state government policy in lands adjacent to national parks.
 - B. The federal government has been selling national park land to state governments in order to raise money for wildlife conservation.
 - C. The actions of state governments have often failed to promote the interests of national park wildlife.
 - D. Local politicians want the federal government to turn control of national parks over to state governments.
 - E. Timber harvesting and energy exploration have not had any impact on national parks
3. In the context of the passage, the phrase *external degradation* (line 0) refers to which of the following:
 - A. threats to national parks arising from the House of Representative's willingness to address environmental issues.
 - B. threats to national parks arising from state government environmental policies.
 - C. threats to national parks arising from local politicians' calls for greater state involvement in national park planning.
 - D. threats to national parks arising from the National Park Organic Act.
 - E. threats to national parks arising from the lack of local support
4. According to the passage, which of the following developments is most likely if environmental cooperation between the federal government and state governments does not improve?
 - A. A further decline in the land area of national parks
 - B. A further increase in federal ownership of land adjacent to national parks
 - C. A further growth in the powers of the National Park Service
 - D. A further loss of species in national parks
 - E. A further increase in timber harvesting activities

Passage - 2

Henry Varnum Poor, editor of *American Railroad Journal*, drew the important elements of the image of the railroad together in 1801, Look at the results of this material progress...the vigor, life, and executive energy that followed in its train, rapidly succeeded by wealth, the refinement and intellectual culture of a high civilization.

All this is typified, in a degree, by a locomotive. The combination in its construction of nice art and scientific application of power, its speed surpassing that of our proudest courser, and its immense strength, are all characteristic of our age and tendencies. To us, like the telegraph, it is essential, it constitutes a part of our nature, is a condition of our being what we are.

In the third decade of the nineteenth century, Americans began to define their character in light of the new railroads. They liked the idea that it took special people to foresee and capitalize on the promise of science. Railroad promoters, using the steam engine as a metaphor for what they thought Americans were and what they thought Americans were becoming, frequently discussed parallels between the locomotive and national character, pointing out that both possessed youth, power, speed, single-mindedness, and bright prospects.

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Poor was, of course, promoting acceptance of railroads and enticing his readers to open their pocketbooks. But his metaphors had their dark side. A locomotive was quite unlike anything Americans had ever seen. It was large, mysterious and dangerous; many thought that it was a monster waiting to devour the unwary.

There was a suspicion that a country founded upon Jeffersonian agrarian principles had bought a ticket and boarded a train pulled by some iron monster into the dark recesses of an unknown future.

To ease such public apprehensions, promoters, poets, editors, and writers alike adopted the notion that locomotives were really only iron horses, an early metaphor that lingered because it made steam technology ordinary and understandable. Iron horse metaphors assuaged fears about inherent defects in the national character, prompting images of a more secure future, and made an alien technology less frightening, and even comforting and congenial.

Essayist Ralph Waldo Emerson saw the locomotive as an agent of domestic harmony. He observed that the locomotive and the steamboat, like enormous shuttles, shoot every day across the thousand various threads of national descent and employment and bind them fast in one web, adding an hourly assimilation goes forward, and there is no danger that local peculiarities and hostilities should be preserved. To us Americans, it seems to have fallen as a political aid. We could not else have held the vast North America together, which we now engage to do.

1. Which of the following claims would the author of the passage most agree with?
 - A. The railroad undermined America's progressive tendencies.
 - B. Railroad promoters like Poor denounced Jeffersonian agrarian principles.
 - C. The Americans in general were against the railroad
 - D. Ralph Waldo Emerson thought that the railroad would harm America. E. Americans generally supported the development of the railroad.
2. The passage is primarily concerned with which of the following?
 - A. criticise one interpretation of the early American railroads
 - B. discuss the early years of the railroad and its connection to the American character of the time.
 - C. suggest that railroads were the most important development in the history of America
 - D. describe the apprehension with which most of the Americans greeted the early railroads
 - E. assert that Americans were tricked into believing that the railroads were beneficial for them
3. According to the passage, which of the following is most likely to be true about Ralph Waldo Emerson's beliefs?
 - A. He felt that Americans should adhere strictly to Jeffersonian agrarian principles.
 - B. He thought that the railroad was as important as the telegraph. C. He felt that technological progress would help to unify Americans.
 - D. He thought that railroad promoters were acting against America's best interests.
 - E. His metaphors had a dark side to them
4. Suppose that an early nineteenth-century American inventor had developed a device that made it easier to construct multi-story building. How would early

nineteenth-century Americans be expected to react to this invention?

- A. They would not support society's use of such a device.
- B. They would generally support society's use of such a device.
- C. They would have no opinion about society's use of such a device.
- D. They themselves would not use such a device.
- E. They would initially view such a device with skepticism

Passage - 3

Suspicious as they are of American intentions, and bolstered by court rulings that seem to give them license to seek out and publish any and all government secrets, the media's distrust of our government, combined with their limited understanding of the world at large, damages our ability to design and conduct good policy in ways that the media rarely imagine.

The leak through which sensitive information flows from the government to the press is detrimental to policy in so far as it almost completely precludes the possibility of serious discussion. The fear that anything they say, even in what is construed as a private forum, may appear in print, makes many people, whether our own government officials or the leaders of foreign countries, unwilling to speak their minds.

Must we be content with the restriction of our leaders' policy discussions to a handful of people who trust each other, thus limiting the richness and variety of ideas that could be brought forward through a larger group because of the nearly endemic nature of this problem? It is vitally important for the leaders of the United States to know the real state of affairs internationally, and this can occur only if foreign leaders feel free to speak their minds to our diplomats.

Until recently, it looked as if the media had convinced the public that journalists were more reliable than the government; however, this may be changing. With the passage of time, the media have lost lustre. They—having grown large and powerful—provoke the same public skepticism that other large institutions in the society do. A series of media scandals has contributed to this. Many Americans have concluded that the media are no more credible than the government, and public opinion surveys reflect much ambivalence about the press.

While leaks are generally defended by media officials on the grounds of the public's right to know, in reality they are part of the Washington political power game, as well as part of the policy process. The "leaker" may be currying favour with the media, or may be planting information to influence policy. In the first case, he is helping himself by enhancing the prestige of a journalist; in the second, he is using the media as a stage for his preferred policies. In either instance, it closes the circle: the leak begins with a political motive, is advanced by a politicized media, and continues because of politics. Although some of the journalists think *they* are doing the work, they are more often than not instruments of the process, not prime movers.

The media must be held accountable for their activities, just like every other significant institution in our society, and the media must be forced to earn the public's trust.

1. Based on the information in the passage, with which of the following statements would the author most likely agree?

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- A. Feeding the public misinformation is warranted in certain situations.
 - B. The public has a right to know the real state of foreign affairs.
 - C. The fewer the number of people involved in policy discussions, the better.
 - D. Leaders give up their right to privacy when they are elected.
 - E. The media is not accountable to the public
2. Implicit in the author's argument that leaks result in far more limited and unreliable policy discussions with foreign leaders is the idea that:
- A. leaks should be considered breaches of trust and therefore immoral.
 - B. leaks have occurred throughout the history of politics.
 - C. foreign and U.S. leaders discussed policy without inhibition before the rise of the mass media.
 - D. leaders fear the public would react negatively if it knew the real state of affairs.
 - E. it is best to keep the media in the dark
3. What is the main idea of the passage?
- A. to argue that the media is acting against the national interests.
 - B. to convince that journalists are attempting to enhance their own prestige.
 - C. to discuss the negative effects that media leaks have on foreign policy and the media's credibility.
 - D. to criticise politicians for being dishonest in public.
 - E. to suggest that the media needs to be regulated more strongly and effectively.
4. Based on the passage, when the media now challenge the actions of a public official, the public assumes that:
- A. the official is always wrong.
 - B. the media is always wrong.
 - C. the media may be wrong.
 - D. the official and the media may both be wrong.
 - E. the public ignores this piece of news completely

Passage - 4

In the decades following World War II, American business had undisputed control of the world economy, producing goods of such high quality and low cost that foreign corporations were unable to compete. But in the mid-1960s the United States began to lose its advantage and by the 1980s American corporations lagged behind the competition in many industries. In the computer chip industry, for example, American corporations had lost most of both domestic and foreign markets by the early 1980s.

The first analysts to examine the decline of American business blamed the U.S. government. They argued that stringent governmental restrictions on the behaviour of American corporations, combined with the wholehearted support given to foreign firms by their governments, created an environment in which American products could not compete. Later analysts blamed predatory corporate raiders who bought corporations, not to make them more competitive in the face of foreign competition, but rather to sell off the most lucrative divisions for huge profits.

Still later analysts blamed the American workforce, citing labour demands and poor productivity as the reasons American corporations have been unable to compete with Japanese and European firms.

Finally, a few analysts even censured American consumers for their unpatriotic purchases of foreign goods. The blame actually lies with corporate

management, which has made serious errors based on misconceptions about what it takes to be successful in the marketplace.

These missteps involve labour costs, production choices, and growth strategies. Even though labour costs typically account for less than 0% of a product's total cost, management has been quick to blame the costs of workers' wages for driving up prices, making American goods uncompetitive. As a result of attempts to minimize the cost of wages, American corporations have had trouble recruiting and retaining skilled workers.

The emphasis on cost minimization has also led to another blunder: an over-concentration on high technology products. Many foreign firms began by specializing in the mass production and sale of low technology products, gaining valuable experience and earning tremendous profits.

Later, these corporations were able to break into high technology markets without much trouble; they simply applied their previous manufacturing experience and ample financial resources to the production of higher quality goods. American business has consistently ignored this very sensible approach.

The recent rash of corporate mergers and acquisitions in the U.S. has not helped the situation either. While American firms have neglected long-range planning and production, preferring instead to reap fast profits through mergers and acquisitions, foreign firms have been quick to exploit opportunities to ensure their domination over future markets by investing in the streamlining and modernization of their facilities.

1. The passage suggests that compared to Japanese workers, American workers are often considered:
 - A. more content and more efficient.
 - B. more content but less efficient.
 - C. less content and less efficient.
 - D. less content but more efficient.
 - E. lazy and less hard working
2. With which of the following general statements would the author most likely NOT agree?
 - A. American business has been hurt by the inability to plan for the long-term.
 - B. Cutting production costs always leads to increased competitiveness.
 - C. American consumers are not the prime cause of the decline of American business.
 - D. Initial analysis of the decline of American business yielded only partially accurate conclusions.
 - E. Mergers and Acquisitions have not helped improve the situation
3. Which of the following would most *weaken* the author's argument about the over-concentration on high technology products?
 - A. Producing low tech products is not as profitable as producing high tech products.
 - B. Manufacturing high tech products is a completely different process than manufacturing low tech goods.
 - C. Most of the low tech products purchased by Americans are made by foreign firms.
 - D. Most of the high tech products purchased by Americans are made by foreign firms.
 - E. Most of the high tech products purchased by Americans are made by American firms.

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4. The author of this passage would probably give his greatest support to which of the following actions by the corporate management of an American company?
- A. Acquiring a smaller company in order to gain financial resources
 - B. Considering the option of paying the most highly skilled workers a higher wage
 - C. Trying to learn from the general management strategy of foreign firms
 - D. Paying for television advertisements that will win back American consumers
 - E. Flooding foreign markets with cheap goods

Passage – 5

Every four years voters across the United States elect a president. Various factors such as choices in campaign locations, the candidates' adherence to polling data and use of the Internet by candidates to reach potential voters all influence the preference of those voters, but perhaps none of these is so persuasive as a candidate's performance on nationally televised debates just prior to the election. Newspapers and television news programs generally attempt to provide thorough coverage of the debates, further augmenting the effect of good or bad candidate performances.

In this way, the news media fulfil the traditional role of educating the public and enabling voters to make better informed decisions about elected officials. However, the same technology which brings live debates into millions of living rooms across the nation also limits the availability of debate coverage by use of pool coverage, the sharing of news coverage with other news organizations. The alternative is unilateral coverage, in which each news organization covers the event independently. Most events subject to pool coverage are so planned by the sponsors because of space limitations or safety concerns for prominent people attending or participating in the events. Since the television media require more people and equipment than their print counterparts, television usually is affected more frequently.

The pool system, when employed to cover debates between presidential nominees of the major political parties, violates the first amendment. The Constitution's mandate for a free press allows restrictions on press coverage only when there is a compelling governmental interest at stake. Presidential debates involve no interest sufficient to justify the admission of one news organization to the exclusion of all others.

Pool coverage of a presidential debate means that individual broadcasters are unable to cover the event in their own way and, consequently, to convey a unique account to their viewers; they must purchase and use coverage provided by the pool representative or have no coverage at all. The networks participate reluctantly. Pool coverage denies an opportunity to gain maximum insight from the debate. Indeed, the first amendment freedoms afforded the press exist largely to ensure that the public benefits from the free flow of information. The Supreme Court has noted that it is the right of viewers and listeners, not the right of the broadcasters, which is paramount.

To overcome the problem of restricted access, television news media could be divided into four categories: domestic networks, foreign news services, domestic news services, and independent broadcasters. Some broadcasters would be denied access, but the critical

point is that in the end, the viewers will benefit, for they will have seen different debate coverage and, ultimately, will be better informed.

1. What is the author of the passage primarily concerned with?
 - A. Arguing in favour of giving more rights to individual broadcasters
 - B. Describing the pool system of coverage of events
 - C. Asserting that the first Amendment needs to be amended
 - D. Describing a problem with media coverage of certain events and suggesting a solution
 - E. Criticising the American Presidential election system
2. Which of the following claims does the passage provide some support for?
 - A. News organizations tend not to cooperate with each other unless they are forced to do so.
 - B. Most presidential candidates fare poorly in televised debates because they are not good public speakers.
 - C. Current news coverage of presidential debates limits the information available to the public.
 - D. Foreign news organizations have generally been uninterested in American presidential debates.
 - E. The pool system also has its positive points
3. The author of this passage would probably give his *greatest* support to which of the following actions?
 - A. A decision to allow more news services to cover presidential debates
 - B. A decision to allow fewer news services to cover presidential debates
 - C. A decision to ban presidential debates until more news services are allowed to cover them
 - D. A decision to ban presidential debates until fewer news services are allowed to cover them
 - E. A decision to change the first amendment
4. What role does the last paragraph play in the passage?
 - A. It provides a general conclusion to the passage
 - B. It suggests a solution to a problem discussed in the passage
 - C. It provides specific guidelines that need to be followed in future
 - D. It describes an action that the author opposes
 - E. It provides support for the main conclusion of the passage

Passage – 6

Psychology has reflected and contributed to the cultural bias of exalting motherhood at the expense of fatherhood. Sigmund Freud considered the mother, but not the father, to have a prominent role in infant development. Gadpaille argues that maternalism is instinctual to females, not only in the species but in mammals generally. He warns that anyone advocating male mothering may bring harm to everyone concerned. Strongly influenced by such psychological theory, our culture has been taken in by the superiority of mother theory.

Benjamin Spock, in a six-hundred-page book on child care, devotes just three pages to the role of fathers. While he admits that a man does not sacrifice his masculinity, Spock thinks child care is something the father should do only occasionally—just to help the mother out. Fathers who win custody of children in divorce proceedings are often advised that they should immediately hire full-time housekeepers to function as surrogate mothers.

But, alas, mothers who win custody are not told to provide surrogate fathers for them. Margaret Mead, the famous anthropologist, once remarked that fathers are a biological necessity but a social accident. Throughout the nineteenth and much of the twentieth century, our culture has been quite comfortable with this stereotypical view of fathers.

Less than ten percent of the scientific studies of parents have taken the father's role into account, in spite of the fact that half of all parents are fathers. Society has not yet changed in any major ways with regard to fathers as nonparents. However, researchers have finally realized that the motherhood role is not an inherited behaviour pattern, but a learned set of social skills.

Female children begin learning these social skills at a very early age; society makes no effort to see that boys learn these same social skills. Theories of maternal instinct and attachment or bonding as being exclusively maternal are now being called into question. Infants bond with both the mother and the father. A growing body of literature now reveals that fathers do have potential nurturance just as mothers do.

Men are increasingly demanding to be accepted as nurturant parents rather than just the provider and protector.

Young men are beginning to reject the models of parenting provided by their fathers and are searching for ways to become parents as well as fathers. A radical restructuring of maleness and fatherhood is currently under way. Fathering and mothering are two distinct parental roles. When a male is nurturant, he is fathering, not mothering. Both mothering and fathering are valid roles, but they are by no means identical.

1. Fathers who exhibit which of the following actions could count on the author of this passage to give them his *greatest* support?
 - A. Buying educational toys for their children
 - B. Reading bedtime stories to their children
 - C. Leaving their children with female babysitters
 - D. Working in order to pay for family expenses
 - E. Being nice to their wives
2. What is the primary aim of the passage?
 - A. To argue that women are more important than men
 - B. To assert that men lack in maternal instinct
 - C. To criticise men for neglecting their children
 - D. To describe the changing role of men in modern examples of parenthood
 - E. To decry the concept of motherhood
3. The existence of which of these findings would most strongly *challenge* Sigmund Freud's opinion as it is presented in the passage?
 - A. The personality of infants is strongly influenced by their mothers
 - B. The personality of infants is strongly influenced by their fathers
 - C. The personality of infants is weakly influenced by their siblings
 - D. The personality of infants is weakly influenced by their grandparents
 - E. The personality of infants is affected by many factors
4. Based on information provided by the author in the passage, which of the following statements is NOT true?

- A. The author contends that both males and females should participate in raising children.
- B. Gadpaille asserts that females do not have to learn about raising children.
- C. Benjamin Spock argues that males should not be heavily involved in raising children.
- D. Margaret Mead believed that males have a major role to play in raising children.
- E. Freud argues that women are more important than men when it comes to raising a child

Passage - 7

From time to time history and myth come peculiarly close to one another, casting a new light on old, and often largely dismissed tales. In various Eastern cultures the notion of the winged serpent and the dragon have come down from the ages, only to be cast aside by modern society as fantastic, mythological creations of someone's overactive ancient imagination. Now, it seems, this supernatural beast might have some historical antecedents.

Archaeopteryx lithographica lived during the latter part of the Jurassic period, approximately 100 million years ago, just south of what today is central Germany. This ancient creature combined a reptilian body and tail with bird-like wings and feathers. This strange amalgamation of traits seems like something out of ancient mysticism of the Far East.

This beast has provided a wealth of information about the evolution of flight in birds. However, fossil and skeletal studies indicate that it was not capable of flight. None of the *Archaeopteryx* fossils discovered to date, including the most mature specimens, exhibit an ossified or bony sternum, the wide bone that extends from the chest to the pelvic area in most modern birds. The main purposes of this structure are to protect internal organs during flight and to act as a sturdy anchoring point for the enormous pectoral muscles necessary for flight. There is no indication that *Archaeopteryx* ever developed strong pectoral muscles, and perhaps this is one reason why it never developed a sternum. Instead, it retained reptilian gastral ribs, thin braces in the abdominal region, which were not attached to the skeleton and which served only to support and protect internal organs. Researchers believe that flight would have been highly unlikely in an animal with such skeletal characteristics.

Furthermore, the bones in the manus of *Archaeopteryx* do not seem to have been fused. In modern birds, these bones are fused in order to support the wing. In addition, the ulna of modern birds is marked with small knobs where feathers are anchored firmly to the bone by ligaments. The ulna in *Archaeopteryx*, however, is smooth, indicating that its feathers were not firmly anchored into the skeleton.

Finally, the skeletal characteristics of *Archaeopteryx* seem to indicate that this animal was most adapted to terrestrial movement. Its hind legs and pelvis closely resemble those of bipedal theropods and dinosaurs, suggesting that, like these other bipeds, it was adept at running along the ground. In contrast to the posture of modern birds, whose bodies are suspended at the pelvis like a seesaw with the thighbones horizontal, it stood up on its hind legs with its long reptilian tail serving to balance it as well as enhance its ability to coordinate abrupt changes of direction while running. In modern birds all that remains of the tail is a shrunken, fused structure called a pygostyle.

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Although the foot of *Archaeopteryx* was bird-like, with fused metatarsals, it was also adapted to running. By way of its peculiar mix of features, it seems to represent a kind of transitional phase, illustrating an evolutionary leap from reptile to bird and providing insight into the development of flight.

- Suppose that scientists have recently found the skeleton of a bird capable of flight embedded in pre-Jurassic period rock. What effect would this discovery most likely have on their thinking about *Archaeopteryx lithographica*?
 - It would support the view that *Archaeopteryx lithographica* represented a transitional species between reptiles and birds.
 - It would undermine the view that *Archaeopteryx lithographica* represented a transitional species between reptiles and birds.
 - It would neither support nor undermine the view that *Archaeopteryx lithographica* represented a transitional species between reptiles and birds.
 - It would support the view that *Archaeopteryx lithographica* failed to develop the pectoral muscles necessary for flight.
 - It would prove beyond doubt that *Archaeopteryx lithographica* was actually a bird
- Based on information in the passage, which of the following statements is NOT true?
 - Archaeopteryx lithographica*'s skeleton is similar to the skeleton of a modern bird.
 - Archaeopteryx lithographica*'s tail played a larger role in its daily life than the tail of a modern bird plays in its daily life.
 - Scientists have studied *Archaeopteryx lithographica* in order to learn about the development of flight.
 - Archaeopteryx lithographica* shared some characteristics in common with dinosaurs.
 - Archaeopteryx lithographica* lived in what is now Germany
- Researchers believe that *Archaeopteryx* differs from modern birds for all of the following reasons EXCEPT:
 - a lack of feathers.
 - pectoral muscle development.
 - ossification of the sternum.
 - knobs found on the ulna.
 - Fused bones in the manus
- The passage is primarily concerned with
 - analysing the factors that led to the extinction of dinosaurs
 - describing the similarities between *Archaeopteryx lithographica* and modern birds
 - explaining how birds are able to fly
 - discussing how *Archaeopteryx lithographica* could be an evolutionary link between reptiles and birds
 - state that bones in the manus of *Archaeopteryx lithographica* were different from those of modern birds

Passage – 8

Far from being fixed on Earth, scientists now know that Australia has wandered over the face of the planet for billions of years, sometimes lying in the northern hemisphere, sometimes in the south. For 40 million years, after finally cutting the umbilicus with Antarctica, it slowly drifted northwards, in isolation, at about half the rate at which a human hair grows.

Now that the sheep has faltered, Australians ride more and more upon the marsupial's back. To a large extent, but more difficult to quantify,

Australia's fauna and flora are being used as a unique resource. In scientific disciplines from reproductive physiology and evolutionary biology to medicine, Australia's native species are hailed as a unique and priceless heritage. They are providing insights into the way the world, and humans themselves, work. Australia's rainforests—those unimportant appendages—are now widely acknowledged as being the most ancient of humanity's land-based ecosystems, which gave rise to most others. Botanical discoveries of worldwide importance are being made in them every year. Australian botanists have recently completed a catalogue of Australian plants, in which they list 18,000 species. Their taxonomic work over recent years has resulted in a 00 percent increase in the number of species in the groups examined. Yet they estimate that about 7,000 undiscovered plant species still exist in Australia. Many surely inhabit Australian rainforests and are members of ancient and bizarre families, like the southern pine (*Podocarpus*) recently found growing in a steep valley in Arnhem Land, thousands of kilometres distant from its nearest relatives.

Research on newly discovered Australian dinosaur faunas is challenging previous conceptions of what dinosaurs were like. So important are these discoveries that an Australian dinosaur recently made it onto the cover of a major international magazine. It was discovered in one of only two deposits in the world which was laid down near the South Pole during the age of dinosaurs. The chicken-sized species survived three months of darkness each year in a refrigerated world.

Scientists are finally understanding that evolution in Australia, in contrast to evolution on some other continents, is not driven solely by nature red in tooth and claw. Here, a more gentle force—that of coadaptation—is important. This is because harsh conditions force individuals to cooperate to minimize the loss of nutrients, and to keep them cycling through the ecosystem as rapidly as possible.

- Based on information in the passage, which of the following is NOT true?
 - Australia has moved from one hemisphere to the other over time.
 - Most Australian plant species remain undiscovered.
 - Important information is being gathered by studying Australian plants.
 - Australian rainforests are different from other rainforests.
 - Dinosaurs had once existed in what is now Australia
- Suppose that a previously unknown species of plant that is capable of producing medicine is found in an Australian rainforest. How would this information affect the author's opinion of Australian rainforests?
 - It would support the author's opinion.
 - It would contradict the author's opinion.
 - It would neither support nor contradict the author's opinion.
 - It would contradict the author's opinion only if this species of plant cannot be found anywhere else.
 - It would weaken the argument that Australian ecosystem is unique

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3. According to the passage, all of the following are considered benefits of studying Australian ecosystems EXCEPT:
- A. increasing knowledge of reproductive physiology and medicine.
 - B. gaining information concerning evolutionary trends.
 - C. furthering the understanding of the uses of hydroelectric power and solar energy.
 - D. providing insight into ancient ecosystems
 - E. providing an insight into the way humans work
4. What is the main purpose of the author in writing the passage?
- A. to state that dinosaurs originated in what is now Australia
 - B. to criticise modern scientists for not understanding the unique importance of Australia
 - C. to discuss some unique ecological features of Australia
 - D. to assert that Australian rainforests are the oldest of them all
 - E. Australian flora and fauna are not found anywhere else in the world

Passage – 9

No one is eager to touch off the kind of hysteria that preceded the government's decision to move against Alar, the growth regulator once used by apple growers. When celebrities like Meryl Streep spoke out against Alar and the press fanned public fears, some schools and parents rushed to pluck apples out of the mouths of children. Yet all this happened before scientists had reached any consensus about Alar's dangers.

Rhetoric about dioxin may push the same kind of emotional buttons. The chemical becomes relatively concentrated in fat-rich foods—including human breast milk. Scientists estimate that a substantial fraction of an individual's lifetime burden of dioxin—as much as 12%— is accumulated during the first year of life. Nonetheless, the benefits of breast-feeding infants, the EPA and most everyone else would agree, far outweigh the hazards. Now environmentalists say dioxin and scores of other chemicals pose a threat to human fertility—as scary an issue as any policymakers have faced.

But in the absence of conclusive evidence, what are policymakers to do? What measure can they take to handle a problem whose magnitude is unknown? Predictably, attempts to whipsaw public opinion have already begun. Corporate lobbyists urge that action be put on hold until science resolves the unanswered questions. Environmentalists argue that evidence for harm is too strong to permit delay. This issue is especially tough because the chemicals under scrutiny are found almost everywhere. Since many of them contain chlorine or are by-products of processes involving chlorine compounds, the environmental group Greenpeace has demanded a ban on all industrial uses of chlorine. The proposal seems appealingly simple, but it would be economically wrenching for companies and consumers alike. With the escalating rhetoric, many professionals in the risk-assessment business are worried that once again emotion rather than common sense will drive the political process.

There is no free lunch, observes Tammy Tengs, a public-health specialist at Duke University.

When someone spends money in one place, that money is not available to spend on other things. She and her colleagues have

calculated that tuberculosis treatment can extend a person's life by a year for less than \$0,000—surely a reasonable price tag. By contrast, extending a life by a year through asbestos removal costs nearly \$2 million, since relatively few people would die if the asbestos were left in place. That kind of benefit-risk analysis all too rarely informs the decisions made by government regulators.

As the EPA raises anew the dangers of dioxin, the agency needs to communicate its findings to the public in a calm and clear fashion. John Graham, director of the Harvard Centre for Risk Analysis, suggests that people should strive to keep the perils posed by dioxin in perspective and remember other threats that are more easily averted. Phantom risks and real risks compete not only for our resources but also for our attention, Graham observes. It's a shame when a mother worries about toxic chemicals, and yet her kids are running around unvaccinated and without bicycle helmets.

1. If it appeared in an article that the author read, he would most strongly agree with which of the following statements?
- A. Asbestos and radon have caused serious health problems in the past that many government officials chose to ignore.
 - B. Dioxin is the foremost threat to human fertility and needs to be addressed in order to prevent serious health problems in the future.
 - C. Environmental groups and corporate lobbyists often take polarized stances which eventually are modified by governmental agencies.
 - D. Thorough research and investigation of environmental problems should be performed by the government before any unnecessary hysteria spreads throughout the public.
 - E. The mayor of a city has decided to ban the use of dioxins by industries in that city
2. According to the passage, it is dangerous to react drastically to recently posed health hazards for all of the following reasons EXCEPT:
- A. proven precautions are overlooked.
 - B. public fear leads to irrational action.
 - C. insurance premiums will increase.
 - D. economic burdens can occur.
 - E. emotion should not be allowed to overtake common sense
3. In the context of the passage, the author uses the term whipsaw public opinion (line 23) to refer to:
- A. changing the needs of the community.
 - B. convincing citizens to accept a polarized viewpoint on health hazards.
 - C. offering a variety of alternatives for health hazards.
 - D. acting irrationally in response to government policy.
 - E. convincing citizens to take decisions lacking in common sense
4. The primary aim of the passage is
- A. to strongly discourage the use of dioxins by industries
 - B. to carry out a cost-benefit analysis of the continued use of dioxins
 - C. to argue that the problems associated with dioxins may have been overestimated
 - D. to assert that the opponents of the use of dioxins are exaggerating the problem for their own benefit
 - E. to call for a ban on the use of all dioxins

Passage – 10

The tsetse fly, belonging to any of approximately twenty species composing the genus *Glossina*, is indigenous to Africa and is found primarily in forests and savannahs south of the Tropic of Cancer. Dependent on vertebrate blood for nourishment, the tsetse fly is equipped with a long proboscis which is sharp enough to penetrate most animal skins and powerful enough to enable the tsetse to drink quantities of blood up to three times its own body weight.

At the same time that the tsetse drains blood, it can also transmit a variety of dangerous diseases. A bite from a tsetse fly can induce African sleeping sickness in human beings and nagana, a similar ailment, in domestic livestock. The agent of these diseases is the *trypanosome*, a unicellular, flagellated parasite which feeds primarily on the blood of vertebrates and is generally transmitted by an intermediary leech or insect host, such as the tsetse fly. In humans the *trypanosome* causes damage to the brain and spinal cord, leading to extreme lethargy and, ultimately, death; in livestock, *trypanosomes* destroy red blood cells, causing fatal anaemia.

The immune system is ill-equipped to counter *trypanosomes*. As the immune system attempts to counter disease, antibodies are produced to attack microbes whose antigens, surface proteins, are foreign to the body. However, the *trypanosome* is capable of disguising itself by altering its genetic code, thereby changing its antigen coating in resistance to each new antibody that evolves. This quick change has confounded pathologists and made the development of effective vaccines elusive. A controversy has been sparked between proponents of the elimination of the tsetse fly and African environmentalists. Those in favour of eradication feel that in addition to reducing disease, the removal of the tsetse fly will open immense tracts of land to cattle breeding. This, however, is precisely what the opposition fears. Environmentalists and conservationists dread the day when cattle and livestock, permitted to roam and graze freely, will uncontrollably devour lush African grasslands, converting them into barren desert. They argue that the tsetse fly must remain for the sake of the land. With efforts to eradicate the tsetse fly largely unsuccessful, control may offer the only available option for the interests of both health and environment. Since the protozoan cannot be conquered through antibodies or vaccines, scientists have begun efforts to prevent the transmission of the *trypanosome* parasite by eliminating the tsetse. Attempts to eradicate the tsetse fly, however, have met with little success. Rhodesia used to combat tsetse by extensive brush cleaning, game shooting, and chemical attack, yet the fly persisted. Aerial pesticide treatments have produced inconclusive results.

The reproductive cycle of the tsetse fly is such that a larva pupates underground for several weeks before it emerges as an adult fly. This makes repetitive chemical sweeping at intermittent periods an inconvenient necessity. All of these methods, however, share the weakness of dependence on harmful chemicals, such as DDT, which threaten both the health of the humans who handle them and the environment in which their toxic residues amass.

1. All of the following statements correctly describe the relationship between the tsetse fly, the *trypanosome*, and vertebrates EXCEPT:
 - A. vertebrate blood provides the nourishment for the transport of *trypanosomes*.

- B. the bite of a tsetse fly can kill vertebrates since it often injects a deadly chemical.
 - C. both the tsetse fly and the *trypanosome* utilize vertebrate blood for nourishment.
 - D. vertebrates may die after *trypanosome* contamination via a tsetse proboscis.
 - E. the tse tse fly transfers the *trypanosome* into the vertebrates' bodies
2. In the passage, the author does NOT identify which of the following as a characteristic of the tsetse fly?
 - A. dependence upon vertebrate blood
 - B. ability to transmit a fatal parasite to livestock and humans
 - C. ability to alter its genetic code
 - D. ability to influence the African cattle population
 - E. its larva pupates for several weeks beneath the ground
 3. According to African environmentalists, which of the following accurately describes the effect the tsetse fly has on the African grasslands?
 - A. If the tsetse fly population continues to exist, the African grasslands will turn into barren wasteland.
 - B. If the tsetse fly population continues to exist, the African grasslands will not be able to provide sufficient food supply for African cattle and livestock.
 - C. Destruction of the tsetse fly population will lead to the conversion of grasslands into desert.
 - D. Destruction of the tsetse fly population will cause overgrowth of the African grasslands.
 - E. Tse tse fly has no impact on grasslands, it only impacts vertebrates
 4. What is the primary purpose of the fourth paragraph in the passage
 - A. to describe the harmful effects of the tse tse fly
 - B. to argue that the proliferation of tse tse flies can lead to large scale deforestation of African grasslands
 - C. to discuss a beneficial impact of tse tse flies
 - D. to state that efforts to eradicate the tse tse flies have generally proved to be ineffective
 - E. to discuss the reproductive cycle of a tse tse fly

Passage - 11

Thunderstorms generally develop in the late afternoon or evening hours, when moist, daytime air rises into the upper atmosphere as temperatures cool and denser, night-time air slides in underneath. Clouds of water droplets, generally supercooled (droplets whose temperature has fallen below 0 degrees Celsius but have not yet frozen), condense around dust particles in the air until a critical density is reached, at which point it begins to rain. Cloud-to-ground lightning occurs when a discrepancy in electric charge develops between a cloud and the earth. For reasons that are not widely agreed upon, a charge begins to build up in this mixed water and ice region. When this discrepancy reaches a certain "breakdown potential," the surge of electric charge known as lightning moves downward between the negative and positive charge centres in 00-yard sections called step leaders. Eventually, it encounters something on the ground that is a good connection, and, with the circuit complete, the charge is lowered from cloud to ground. This entire event usually takes less than half a second. It is by preventing the requisite charge polarization that scientists hope someday to discourage the creation of cloud-to-ground lightning, thereby making storms safer and easier to weather.

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Many authorities adhere to a hypothesis for cloud electrification theory which emphasizes that the charging process occurs when a supercooled droplet of water collides with an ice particle of precipitation size (a hailstone)—the precipitation model. At this moment a large portion of the droplet freezes—resulting in a negative charge on the forming hailstone— while a smaller portion, still lingering in its supercooled state, dissociates itself—taking on a positive charge. The relatively heavy hailstone, responding to gravity, then begins to fall, while the extremely light supercooled droplet is carried by updrafts to higher regions of the cloud. Assuming the veracity of this account of charge separation, scientists guess that they would be able to discourage polarization by reducing the quantity of supercooled water in a cloud. To this purpose they have conducted preliminary seeding experiments, in which they have attempted to initiate the freezing of excess water by dropping large quantities of dry ice and silver iodide into potential thunderclouds, the results of which are, however, as yet inconclusive. A more recent convection model of the polarization process is offered by Bernard Vonnegut and Charles B. Moore, who contend that the primary cause of electrical charge formation in clouds is the capture of ionized (electrically charged) gas molecules by water droplets. The ions, so the theory goes, are absorbed by the droplets and transported by updrafts and downdrafts to various portions of the cloud. Vonnegut and Moore suggest that, in order to combat the effects of this transport of ions, it would be necessary to modify the properties of ions beneath accumulating clouds. In support of this explanation of cloud polarization they conducted a series of "space charge" experiments. Suspending a high-voltage wire above nine miles of Illinois countryside, Vonnegut and Moore released large quantities of ions into the atmosphere below, forming clouds. By means of airplanes specially equipped for electrical measurements, they determined that the ions were being distributed to differing regions of the clouds.

1. Which of the following options best summarizes the author's main point in the passage?
 - A. Several recent breakthroughs have increased our understanding of the causes of lightning.
 - B. Charge polarization in clouds can result both from the freezing of supercooled droplets and from the modification of ion properties.
 - C. The standard explanation of the causes of lightning is inaccurate and should be modified.
 - D. Scientists are not yet agreed on either the causes of cloud-to-ground lightning or the methods of controlling it.
 - E. To argue in favour of one model of polarization process.
2. It can be inferred from the information in the passage that the term "breakdown potential" as used in line 13 of the passage refers to:
 - A. a charge polarity sufficient to cause lightning.
 - B. the intensity of the lightning bolt.
 - C. the distance between the negatively charged earth and the positively charged cloud.
 - D. the duration of the lightning event
 - E. the point at which a cloud breaks down
3. According to points made in the passage by the author, scientists agree that lightning can occur when:
 - A. ions are transported by updrafts to higher regions of a thundercloud.

- B. supercooled droplets collide with hailstones in clouds.
 - C. a difference in charge exists between a cloud and the ground.
 - D. dry ice is released into a potential thundercloud.
 - E. there is high moisture content in the atmosphere
4. Which of the following statements would be LEAST consistent with the account of cloud polarization offered by Vonnegut and Moore?
 - A. Charge is transported within clouds via updrafts and downdrafts.
 - B. Lightning is caused by a discrepancy in electric charge between a cloud and the ground.
 - C. Water droplets are capable of carrying an electrical charge.
 - D. Lightning occurs when positively and negatively charged droplets are absorbed by hailstones.
 - E. The main cause of electrical charge formation is the capture of ionized gas molecules

Passage - 12

The Dutch cartographer, Abraham Ortelius, first suggested in 1596 that the Americas were "torn away from Europe and Africa"; but there was little evidence to support his hypothesis. In England in 1620, Francis Bacon also noted that the similarity of many of the edges of various continents suggested that they once might have fit together like puzzle pieces. Evidence mounted gradually over the course of the next few centuries that continents were once joined: fossils of similar plant and animal species found on widely separated continents, long and linear zones of deformed rocks occurring at the edges of continents, and certain geologic and glacial features shared across different continents. German meteorologist Alfred Wegener proposed in 1912 that the continents were all joined in a common landmass he named

Pangaea, which began breaking up approximately 200 million years ago. In fact, precursors of this theory existed in maps depicting the joined continents, which had, it may be noted, been drawn almost a century earlier, but it was Wegener who was the first to combine the accumulating evidence for continental drift into a common framework—to weave seemingly dissimilar, unrelated facts into a theory. His proposal was not well received, however; it remained unclear how the continents actually moved, and science had not developed accurate radiometry to date the fossils or the linear belts of rock at the edges of continents. Geologist Arthur Holmes proposed in 1929 that the hot and melted rocks that made up the mantle of the Earth, the layer just beneath the Earth's thin crust, flowed upward, downward, and laterally, pushing apart regions of ocean floor or allowing nearby regions to collide and overrun each other; but again little evidence existed to support the idea. In the following decades, magnetic studies of the ocean floor, showing that the orientation of rocks had changed over the course of recent geologic time, helped confirm Holmes' ideas that ocean plates were the cause of the rifts and valleys on the ocean floor, as well as of the larger movement of landmasses.

By the early-1960s, a wealth of new evidence (much of it from studies of the ocean floor) formed a picture of what caused continents to drift. The sedimentary rocks of an oceanic origin were different from predial samples previously found, and geologists reasoned from this that continents were not simply upwellings of ocean floor. Continents are built of blocks of crust varying in age, size, rock composition, structure, and fossil assemblage

(fauna and flora), with relatively stable, older interiors (the oldest rocks of which are more than 3 billion years old); the sea floors are significantly younger. The theory of mantle convection currents and sea-floor spreading became the prevailing explanation of how large plates of the Earth's crust continually move upward, downward, and to the side, allowing the separation of and collision of landmasses well above the moving ocean plates. In 1994, however, Seiya Uyeda concluded that subduction (the gravity-controlled sinking of a cold, denser oceanic slab into the subduction zone) plays a more fundamental role than seafloor spreading in shaping the earth's surface features" and "running the plate tectonic machinery." Current analysis of seismic waves and other geophysical studies continue to vastly expand our understanding of the Earth's interior and the components of plate tectonics theory.

1. The author most likely mentions the work of the Dutch cartographer Abraham Ortelius in order to:
 - A. show that the idea of plate tectonics is not new, although most evidence supporting it dates to the 20th century.
 - B. compare the state of Dutch and English cartography in the 16 century.
 - C. draw a strong contrast between Ortelius' pioneering views and those of Wegener and Holmes.
 - D. show that cartography was sufficiently advanced in the 16th that predictions could be made about continental drift.
 - E. argue that plate tectonics is a recently developed concept.
2. According to the author, the primary significance of the discovery that molten uprisings continually reshape the ocean floor is that:
 - A. these uprisings provide a mechanism for the continental drift that has clearly occurred.
 - B. it shows how sensitive the Earth's crust is to geologic activity taking place beneath it.
 - C. ocean floor movement lends strong support to the idea that the super-continent Pangea once existed.
 - D. the movement of deep ocean plates offers an explanation for magnetic and seismic measurements that have perplexed scientists for decades.
 - E. these help explain the phenomena of volcanic eruptions
3. What is the primary concern of the author in writing the passage?
 - A. to propose that modern maps are inaccurate compared to ancient maps
 - B. to discuss the gradual development and acceptance of the theory of plate tectonics.
 - C. to criticise the concept of Pangaea as proposed by some scientists.
 - D. to argue that all the continents will once again join together and become one
 - E. to explain that oceanic sedimentary rocks are different from those found on land
4. According to the passage, all of the following statements are true EXCEPT:
 - A. long, linear zones of rock on continental edges were recognized long before fossils on continental edges were accurately dated.
 - B. mantle convection currents help to explain seismic phenomena long measured by oceanographers and other studying continental drift.

- C. fossils of similar plant and animal species can be found on widely-separated continents only in the long, linear, coastal rock zones of those continents.
- D. the Earth's crust is a thin, hard layer of solid rock, while the mantle is a molten, flowing sublayer of the crust.
- E. Sea floors are younger than continental floors

Passage - 13

The rate at which pollen settles is dictated principally by the size and density of the grain. The slower the settlement rate, the greater the dispersal range. Numerous species reduce the density of their pollen grains through air cavities in their walls. The grains of many species quickly dehydrate after release. There is a limit, however, to the lower range of pollen size. The smaller a particle becomes, the more difficult its capture, because as airflow carrying particles sweeps past surfaces, inertia represents a principal component of the mechanism for capture. Usually considered a primitive feature in textbooks, wind-pollination has, in fact, reappeared independently in many plant groups relatively recently in geological time. General textbooks still often give the impression that the anemophilous syndrome is rather uninteresting, often defining it mainly as a combination of negatives: a lack of nectar, scent, petals, etc. Wind pollination has traditionally been viewed as a reproductive process dominated by random events—the vagaries of the wind and weather. This view seems justified by the potential hazards a pollen grain is subject to when transported over long distances. Pollen loss through happenstance is compensated for in wind-pollinated plants to a large degree by pollen-to-ovule ratios that greatly exceed those of insect-pollinated species. And unlike the sticky pollen grains of plants pollinated by insects, the pollen grains of wind-pollinated plants are smooth and dry, to avoid clumping and precipitating, and the stigma of the female is huge, sticky, and feathery, the better to catch any floating pollen grains. Similarly, wind-pollinated plants typically evolved to grow in stands, such as pine forests, corn fields and grasslands. Indeed the wind vector is only useful in large, near-monoculture populations.

However, recent research has shown that several remarkably sophisticated mechanisms for dispersal and capture are characteristic of wind-pollinated plants. Pollen release is often tied to the recognition of unambiguous environmental clues. The devices that operate to prevent self-pollination are also sometimes extremely intricate. Many species take advantage of the physics of pollen motion by generating aerodynamic environments within the immediate vicinity of their reproductive organs.

Two biological features appear to be critical in this process: the density and size of the pollen grain and the morphology of the ovulate organ.

The shape of the female organ creates patterns of airflow disturbances through which pollen grains travel. The obstructing organ causes airflow to separate around windward surfaces and creates turbulence along leeward surfaces as ambient wind speeds increase. Because the geometry of female organs is often species-specific, airflow disturbance patterns that are also species-specific can be generated. The speed and direction of this pattern combines with the physical properties of a species' pollen to produce a highly synergistic pattern of pollen collision on windward surfaces and sedimentation on leeward surfaces of reproductive organs. The aerodynamic consequences of

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4. What is the main function of Paragraphs 1 -3?
- A. to assert that women should be treated as the equal of men
 - B. to discuss the legitimate definition of a political interest group
 - C. to state that women qualify as a political interest group
 - D. to debate whether women have any unique, politically relevant characteristics
 - E. to applaud the proponents of the feminist movement

Passage – 15

Though he left us with numerous great works and, to be sure, is widely regarded as America's first internationally renowned author, Washington Irving's sometimes enigmatic tendencies and techniques have left literary critiques and academics to ponder his motives more than 140 years after his death. One such trait that raises the proverbial eyebrow of the community of readers and critiques is Irving's repeated, and varied, use of pseudonyms throughout his career. One of the most well-known female writers to adopt a pen name was George Sand, born Aurore Dupin in 1804, who became one of the most prolific and admired French authors – female or male – during the nineteenth century. The true identity of George Sand did not remain a secret for long, for after 1830 the author used this name in her everyday- life, and close friends commonly referred to her as George. Most portraits of the author as an adult are entitled simply *George Sand* and make no reference to her given name. Her son, too, adopted this new last name even though association with his famous author- mother did not bring him any obvious benefits, other than to indicate that his relationship with his mother was closer than that of his sister. Given that the name George Sand is radically different from Aurore Dupin's birth name, many readers have wondered how the author formulated her masculine pen name. At least two possible answers spring to mind. The first, as indicated in Curtis Cate's biography *George Sand*, is that the idea for this pseudonym arose from a collaboration with her first lover, Jules Sandeau, with whom she co-authored several articles as well as a full-length novel entitled *Rose et Blanche*. Since her own literary output was a great success in the 1830s-1800s, she quickly became known by this name, and began to use her pen-name on a daily basis. By continuing to use the name initially assigned to collaborative writings with her lover, perhaps Aurore hoped to maintain her connection to Sandeau. Perhaps she fondly remembered their time together and wished to have a permanent reminder of their relationship. Or perhaps she simply realized that it would be much more expedient to continue to write under a name which was already familiar to her audience thanks to the joint works she and Sandeau had published. Given that George Sand began writing under this masculine name at around the same time as she began to roam around Paris in pants and a jacket – typically male clothing – it is not hard to understand why she chose a masculine pseudonym, since, like her choice of clothes, this male identity gave her more freedom of expression, both literally and figuratively. Writing under a false name allowed her to distance parts of her character – her roles as wife, mother, and lover – from the creative and literary parts that formed the basis for her role as an author. Using a male name set her apart and added to her persona as an unusual and fascinating woman.

And in the end, the reason why she chose this particular pen-name is not nearly as important as the vast quantity of writing – articles, letters, novels, plays – that forms her legacy to the field of French literature.

1. The author's attitude towards the use of male pseudonyms by female authors as noted in the passage can best be described as:
 - A. skeptical of the usefulness of pseudonyms.
 - B. critical of the women's adoption of a male name.
 - C. appreciative of female authors' efforts to be published at any cost.
 - D. intrigued by the creation of a pseudonym.
 - E. disillusionment at the idea of discrimination against women
2. According to the passage, the following were all possible reasons for George Sand to create a pseudonym EXCEPT:
 - A. she began publishing collaborative works with Jules Sandeau.
 - B. her new name reflected important parts of her life.
 - C. she was not able to publish any works under her own given name.
 - D. the works published under her pen name sold well.
 - E. the male identity gave her greater freedom of expression
3. What is the main purpose of the passage?
 - A. to criticise females writers who use male names
 - B. to discuss why some female writers use male names
 - C. to applaud female writers for using male names
 - D. to encourage female writers to use their own names
 - E. to suggest that male writers should use females names
4. With which of the following statements would the author most likely agree?
 - A. Aurore Dupin should have written works under her own name once the secret of her pseudonym was revealed.
 - B. By writing under a pseudonym, George Sand created for herself a new identity which allowed her to transcend the limitations of society.
 - C. George Sand owed her early success to her partner, Jules Sandeau.
 - D. The choice of a masculine pseudonym was restrictive for George Sand and forced her to live as a man throughout her life.
 - E. The use of pseudonyms in general by authors of both the sexes should be Avoided

Passage – 16

Five times as many workers may be needed to construct a power plant as to operate it. The numbers may be even more disproportionate for a major pipeline or dam. When the construction ends, a substantial reduction in population is virtually guaranteed. Hence, there may be no justification for providing an infrastructure necessary to maintain adequate levels of service during the construction period. Money necessary to build water systems, schools and roads and to fund salaries and maintenance costs is mismatched by traditional taxing programs. The construction project is usually not subject to local property tax until it nears completion, which may be five years after the impact has occurred. Alternative sources of tax revenue cannot begin to cover the cost of providing the necessary services. Even if some governments have money, they may not be the right governments. Some entities may suffer the impact of development without being able to tax it. For example, a development may be located in the county

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directly on the size of the angle between the target orientation and the orientation of the standard.

1. According to the way it is presented by the author in the passage, the analog position of mental representation argues that:
 - A. mental processing requires one to go sequentially through all intervening steps to solve a problem.
 - B. one typically uses short cuts to solve mental problems.
 - C. it should take longer to solve more complex problems.
 - D. most problems are not able to be solved by people without help. E. the closer two points are the more time it takes to mentally scan between them
2. According to the scanning experiments mentioned in the passage, it should take longer to scan longer distances because the subjects:
 - A. believe that there is no relationship between distance and time.
 - B. have to keep time with a metronome set up by the experimenter.
 - C. form a mental picture of the scene and go through all the intervening positions in the picture.
 - D. are tricked by the experimenter into taking a longer time.
 - E. tend to forget things quickly
3. According to the passage, why does Kosslyn say it takes longer to identify attributes of objects when they are next to a bigger object than when they are next to a smaller object?
 - A. Because one scans objects in order of size from larger to smaller
 - B. Because the larger object covers the smaller object and one must move it out of the way
 - C. Because large and small objects have all the same features and so interfere with each other
 - D. Because one must zoom into see parts of the smaller object when it is next to a larger object
 - E. Because the larger object looks more visually imposing

Passage - 18

Most moviegoers tend to sum up all of a film's features – acting, directing, special effects, and script – into a blanket 'I loved it' or 'I hated it'. But movie industry workers, and even film connoisseurs, can attest to the contribution of the movie's cinematography, or technical features, towards creating any movie's atmosphere.

Artistic movies are composed of a multitude of shots or discrete scenes usually lasting only 6 to 20 seconds; together the hundreds of individual scenes combine to make up the movie. For each shot the director has many options on how to film the same. For example, imagine that the movie's script calls for two actors to speak a fixed dialogue in a specified location. Even while the director stays true to the script, he has considerable leeway in how to film the scene. He may film an 'extreme long shot', with the camera far away. This tends to show the setting in a panorama, emphasizing the background while underplaying the actors, and is used primarily in outdoor scenes where the backdrop is particularly impressive. Or, he may employ the 'long shot', which brings the camera close enough to capture the actor's entire bodies, together with some of the setting. And finally there is the 'close-up', where the camera is brought in close enough to focus on the actors' heads

and faces and has the effect of spotlighting a particular actor while hiding the setting and other actors. 'Camera angling' refers to the camera's height from the ground and thus the vertical angle from which the audience views the action. The most common angle is filmed at adult eye level, though some artistic films for or about children can capture a child's-eye view of the world by filming from a child's eye level, looking up at most things. Similarly, even ordinary films can switch to 'low angle view' by occasionally lowering the camera to look upwards at a character or building. The low-angle format suggests that the object or character is somehow larger, grander and more dominant or intimidating. In contrast the 'high angle shot' positions the camera to look down on a character which often suggest that he is inferior, powerless, or in trouble. A 'side by side' shot of two characters suggest that they are equal in importance, while filming one character as seen over the shoulder of another emphasises that character, while reminding the audiences that he is being observed or heard.

1. The passage discussion most clearly suggests that the most important aspect of filmmaking is
 - A. figuring out what moviegoers are going to love
 - B. deciding how to make a movie artistic
 - C. using a good director
 - D. signing a top actor for the lead role
 - E. having excellent music
2. According to the passage, a scene from a horror movie showing two lovers embracing, unaware of the huge monster closing in on them, would be filmed using
 - A. an 'eye-level', 'close up'
 - B. a 'high-angle', 'long shot'
 - C. a 'low angle', 'long shot'
 - D. a 'child's eye level', 'close up'
 - E. an 'eye-level', 'over the shoulder'
3. According to the passage, a children's film with three alternative shots showing a mother scolding her small daughter, the daughter, and the father who is secretly listening, would most likely be filmed using which sequence of camera angles?
 - A. 'low angle', 'high angle' and 'over the shoulder'
 - B. 'low angle', 'low angle', and 'high angle'
 - C. 'high angle', 'high angle', and 'over the shoulder'
 - D. 'over the shoulder', 'high angle', and 'low angle'
 - E. 'high angle', 'low angle' and 'low angle'

Passage - 19

In 1979, a team of scientists from Berkeley working near Gubbio, Italy, discovered a layer of clay that revolutionized theories concerning the disappearance of the dinosaur, which had centred on the assumed gradual climatic change. Beneath the two-centimetre-thick layer lay limestone containing fossil organisms from the late Cretaceous, while above it was limestone with early Cenozoic fossils.

Positionally, then, the Berkeley group could place the clay in a period roughly contemporaneous with the disappearance of the dinosaur approximately 63 million years ago. They found that the clay stratum contained an iridium level thirty times greater than that of clays in adjacent strata. As iridium is distributed fairly evenly over time through micrometeoritic impact, the researchers knew that the

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anomalous matter in the clay must have originated extra-terrestrially; the high iridium level, moreover, indicated a sudden deposition in an exceptional, catastrophic event.

Scientists are sharply divided on the possible causes of so cataclysmic an event. The possibility that the deposition occurred as an aftereffect of a supernova has been discounted: radioactive isotope Pu-244 was absent from the clay, and neither Ir-191 nor Ir-193 were present in significant proportions.

Those who maintain that the material came from within the solar system contend that the earth must have collided during the late Cretaceous with an astral body large enough to have distributed the iridium-rich material over the globe. An asteroid of the required mass would have been approximately ten kilometres in diameter; a comet would have to have been twice as large, since comets are largely composed of ice water.

Trying to fathom the scale of such an event as this is mind boggling. It is true that from space, an object 0-20 miles across colliding with earth would be akin to something smaller than a grain of sand landing on a basketball, it is also the case that an object twenty miles across that landed on earth would be nearly twice as tall as Mt. Everest (the tallest mountain on Earth) and further across than the length of Manhattan. Furthermore, when the body came crashing to Earth it would have been ablaze in an inferno caused by the friction of entry into our atmosphere.

To the argument that there is no geological evidence of the impact of such massive objects, Richard Grieve has replied that the clay layer could have resettled after the impact in the form of fallout. Frank Kyte of UCLA asserts that a comet, if disrupted by the earth's gravitational field, would have exposed the surface to a deluge of debris that would not have created major craters. Alternatively, the Berkeley group suggests that an asteroid may have landed in the sea; such a collision would have produced tidal waves eight kilometres high, swamping large areas of the earth.

Whatever the type of body and mode of impact, Walter Alvarez of the Berkeley team argues that the primary effect of the catastrophe was to disrupt the planetary ecology through the suspension of vast clouds of matter in the stratosphere. The effects of the initial impact would have been greatly multiplied, Alvarez argues, as photosynthesis was impeded by the blockage of sunlight; there would then have been a massive disruption at the base of the dinosaur's food chain.

1. The passage discusses a new discovery that may change the way scientists think about one aspect of dinosaurs. It can be inferred that the discovery described in the passage may revolutionize (line 4) which aspect of current theories about dinosaurs?
 - A. The geographical extent of the presumed habitation of the dinosaur
 - B. The approximate date at which dinosaurs are thought to have become extinct
 - C. The assumption that dinosaurs became extinct because of a change in their natural environment
 - D. The rate at which the extinction of the dinosaur is thought to have occurred
 - E. The notion that dinosaurs became extinct because of the onset of an ice age.

2. According to the passage, the Berkeley group used which of the following to support their hypothesis on the disappearance of the dinosaur?
 - I. A comparison of the fossil records of various marine strata
 - II. A comparison of different clay strata near Gubbio, Italy
 - III. A comparison of marine strata in several locations

A. I only B. III only C. I and II
D. II and III E. I, II and III
3. According to the information presented by the author throughout the passage, scientists used the analysis of the isotopes present in the clay to:
 - A. estimate the age of the stratum more exactly.
 - B. determine the extent of meteoritic impact upon the earth.
 - C. derive a hypothesis concerning the effect of the impact of an extraplanetary body on the earth's ecology.
 - D. eliminate a possible theory concerning the enriched clay's formation.
 - E. determine whether dinosaurs were allergic to these

Passage - 20

The notion of the Great Plains as a vast roaming ground for cowboys and their herds of cattle became popular more recently than some might think. Let us first put aside that now cliché notion of a lawless Wild West with gunslingers and bandits running rampant and shootouts in front of salons every day at high noon. To be sure the west was a dangerous place, but the vast majority of the mystique surrounding the times and places comes more from East Coast writers and later imaginations than anything else. The image of a Great Plains populated by cattle herds and homesteaders was slow to emerge. Much of the settling of the West happened in land grabs after the Civil War.

In spite of the conventional interpretation, a survey of source material reveals that the image of the plains as Desert was restricted in 1820 to certain portions of the country and to certain segments of the population. Analysis of newspapers and periodical literature indicates that the Desert image was strongest in the rural areas of the Northeast and weakest in the rural areas of the South and trans-Appalachian West. Acceptance of the Desert concept was more likely among the well-educated elite, particularly in the Northeast, and acceptance of a Garden notion was greater among the rural populations, particularly in the South and West.

American historians have argued that the myth of the Great American Desert dominated the pre-Civil War view of the Great Plains. It was this conception of the plains as Desert, according to the traditional interpretation, that caused the American folk migration westward to leap over the region during the 1840's and the 1800's. This conventional understanding is neither completely invalid nor necessarily incorrect; but it is too simplistic to be fully satisfying. To claim the universal acceptance of stereotyped images of the Great Plains is to ignore the presence of a considerable array of data to the contrary.

By the middle of the 1840's, the concept of the plains as Desert had become prevalent, but even then the Desert image was not the exclusive one. The year 1840 is critical, for it marked the beginning of the migration of Americans across the Plains to Oregon and California. An examination of the sources of American images of the plains in that year does not support the

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contention that the folk migration failed to halt on the Great Plains because that region was viewed unfavourably by the migrants. By 1840 the American frontier was bursting with what one Missouri newspaper editor called perfect Oregon fever. But those who encouraged migration to Oregon did not deny the agricultural potential of the Plains. They simply made Oregon the logical and desirable culmination of the American drive to the Pacific.

This notion of Manifest Destiny was so pervasive during that time. It was considered by most Americans to be not merely a right, but a duty to settle the continent from shore to shore, plowing through the middle of the country to reach the inevitable destination. To substantiate the point that the folk elements of American society did not see the plains as Desert, one need only look at the records of those who crossed the Plains on their way to Oregon or California. A survey of the diaries from the years preceding the Civil War uncovers only 17 references to Desert conditions in the Great Plains.

1. According to the information presented by the author in the passage, American migrants travelling throughout the United States in the mid-1840's often:
 - A. doubted the economic potential of the Great Plains.
 - B. had an overly optimistic image of the Great Plains.
 - C. had geographical destinations other than the Great Plains.
 - D. were misinformed by newspaper stories.
 - E. faced threats from bandits
2. All of the following can be found in the author's argument about the Great Plains EXCEPT:
 - A. a contrast between the views of Americans who lived in different regions.
 - B. a comparison of written and oral accounts of the migration experience.
 - C. a general description of people who believed the Great Plains to be a Desert.
 - D. an indication as to when westward migration activities increased in scope.
 - E. a mention of the opinion of American historians
3. Which of the following best summarizes the author's attitude toward the traditional view as posed in the passage that most Americans regarded the Great Plains as Desert?
 - A. It ignores conflicting evidence.
 - B. It is irrelevant to historical understanding.
 - C. It is substantially correct.
 - D. Its importance has been unappreciated.
 - E. It is absolutely absurd

Passage – 21

Pesticides (including insecticides, fungicides, nematocides, and herbicides) are chemicals used in agriculture to increase production by combating organisms that damage or destroy plants. However, pesticides by their very nature can result in serious harm to wildlife both by directly killing animals and through more subtle effects on reproduction, development and behaviour. Organophosphates are pesticides that interfere with the enzyme cholinesterase, which is essential for the proper functioning of the nervous systems of insects, as well as of humans and other vertebrates. Toxic exposure to organophosphates results in fatal respiratory failure. The first indicator of toxic absorption is a reduction in the enzyme cholinesterase in red blood cells, and contact with insecticides is the only known cause of a marked

depression of this enzyme. In a recent study, researchers collected specimens of both adult and tadpole Pacific treefrogs from sites located both within the Sierra Nevada (representing northern and southern areas) and also to its west (representing the foothills and the Pacific coast of California). When cholinesterase levels were then examined they were significantly lower in tadpoles taken from the mountains east of the San Joaquin Valley, such as Yosemite and Sequoia National Parks, than in those taken from similar sites farther north in the Sierra Nevada, which lie east of the Sacramento Valley where agricultural activity is less intense. Moreover, lower cholinesterase activity levels were correlated with distance away from the coast and toward the higher elevations of the Sierra Nevada. Similar, although less significant, trends were seen in adult frogs. Concentrations of particular organophosphate pesticides in the collected tadpoles and adult frogs were also measured. More than fifty percent of the adult frogs and tadpoles at Yosemite National Park had measurable levels of diazinon and chlorpyrifos, compared to only nine percent at coastal sites. Since both diazinon and chlorpyrifos degrade very rapidly in organisms, the detection of either compound indicates recent exposure to the chemicals. The red-legged frog is now listed as threatened under the U.S. Endangered Species Act, and the mountain yellow-legged frog and Yosemite toad have been proposed for listing. Many amphibian population declines have occurred in some of the state's most seemingly pristine areas, such as the Sierra Nevada mountain range of eastern California which includes Sequoia, Yosemite, Kings Canyon, and Lassen Volcanic National Parks as well as Lake Tahoe and Mt. Whitney. Because the southern parts of the Sierra Nevada lie east of the intensely agricultural San Joaquin Valley, environmentalists have suspected that pesticide use may be responsible. Pesticides could be transported from the San Joaquin Valley to the Sierra Nevada on the prevailing eastward summer winds, and then affect populations of amphibians that breed in mountain ponds and streams.

1. In the passage, the author most likely mentions that population declines have occurred in seemingly pristine areas (line 46) in order to emphasize that:
 - A. while there has been some damage to the environment of the Sierra Nevada, it is not irreparable.
 - B. appropriate action should be taken to restore the Sierra Nevada to its former purity.
 - C. environmental damage and its causes may not be apparent to casual observers.
 - D. because some amphibian species are still abundant in the Sierra Nevada, casual observers do not realize how many are seriously threatened.
 - E. the environmental damage caused by pesticides has been all pervasive
2. With respect to pesticides, the author takes time in the passage to assert that they:
 - A. are transported for long distances by wind currents.
 - B. are detrimental to both insects and vertebrates.
 - C. are not used in the Sierra Nevada.
 - D. have benefits in agricultural applications.
 - E. should be absolutely banned
3. The function of the third paragraph in relation to the passage as a whole is to:
 - A. critique the scientific study alluded to in the first paragraph.

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- B. present evidence to support a hypothesis introduced in the first paragraph.
- C. provide more details with respect to the geographical information introduced in the first paragraph.
- D. provide more specific examples of the harmful effects of pesticides mentioned in the second paragraph.
- E. present data to undermine a theory introduced in the first paragraph.

Passage – 22

With the explosion of the technology industry in the late 1990s, the US ushered in the so-called new economy. Based largely on speculation and a cash in mentality, the new economy bustled along until the bottom fell out and it came crashing back to earth. But what set the stage for this collapse to happen was put into motion years earlier.

The growth of productivity is defined as the rate of growth in product less the rate of growth in the labour used in production. Productivity can be affected by factors such as: amount of capital invested in production, methods used in production, educational or demographic composition of the labour force, business climate, global competition, and cost of environmental and safety regulations. Capital investment was booming in the U.S. in the post-1990 period. Furthermore, that part of capital invested in information technology, including computers, software, and communications equipment, rose to more than fifty times what it had been in 1970. Because of its high gross rate of return in improving methods of production, capital investment in information technology should have a particularly large impact on overall productivity.

For the past five years the big news for the U.S. economy has been a noticeable productivity growth spurt, which many have attributed to new information and communication technologies. The rate of growth in U.S. productivity had not been so high since the period extending from the end of World War II through the 1960s. In the early 1970s, productivity growth dropped suddenly. Apart from normal cyclical movements low productivity growth continued until the mid-1990s. Then, performance of the U.S. economy accelerated to a truly extraordinary level. From 1990 to 1999 real gross domestic product grew at an average rate of about 4 percent per year, and the rate of growth in labour productivity returned to the pre-1970 rate of increase.

The revolution in technology is, at least in some sense, a worldwide phenomenon. Therefore, one would expect the recent trend in the rate of growth in productivity in the U.S. to be shared by other developed countries. However, marked differences exist. Although the U.S. had the lowest rate of overall productivity growth in the 1981-90 period, in the post-1990 period the U.S. rate of productivity rose to third among the countries, behind only Ireland and Australia. In several other developed countries, including France, Italy, Japan, the United Kingdom, the Netherlands, and Spain, overall productivity growth slowed quite sharply.

The questions then arise: Why are these trends in productivity growth so different; and does this difference illuminate anything about the role of the new technologies? Regression analysis of the rate of growth in productivity in each of these countries in the late 1990s, both as a function of the country's share of spending devoted to

information technology and as a function of its number of internet servers, reveals a positive correlation that passes the test for statistical significance. Therefore, with due deference to the problems of international comparison, the data appears to reinforce the view that utilization of the new technologies has been important in raising productivity in the U.S. in recent years.

1. According to the passage, a resurgence in productivity occurred in:
 - I. the U.S. in the late 1990s.
 - II. Ireland in the late 1990s.
 - III. developed countries other than the U.S. in the 1981-90 period.

A. I only B. II only C. III only
D. I, II, and III E. I and II only
2. If the passage were to continue, the next topic the author would discuss would most probably be:
 - A. what factors caused the drop in the growth of U.S. productivity in the early 1970s.
 - B. what factors prevented the productivity growth spurt in the U.S. from continuing.
 - C. the relative importance of other factors in fostering productivity growth in the U.S.
 - D. why different developed countries invested different shares of total spending on capital investment in new technologies.
 - E. what will happen to productivity growth in the US in the next five years
3. In paragraph 2, the author is primarily concerned with:
 - A. defining productivity and identifying the types of factors that can affect its growth.
 - B. noting a correlation between a peak in capital investment and a peak in the growth of productivity.
 - C. emphasizing the impact of the amount of capital invested on the degree of improvement in methods used for production.
 - D. introducing an explanation that will then be tested by further investigation.
 - E. criticise an explanation that was later proved correct

Passage – 23

Polychlorinated biphenyls are heavy, syrupy hydrocarbons that were first synthesized in the 1880s. Because they conduct heat but not electricity and are water-insoluble, fire-resistant, and extremely stable (withstanding temperatures of up to 1600° F), they were found, in the 1930s, to be extremely useful as components in cooling systems and electrical equipment (transformers and capacitors). They were widely used for these purposes and also in the composition of sealants, rubber, paints, plastics, inks, and insecticides. PCBs were banned in 1979, after researchers linked them to cancer and developmental problems in humans. However, PCBs persist in the environment for extremely long periods. Because of an affinity for fat, they have a marked tendency to accumulate in living organisms; increasing in concentration as they move up the food chain.

At sites where dumping of chemical wastes had occurred, such as warehouses, landfills, and even rivers, uncontrolled or abandoned hazardous wastes still remained. To locate, investigate, and clean up the worst of these sites nationwide, Congress in 1980 established the Superfund Program, administered by the Environmental Protection Agency (EPA). Due to dumping over a period of 30 years by two capacitor manufacturing plants located along the northern part of

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the Hudson River in New York State, EPA has estimated that 1.1 million pounds of PCBs have accumulated.

Field surveys of the river have found substantial contamination in 40 submerged sediment hot spots, 0 exposed shoreline remnant deposits, dredge spoils on riverbanks, and estuary sediments. Today, because of PCB contamination, human consumption of fish caught in the most affected areas of the Hudson River is prohibited. But, while fish consumption remains the most potent route of PCB exposure, exposure can also occur through other routes. Eight municipalities currently draw drinking water from the Hudson and another, New York City, draws it during emergencies.

EPA's report recommending dredging indicates that, due to opposition of local residents, neither a landfill nor a thermal treatment facility (for high temperature incineration) can be locally-sited and the PCBs should therefore be transported to a solid waste landfill outside of the area. The report does not, however, identify a specific location. Furthermore, air along the river contains elevated concentrations of PCBs, and individuals living along the River show PCB residue in their bodies, paralleling the river's contamination. The EPA has recommended that PCBs be removed from the river bottom by dredging, thus reducing contamination and possibly eventually permitting revitalization of commercial fishing, which once generated \$40 million income annually. However, the corporation blamed for the dumping argues that dredging may stir up the PCBs (which they describe as now lying undisturbed in the riverbed), causing the water, air, and riverbanks to become even more contaminated. Some area residents echo these concerns and also argue that dredging will subject them to years of unacceptable noise, disruption, and curtailed recreational activities

1. Based on information provided by the author of the passage, it can be inferred from the passage that PCBs are:
 - I. heavier than water.
 - II. toxic to fish.
 - III. readily biodegradable.

A. I only	B. I and II only
C. I and III only	D. II and III only
E. I, II and III	
2. According to the passage, the EPA differs from local residents and the company responsible for PCB contamination in that it affirms that it bases its recommended action on benefit to:
 - A. commercial fishing interests.
 - B. residential interests.
 - C. the environment as a whole.
 - D. recreational activities.
 - E. the general American populace
3. It can be inferred from the passage that the justification used for prohibiting individuals from consuming fish caught in contaminated sections of the Hudson River is that the individuals may thereby:
 - A. reduce the level of PCBs in their bodies.
 - B. avoid any further increase in the level of PCBs in their bodies.
 - C. mitigate the accumulation of PCBs in their bodies.
 - D. prevent cancer and developmental problems.
 - E. cause a reduction in their health insurance premium

Passage – 24

Previous investigations into the workings of memory usually tested episodic memory, which describes the recall of specific events, as well as the ability to remember names and the whereabouts of items like car keys. This ability usually remains intact until the mid-sixties, when people often become forgetful of things like recent events and minor details.

While some researchers suggest that this well-known decline in episodic memory in the elderly stems from degeneration of the frontal lobes of the brain, many scientists believe that such memory loss is largely due to retirement: after the demands of work stop, most people no longer exercise their mental faculties as strenuously. Thus, regular mental exercise might curtail memory loss.

But episodic memory comprises only part of this intricate brain function. Memory researchers have identified two other types of memory, neither of which seems to deteriorate with age. New studies suggest that we have more than one kind of memory, and imply that elderly people who suffer from forgetfulness can utilize other types of memory to compensate for the decline.

This new conception of memory stems from a shift in methodology of memory research. While older studies of memory and aging involved comparisons between different age groups, recent investigations tested the same group of people over a number of years. Such longitudinal data more clearly establishes the relationship between memory and aging. Through these studies of older adults, researchers concluded that there exist three major kinds of memory, only one of which declines in old age.

Semantic memory, which describes our ability to recall knowledge and facts as well as events in the distant past, does not seem to lessen over the course of a lifetime. In fact, such memory may be even sharper in elderly people than in the young or middle-aged. When a group of men and women in their sixties were tested on a specific vocabulary list and retested on the same list a decade later, the group had improved their scores by an average of six words—an increase researchers consider substantial. Such studies suggest that by taking notes or mulling over events, elderly people who suffer from forgetfulness can store more information in the semantic memory, thus compensating for episodic memory loss.

Implicit memory deals with the tremendous variety of mental activities we perform without making any intentional effort. Examples of these include actions like driving a car, touch-typing, or riding a bicycle. In a particular study, an amnesiac patient who had been an avid golfer before developing a memory problem remembered which club to use for each stroke; however, he forgot that he had played a hole within minutes of having done so.

In addition, further studies of amnesiacs have shown that people with these disorders can learn new facts but cannot remember when and where they had learned them. Studies of people in their sixties and seventies showed similar results: like amnesiacs, older people are able to learn from new experience as well as younger people, but often have difficulty remembering the source of their knowledge or skill. While the findings are encouraging, it must be noted that such studies do not deal with memory problems associated with illness, disease, or injury to the brain.

1. Based on the information in the passage, the author implies that advanced age might adversely affect which of the following?

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- I. Memory of details of a recent conversation
 - II. Recollection of childhood memories
 - III. Ability to perform routine tasks
 - A. I only B. II only C. III only
 - D. I and II only E. I, II and III
2. With regard to new research into memory and the various points brought up in the passage, the author's attitude might be described as one of:
- A. unbridled enthusiasm.
 - B. wary skepticism.
 - C. reserved optimism.
 - D. unbiased objectivity
 - E. unreserved joy
3. The primary purpose of the passage is to:
- A. discuss the ways in which a new theory of memory challenges common assumptions regarding memory and aging.
 - B. explain why past investigations into memory tested only episodic memory.
 - C. describe recent research into the functioning of the brain.
 - D. consider the reasons why episodic memory diminished in later years. E. describe two new types of memory
4. Based on the information in the passage, the author would probably agree with which of the following statements regarding memory problems associated with illness, disease, or injury?
- A. Since many elderly suffer from such organic dysfunctions, memory research remains more theoretical than practical.
 - B. Scientists do not anticipate that these studies will contribute to our understanding of these disorders as well.
 - C. It is likely that researchers will turn toward these more critical problems in the near future.
 - D. Since such disorders do not conform to the tripartate model of memory, most researchers are not interested in them
 - E. These problems can be resolved by conducting more in-depth research into the different memory types

Passage – 25

Georges LeClerc (1707-1788) proposed a mechanism for calculating the age of the Earth using molten spheres of iron and measuring cooling times, after which he proposed that the Earth was at least 70,000 years old and perhaps as old as three million years.

Some students may feel that we should not focus on the past, and that our thoughts should be trained on new knowledge and invention, rather than antiquated ideas. What these students do not understand is the importance of the old ideas in shaping our current understanding of the world around us, and that an outright dismissal of past theories simply because they have been rejected by new evidence may limit our understanding of current theories.

There is value of learning about hypotheses that were once espoused to explain an observed phenomenon, but that have now been long disproved and invalidated. Darwin's theory of natural selection as the mechanism for evolution is all too often taught in a vacuum in high school biology classrooms, as if this brilliant naturalist developed a ground-breaking theory on natural order which had never before been contemplated in any form. It is only by learning about the gradual development of evolutionary theory, and the role of some religious

individuals in shaping this theory, that students may come to see the logic and power behind Darwin's relatively simple ideas.

Many of the contributions upon which Darwin built his ideas came from scientists who were staunch creationists themselves. These scientists believed that all organisms on Earth had been placed here through special creation, by God, because there was little evidence at the time to support evolution. LeClerc also perceived that species were not fixed and could change over time; he even proposed that closely related species, such as the horse and donkey, had developed from a common ancestor and had been modified by different climactic conditions. Yet, LeClerc was a devout Christian creationist and devoted much of his writing to the debunking of evolutionary ideas. Despite their commitments to religion, LeClerc and Linnaeus both gave Darwin crucial raw material to work with—their ideas concerning the similarities between related species and possible connections with common ancestors cried out for a reasonable explanation.

For centuries before Darwin, data that challenged the biblical account of creation was surfacing in many fields of research. As explorers began to study the forces that shape the Earth, such as mountain building and volcanic eruptions, accounts from scripture and assertions that the Earth was very young began to be called into question. Uniformitarian geologists such as Charles Lyell felt that the only reason mountains and other features of the Earth's terrain had been built the way they had was because of long, gradual processes that shaped these structures. There was no way, he felt, that the Earth could be several thousand years old as asserted in the Bible. In addition, the discovery of new plants, animals, and fossils as explorers travelled to uncharted regions of the world aroused suspicion about the paucity of animal and plant kinds in the Bible. Improvements in scientists' abilities to estimate the age of the Earth and the relative ages of fossils also pushed people to question old assumptions.

- 1. Taking into account all that was argued by the author, the main idea of this passage is that:
 - A. religious scientists before Darwin greatly influenced his formation of the theory of natural selection.
 - B. similarities between species of plants and animals were too great to ignore as people attempted to explain relationships in nature.
 - C. Darwin relied on a great deal of information from those who lived before him as he formed his well-known conclusions about the mechanisms of evolution.
 - D. old ideas should not be dismissed simply because they are old and disproved.
 - E. There is no connection between old ideas and new ones
- 2. If the author were teaching a class on evolution in a university in the United States, the passage suggests that the class would spend a significant amount of time discussing:
 - A. the origins of Darwin's theory of natural selection.
 - B. details of Darwin's theory of natural selection.
 - C. the Biblical account of creation.
 - D. taxonomy and classification and their importance in Darwin's ideas.

- E. the future of evolution
3. The author's discussion of Darwin's theory in paragraph 3 of the passage suggests that:
- A. Darwin does not deserve the credit he is given for his ideas on evolutionary theory.
 - B. Darwin's theories should be presented in the context within which they were originally conceived.
 - C. Darwin's ideas would be properly devalued if people knew the religious background from which his ideas stemmed.
 - D. Darwin's ideas are simple enough that he didn't need much help in formulating them.
 - E. Darwin's ideas have no place in modern theories of evolution
4. According to the passage, the idea that mountains and other structures take a great deal of time to form was an idea championed by:
- A. catastrophists.
 - B. Darwinists.
 - C. creationists.
 - D. uniformitarians.
 - E. modern scientists

Passage – 26

After being formed deep within the earth, hydrocarbons migrate upwards, following a complex path of minute cracks and pore spaces, and will eventually reach the surface and be lost unless they encounter impermeable rocks (such as dense shale) through which they cannot travel. If the rock within which they are trapped is highly permeable (such as sandstone) the hydrocarbons can be extracted by drilling through the impermeable seal, and tapping into this permeable reservoir.

The need to expand oil and gas reserves brings with it a need to find hydrocarbon reservoirs that are difficult to locate using current geological and geophysical means. To do so, geologists look for rock formations that constitute the seals and reservoirs within which hydrocarbons could be trapped.

There are a number of different types of traps, but they can be divided into two broad categories. Structural traps are formed by deformation after the rocks have been formed, for example by folding or faulting. Stratigraphic traps are formed when the loose sediments that will eventually be turned into rocks were laid down.

Structural traps tend to be easier to locate and are the source of most of the known hydrocarbon reserves. Expanding our reserves therefore means locating more stratigraphically trapped hydrocarbons. The primary means of exploring for oil where there is no surface expression of the underlying geology is by seismology. When a seismic pulse transmitted into the earth encounters an interface where the density changes, typically the surface between two beds or an unconformity with velocity-density contrasts, some of the energy is reflected back upwards. A string of seismophones record these reflections and after extensive computation seismologists can build up a visual record of the intensity of each reflection and the time taken for it to reach the surface.

The primary limitation of the seismic method for locating stratigraphic traps is resolution: It is not possible to resolve features that are thinner than a seismic wavelet. The most common stratigraphic traps (with the possible exception of carbonate reservoirs) are in sandstone layers that are much thinner than a seismic wavelet. Seismic wavelets can be narrowed by

increasing the frequency of the seismic pulse. However, high frequencies are selectively attenuated as the pulse travels through the earth, so there are limits to how much resolution can be improved by simply generating higher frequency pulses, or by filtering out the lower frequency components of the seismic source. Moreover, the density contrasts between oil-bearing sandstones and the shales that provide stratigraphic seals for the oil are often very small, so that the reflectivities, and hence the strength of the reflection, will be so low that the events may not be observable above background noise.

Recent developments such as zero phase wavelet processing and multivariate analysis of reflection waveforms have decreased noise and increased resolution. In the future it is hoped that these techniques, and greater understanding of stratigraphy itself, will prove fruitful in expanding hydrocarbon reserves.

1. As opposed to other essays written on the same topic, it is likely that the primary purpose of this passage is to:
- A. explain how hydrocarbons are formed and trapped within the earth.
 - B. detail how seismologists can locate hidden deposits of hydrocarbons.
 - C. contrast the relative difficulty of locating structural traps and stratigraphic traps.
 - D. discuss the formation of hydrocarbon reserves and how they can be located.
 - E. argue for increased private investment in the location of hydrocarbons
2. According to the passage it is often difficult to distinguish reflections from the interface between oil bearing sandstones and the shales that provide stratigraphic seals from background noise because:
- A. high frequencies are attenuated as they travel through the earth.
 - B. there is little density contrast between the oil bearing sandstone and the shales which provide stratigraphic seals.
 - C. the frequency of the seismic pulse is not high enough.
 - D. they are thinner than the seismic wavelet.
 - E. they are thicker than the seismic wavelet
3. According to the passage, all of the following are needed if oil is to be extracted from a reservoir EXCEPT:
- A. an impermeable seal above the reservoir.
 - B. an original source of hydrocarbons below the reservoir.
 - C. high density contrast between the reservoir rocks and the stratigraphic seal.
 - D. high permeability within the reservoir.
 - E. presence of cracks and pores in the earth's crust
4. Based on the points made throughout the passage, which of the following best describes how the author views seismology as a tool in locating hydrocarbons?
- A. Of limited effectiveness but showing promise
 - B. Intrinsically flawed
 - C. Effective and profitable
 - D. Theoretically useful but ineffectual in practice
 - E. Out-dated and archaic

Passage – 27

American culture changed forever in the latter part of the twentieth century with the advent of pop music. Before the 1900s music defined its own circles, but, at best, only shaded the frame of popular American culture. The birth of Rock and Roll forever changed that as larger and larger numbers of youth came, not only to

identify with the music they were listening to, but to identify themselves by that music.

We use pop songs to create for ourselves a particular sort of self-definition, a particular place in society. The pleasure that a pop song produces is a pleasure of identification: in responding to a song, we are drawn into affective and emotional alliances with the performers and with the performers' other fans. Thus music, like sport, is clearly a setting in which people directly experience community, feel an immediate bond with other people, and articulate a collective pride.

At the same time, because of its qualities of abstractness, pop music is an individualizing form. Songs have a looseness of reference that makes them immediately accessible. They are open to appropriation for personal use in a way that other popular cultural forms (television soap operas, for example) are not—the latter are tied into meanings which we may reject.

This interplay between personal absorption into music and the sense that it is, nevertheless, something public, is what makes music so important in the cultural placing of the individual. Music also gives us a way of managing the relationship between our public and private emotional lives. Popular love songs are important because they give shape and voice to emotions that otherwise cannot be expressed without embarrassment or incoherence. Our most revealing declarations of feeling are often expressed in banal or boring language and so our culture has a supply of pop songs that say these things for us in interesting and involving ways.

Popular music also shapes popular memory, and organizes our sense of time. Clearly one of the effects of all music, not just pop, is to focus our attention on the feeling of time, and intensify our experience of the present. One measure of good music is its "presence," its ability to "stop" time, to make us feel we are living within a moment, with no memory or anxiety about what has come before us, what will come after. It is this use of time that makes popular music so important in the social organization of youth. We invest most in popular music when we are teenagers and young adults—music ties into a particular kind of emotional turbulence, when issues of individual identity and social place, the control of public and private feelings, are at a premium. What this suggests, though, is not that young people need music, but that "youth" itself is defined by music. Youth is experienced, that is, as an intense presence, through an impatience for time to pass and a regret that it is doing so, in a series of speeding, physically insistent moments that have nostalgia coded into them.

1. The author's primary purpose in this passage in discussing popular music is to:
 - A. account for the importance of popular music in youth culture.
 - B. contrast several sociological theories about popular music.
 - C. compare popular music with other forms of popular culture.
 - D. outline the social functions of popular music.
 - E. describe how popular music originated
2. While there are obviously many differences between the two, the author of the passage suggests that one similarity between popular and classical music is that both:
 - A. articulate a sense of community and collective pride.
 - B. give shape to inexpressible emotions.

- C. emphasize the feeling of time.
- D. define particular age groups.
- E. are timeless in nature

3. It can be inferred from the passage that the author's attitude towards love songs in popular music is that of being:
 - A. bored by the banality of their language.
 - B. embarrassed by their emotional incoherence.
 - C. interested by their expressions of feeling.
 - D. unimpressed by their social function.
 - E. disgusted by their mushiness
4. Regardless of what the purpose of the passage is as a whole, in the last paragraph, the author is predominantly concerned with:
 - A. defining the experience of youth.
 - B. describing how popular music defines youth.
 - C. speculating about the organization of youth movements.
 - D. analyzing the relationship between music and time.
 - E. describing the decline of popular music

Passage - 28

The apparent change from the rather mechanistic explanation of evolution put forth by the Greeks to the more creationist reasoning found later in Europe was a significant paradigm shift, yet it is clear that the idea of evolution was not first pioneered by Darwin himself.

It is essential to confront the creationist issue and to look at it in a scientific manner. Creationism is not science and doesn't belong in the science classroom. However, a frank discussion of creationism with students is also important. To avoid it may suggest that perhaps there is something valid there, lurking in the irrationality.

The late Carl Sagan, one of the staunchest advocates of rationality and reason in the increasingly irrational and superstitious world in which we live, has defended the importance of good science teaching by saying: In the demon-haunted world that we inhabit by virtue of being human, [science] may be all that stands between us and the enveloping darkness. In its most simple form, the concept of evolution is that populations of organisms change over time. One can trace the origins of evolutionary thought at least as far back as the Greeks.

Anaximander, in 600 BC, held the belief that living creatures were formed from water and that humans and other animals were descended from fishes. Empedocles, around 400 BC, proposed an evolutionary hypothesis in which he stated that heads, limbs, and various other parts of animals were continuously joined in random combinations – e.g. human heads with cows' bodies – and that only some of these combinations were fit for survival.

Christian philosophers later elaborated on the ideas of Aristotle and Plato when they reasoned that because existence is a good thing and because God is considered benevolent, God must have bestowed existence on all creatures. This twist of circular reasoning, to which the name natural theology was applied, dominated the period preceding Darwin, and this philosophy resisted change long after Darwin published his theory of natural selection in 1809. Thomas Huxley, one of Darwin's most ardent supporters, was one of the founding members of the powerful London School Board, which helped to set curriculum guidelines for students and teachers. However, in the United States a strong biblical fundamentalism was taking hold, using the Bible as

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both a means of consolation as well as a guide for moral conduct. Many states passed laws banning the teaching of evolution in schools, and teachers who persisted either did so quietly or allowed themselves to be martyred. Most recently, those opposed to the teaching of evolution in schools have pressed the idea of creation science, a tactic devised by creationists in the late 1960s to infiltrate America's science classrooms with religious ideas.

Creation science, despite the apparent oxymoron, is a phrase that has been widely used by creationists to add legitimacy to their claims by stating that creationism is a scientific theory just as much as evolution.

By claiming that their ideas are scientific, creationists could then demand equal time in the classroom devoted to both evolutionary theory and the theory of creationism.

1. When reviewing all of the arguments made in the passage it becomes apparent that the author's main idea in this passage is:
 - A. to explain the differences between natural selection and creation science.
 - B. to show how the continued spread of creationist views is a potentially dangerous affront to a rational, scientific understanding of evolution.
 - C. to contrast the creationist viewpoints, such as fundamentalism and natural theology with more ancient views of evolution.
 - D. to explain why the concepts of evolution are more scientifically correct than those of creation science.
 - E. to argue that creation science' is the best explanation of evolution
2. The author brings up Greek philosophers to point out which of the following:
 - A. that the origins of evolutionary thought comprised some silly notions such as heads, limbs, and various other parts of animals were always being joined in random combinations.
 - B. that the origins of evolutionary thought began long before Darwin.
 - C. that both evolutionary thought and creationism have their origins among the Greeks.
 - D. Anaximander first came up with the theory of evolution.
 - E. Greeks were far more learned than any other group at that time
3. Which of the following can be inferred from the passage?
 - A. A frank discussion of creationism is pointless
 - B. Carl Sagan was indifferent towards rationality
 - C. Anaximander believed that humans were descended from apes
 - D. Thomas Huxley approved of Darwin's theories
 - E. Christian philosophers rejected the ideas of Aristotle and Plato

Passage - 29

The variety of fish reproduction techniques provides an example of the adaptive complexity that ecologists have found. Most spawning is synchronized with phases of the moon, and eggs are fertilized in the water column. However, some species lay eggs on the sea bottom or in a protected area. Damselfishes will guard their nests quite aggressively, while jawfish and cardinalfish incubate eggs in the mouth. Seahorse and pipefish carry their eggs in a pouch.

Most hermaphroditic species follow the protogynous pattern of the fairy basslet. If the male disappears, the dominant female in his harem will change sex within days and take over his role within hours. However, a few species are protandrous, where the fish are male first and then become female. Much remains to be learned about fish reproduction, and evolutionary biologists find that the coral environment provides them with many opportunities to observe a variety of species and specialized behaviours.

The reef itself is alive with many billions of coral colonies plus other limestone-depositing organisms, growing among the skeletons of their predecessors. Reefs grow on the continental shelf edge, on the shelf itself, along islands and atolls, and from the continental mainland. While strict requirements concerning the amount of available light, and the ocean's clarity, temperature, and movement have restricted the geographic locations of the Earth's reefs, these requirements have not limited the ecological complexity of reef communities.

Species representing more phyla than those found in a tropical rainforest live on coral reefs. Scientists counted 1,441 worms on one coral head alone, and these worms belonged to over a hundred different families. Six of the Earth's seven species of marine turtles inhabit the Great Barrier Reef. Four thousand species of fishes, more than a third of all marine fish species, make coral ecosystems their home. Perhaps more notably, representatives from all fish families and most genera are reef inhabitants.

Scientists study reef fishes not only because of the diverse sampling of species but also because of the range of behaviours and relationships between species and other animals that is available for analysis. Intense competition and predation have caused fishes to carve out special niches.

Mimicry and camouflage offer just two ways for species to blend in with their surroundings. Symbiotic relationships between fish and other organisms also occur with frequency on coral reefs. The anemonefish share their habitat with sea anemones in a symbiotic relationship that scientists have yet to unravel completely. The defensive nematocysts of the anemone are used to stun prey, but the anemonefish are resistant to these stinging cells. Researchers believe that the fish secretes a mucous coating that mimics that of the anemone allowing for chemical signals to prohibit the firing of the cells. One theory holds that the fish obtain these chemicals by rubbing against the sea anemone's tentacles. The benefits, if any, to the anemone for having these fish live with them is not clear.

1. Based on the information set down in the passage by the author, with which of the following statements would the author most likely agree?
 - A. More effort should be made to protect Australia's Great Barrier Reef.
 - B. The absence of diverse phyla in terrestrial ecosystems makes them irrelevant for Earth's biodiversity.
 - C. The richness of coral reef diversity should be recognized and studied.
 - D. Ecologists should focus research efforts on environments other than coral reefs
 - E. Coral reefs are not as important as they are made out to be
2. The author discusses the number of species found on a coral head in the fourth paragraph in order to:

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- A. provide an example of an abnormal phenomenon.
 - B. emphasize how much greater the diversity of worms on a reef than fish.
 - C. highlight the importance of coral reef preservation.
 - D. illustrate the diversity found in coral reefs.
 - E. contradict a widely accepted theory
3. It can be inferred from the passage that changes in an ocean's water clarity and temperature would concern researchers studying coral reefs because:
- A. water clarity and temperature directly limit ecological biodiversity.
 - B. symbiotic relationships between organisms are complex and interesting.
 - C. water clarity and temperature affect the growth of coral communities.
 - D. scientists studying reefs also study climate change.
 - E. fishes cannot survive in very cold temperature

Passage - 30

Because we have so deeply interiorized writing, we find it difficult to consider writing to be an alien technology, as we commonly assume printing and the computer to be. Most people are surprised to learn that essentially the same objections commonly urged today against computers were urged by Plato in the *Phaedrus*, against writing.

Writing, Plato has Socrates say, is inhuman, pretending to establish outside the mind what in reality can be only in the mind. Secondly, Plato's Socrates urges, writing destroys memory. Those who use writing will become forgetful, relying on external resource for what they lack in internal resources. Thirdly, a written text is basically unresponsive, whereas real speech and thought always exist essentially in a context of give-and-take between real persons.

Without writing, words as such have no visual presence, even when the objects they represent are visual. Thus, for most literates, to think of words as totally disassociated from writing is psychologically threatening, for literates' sense of control over language is closely tied to the visual transformations of language. Writing makes words appear similar to things because we think of words as the visible marks signalling words to decoders, and we have an inability to represent to our minds a heritage of verbally organized materials except as some variant of writing. A literate person, asked to think of the word nevertheless will normally have some image of the spelled-out word and be quite unable to think of the word without adverting to the lettering. Thus the thought processes of functionally literate human beings do not grow out of simply natural powers but out of these powers as structured by the technology of writing.

Without writing, human consciousness cannot achieve its fuller potentials, cannot produce other beautiful and powerful creations. Literacy is absolutely necessary for the development not only of science, but also of history, philosophy, explicative understanding of literature and of any art, and indeed for the explanation of language (including oral speech) itself. Literate users of a grapholect such as standard English have access to vocabularies hundreds of times larger than any oral language can manage. Thus, in many ways, writing heightens consciousness. Technology, properly interiorized, does not degrade human life but enhances it.

In the total absence of any writing, there is nothing outside the writer, no text, to enable him or her to produce the same line of thought again or even verify whether he has done so or not. In primary oral culture, to solve effectively the problem of retaining and retrieving carefully articulated thought, you have to do your thinking in mnemonic patterns, shaped for ready oral recurrence. A judge in an oral culture is often called upon to articulate sets of relevant proverbs out of which he can produce equitable decisions in the cases under formal litigation under him. The more sophisticated orally patterned thought is, the more it is likely to be marked by set expressions skilfully used. Among the ancient Greeks, Hesiod, who was intermediate between oral Homeric Greece and fully developed Greek literacy, delivered quasiphilosophic material in the formulaic verse forms from which he had emerged.

1. In paragraph 0 of the passage, the author mentions Hesiod in order to:
 - A. prove that oral poets were more creative than those who put their verses in written words.
 - B. show that some sophisticated expressions can be found among the pre-literate ancient Greeks.
 - C. demonstrate that a culture that is partially oral and partially literate forms the basis of an ideal society.
 - D. thinking in mnemonic patterns is an unsuccessful memory device.
 - E. no sophisticated expressions could be found among the pre-literate ancient Greeks.
2. According to the author, an important difference between oral and literate cultures can be expressed in terms of:
 - A. extensive versus limited reliance on memory.
 - B. chaotic versus structured modes of thought.
 - C. simple versus complex use of language.
 - D. barbaric versus civilized forms of communication.
 - E. presence and absence of books
3. The author refers to Plato in the first and second paragraphs. He brings the philosopher up primarily in order to:
 - A. provide an example of literate Greek philosophy.
 - B. suggest the possible disadvantages of writing.
 - C. illustrate common misconceptions about writing.
 - D. define the differences between writing and computer technology.
 - E. suggest possible benefits of writing
4. The passage is primarily concerned with
 - A. criticising those who speak against writing
 - B. emphasising the importance of writing
 - C. assert that writing and consciousness are independent of each other
 - D. documenting the negative effects of writing
 - E. discussing how writing has influenced human consciousness

Passage - 31

Tracking seems to contradict the oft-stated assumption that all kids can learn. If certain students are better in certain subjects, they must be allowed to excel in those areas and not be relegated to an inferior class simply because they have been tracked in another subject in which they don't excel. The major obstacle to eliminate tracking seems to be scheduling, and tracking has become, in many ways, a means to alleviate difficulties faced by administrators in scheduling their student body for classes.

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Tracking has the ability to create divergent experiences, even in identical courses that are meant to be taught at the same level and speed. Administrators who support tracking generally assume that it promotes student achievement, citing that most students seem to learn best and develop the most confidence when they are grouped amongst classmates with similar capabilities. Yet, at least for the lower level tracks, this method of class assignment can encourage dumbing down, or teaching to the lowest common denominator of ability within a particular class, rather than accommodating differences and pushing all students equally hard.

Tracking places different students in groups that are usually based on academic ability as demonstrated by their grades and as described in teacher reports. These tracks mean that a student will proceed through every school day with essentially the same group of peers, assigned to classes at a particular level of difficulty. Researcher R. Slavin notes that students at various track levels experience school differently, depending on their track assignments. There are differences, for example, in how fast a class progresses through material, how talkative and energetic the classroom is, even how stressed or relaxed the teacher appears.

One of the major problems with tracking is that the level in which students are initially placed often determines not only where they remain throughout high school, but also the kinds of courses they are allowed to take. For example, schools that offer Advanced Placement (AP) courses often require that students take the honours-level version of the introductory course before enrolling in the AP course a year or two later. A student who is tracked into the regular introductory course, rather than the honours level, may not be able to take the AP course even after doing an exemplary job in the introductory course, simply because the honours course is offered a year earlier than the regular one—allowing honours-track students to complete enough other graduation requirements to have time for the AP course later on. And, even if the regular -track student could make it into the AP course, he or she would be at a disadvantage, because the introductory course couldn't cover key concepts when the teacher was compelled to slow down the class for the less able students.

1. If it were found that students who were tracked did better overall on standardized tests than those who were not tracked, this would most likely *weaken* the author's argument that:
 - A. tracking has the ability to create a diversity of student experience in the classroom.
 - B. tracking encourages teaching to the lowest common denominator.
 - C. tracking allows administrators to overcome scheduling difficulties.
 - D. tracking allows students to learn best when grouped with similar-ability classmates.
 - E. tracking should be banned in schools
2. According specifically to the points laid out by the author in the various paragraphs of the passage, the main idea of the passage is that:
 - A. tracking should not be used by schools to try and promote student achievement.
 - B. tracking may be detrimental to many students' success in school.
 - C. teachers of tracked classes are often stressed and run their classes at a slow pace.

- D. scheduling is a major problem for school administrators.
 - E. tracking could prove beneficial for all students in the long run
3. According to the arguments made in the passage, students may fall into a particular track because of all of the following conditions EXCEPT:
 - A. high grades.
 - B. learning difficulties.
 - C. honours-course enrolment.
 - D. how talkative and energetic they are.
 - E. they are extremely skilled at a particular subject
 4. In spite of what points may be made in other parts of the passage, in paragraph 2, the author is primarily concerned with:
 - A. contrasting administrative views of tracking with his own views.
 - B. defining dumbing down|| and its effect on students.
 - C. describing the diverse experiences students face when tracked.
 - D. conveying the importance of pushing all students equally hard.
 - E. listing down the benefits of tracking

Passage - 32

There are over one hundred small white rabbits here in the laboratory today for the Draize test, immobilized by their positions in their small containers, with only their heads sticking out. An assistant is placing a drop of the newest cologne or perfume directly into each of the animal's eyes. The bucking and kicking of these small subjects seems to indicate that they are experiencing severe pain as a result of this experiment. Yet it seems necessary in order to ensure that humans do not experience eye injuries resulting from the use of this product. Thereafter the animals will be analyzed and destroyed.

Is it right under any circumstances to experiment with animals? Do we have a moral obligation towards animals? What is an animal? Certainly, most humans would think of these small rabbits as animals that deserve our protection. But, do humans generally consider that mosquitoes, spiders, or ticks deserve the same protection? Probably not. They are not fussy||; the term used to describe the cuddly soft, furry, larger mammals that we generally fawn over and feel the desire to protect.

Recognizing this intrinsic tendency and attempting to override it, let us then define animals as any non-human organism. Yet, this is such a wide definition that it could pertain to potential aliens. Will we witness an Alien Rights movement soon? We are then forced to narrow our field to non-human organisms that remind us of humans and, thus, provoke empathy in us. However, to most advocates this would seem rather unsatisfactory because it is not fair.

Historically, philosophers like Kant (and Descartes, Malebranche and even Aquinas) did not favor the idea of animal rights. They said that animals are the organic equivalents of machines, moved by coarse instincts, unable to experience pain (though their behavior sometimes might deceive us into mistakenly believing that they do). Thus, any moral obligation that we have towards animals is a derivative of a primary obligation, which we have towards our fellow humans.

Empathy as a differentiating principle is of little use because it is primarily structural. If the animal looks

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like me, resembles me, behaves like me — then he must be like me in other, more profound ways. However, this is a faulty method when used to prove identity; empathy is defined in the dictionary as pathetic fallacy. The method is too dependent upon historical, cultural, and personal contexts. That another organism looks like us, behaves like us and talks like us is no guarantee that it is like us.

The creature is not capable of want, and if it were, it would neither necessarily want nor deserve our pity. We cannot determine whether another creature, like another human, is experiencing pain, through empathy.

Additionally, pain is a value judgment and the reaction to it is not only relative, but also culturally dependent. In some cases, it can actually be perceived as positive, and be sought after. If we, humans, cannot agree and separate the objective from the subjective, the rational from the cultural — what gives us the right to decide for other organisms (without getting their approval)? We cannot decide right and wrong, good and evil for those with whom communication is barred.

1. The author implies that an animal does not:
 - A. have enough fussy characteristics to be considered human.
 - B. communicate effectively.
 - C. benefit from human empathy.
 - D. empathize with humans.
 - E. deserve human sympathy
2. It has been said that animal experimenters are using more and more animals whom they consider less cute, because, although they know these animals suffer just as much, they believe people won't object as strenuously to the torture of a pig or a rat as they will to that of a dog or a rabbit. The author would probably disagree by saying that:
 - A. dogs and rabbits are less cute than pigs or rats.
 - B. people will usually object strenuously to an experiment in which any kind of animal is suffering.
 - C. the experimenters cannot know how much the animals suffer.
 - D. the experimenters probably realize that non-human organisms cannot suffer as we do.
 - E. there should be no discrimination on the basis of cuteness
3. The passage indicates that its author would NOT agree with which of the following statements?
 - A. Animals communicate effectively though non-verbal means.
 - B. The reaction to pain is culturally dependent and relative.
 - C. An organism may look like us, behave like us and talk like us, yet not be like us at all.
 - D. An animal's reaction to a certain stimulus might not lead us to believe that it is experiencing pain.
 - E. Animals deserve our love and sympathy

Passage - 33

Arguments abound over whether marijuana should be legalized. Many of these arguments pertain to the lengthy federal guidelines for prison sentences meted out for what is considered a relatively petty crime. Others point out that marijuana is a drug that could, and should, be used for medicinal purposes. But most proponents of legalization ignore the mounting evidence which points to the long term damage to the user and for society as a whole.

In the Netherlands, marijuana has been legally available since 1976. Coffee shops sell cannabis over the counter in many parts of the country. However, more people have tried cannabis since it has been legalized.

Medical research has repeatedly provided evidence that marijuana use causes permanent physical, psychological, and thus emotional damage to those who regularly use it. Studies at the University of Maryland and UCLA indicated that the regular smoking of only two marijuana cigarettes a day would tend to promote toe fungus and thrush. But over the years, much stronger claims have surfaced: heavy marijuana users perform poorly at work or school, are more likely to be delinquent and develop psychiatric problems, or have abnormal brain waves. Repeatedly, however, such studies encounter the same objection: are the problems caused by smoking marijuana, or is it just that people with problems are more likely to end up using marijuana heavily?

Marijuana is addictive. According to Wayne Hall, director of the National Drug and Alcohol Research Centre at the University of New South Wales, Sydney, cannabis is not generally regarded as a drug of dependence because it does not have a clearly defined withdrawal syndrome. But that, he says, is an old-fashioned definition of addiction.

Research into marijuana's use as a medicine has proven either inconclusive or tended to show that its side effects rendered cannabis unsuitable as a drug. For instance, one study surveyed the use of cannabinoids to combat nausea following chemotherapy. While the tablets or injections were slightly more effective than standard treatments, their side effects, plus the recent development of new, more powerful drugs, makes them a poor choice for nausea relief. In her study, Cannabinoids were no more effective than codeine in controlling acute and chronic pain and they had undesirable effects in depressing the central nervous system, comments Eija Kalso of Helsinki University Hospital. Yet, under mounting pressure, the U.S. Drug Enforcement Agency has reluctantly agreed to provide funds for once again testing the efficacy of marijuana as a medicine.

1. According to the passage, all of the following are harmful effects of marijuana EXCEPT:
 - A. poor performance at work
 - B. development of psychiatric problems
 - C. growth of toe fungus and thrush
 - D. depression and memory loss
 - E. Abnormal brain waves
2. According to an earlier definition, why is marijuana not considered addictive?
 - A. Its use does not result in death
 - B. Lack of clearly defined withdrawal syndrome
 - C. It has several beneficial uses
 - D. Its harmful effects have not been proved
 - E. Its use is legal in a lot of countries
3. Which of the following can be inferred from the information in the passage?
 - A. It has now been proved without a doubt that marijuana is indeed harmful to humans
 - B. Marijuana has been unreasonably criticized by doctors
 - C. Netherland will soon make marijuana illegal
 - D. Marijuana has several harmful effects and probably some beneficial ones as well
 - E. The US Drug enforcement Agency has decided to ban the use of Marijuana

Lod 1 Answersheet

Passage 1

1. (c), 2. (c) 3. (b) 4. (d)

Passage 2

1. (e) 2. (b) 3. (c) 4. (b)

Passage 3

1. (a) 2. (d), 3. (c) 4. (c)

Passage 4

1. (c) 2. (b) 3. (b) 4.(c)

Passage 5

1. (d) 2. (c), 3 (a) 4. (b)

Passage 6

1. (b) 2. (d), 3. (b) 4. (d)

Passage 7

1. (b) 2. (a), 3. (a)

Passage 8

1. (b) 2. (a), 3. (c) 4. (c)

Passage 9

1. (d) 2. (c), 3. (b)

Passage 10

1. (b) 2. (c), 3. (c) 4. (c)

Passage 11

1. (d) 2. (a), 3. (c) 4. (d)

Passage 12

1. (a) 2. (a), 3. (b) 4. (c)

Passage 13

1. (d) 2. (b), 3. (d) 4. (a)

Passage 14

1. (b) 2. (d), 3. (a) 4. (b)

Passage 15

1. (d) 2. (c), 3. (b) 4. (b)

Passage 16

1. (d) 2. (b), 3. (b)

Passage 17

1. (a) 2. (c), 3. (d)

Passage 18

1. (c) 2. (b), 3. (a)

Passage 19

1. (d) 2. (d), 3. (d)

Passage 20

1. (c) 2. (b), 3. (a)

Passage 21

1. (c) 2. (d), 3. (b)

Passage 22

1. (a) 2. (b), 3. (d)

Passage 23

1. (a) 2. (a), 3. (c)

Passage 24

1. (a) 2. (c), 3. (a) 4. (b)

Passage 25

1. (c) 2. (a), 3. (b) 4. (d)

Passage 26

1. (d) 2. (b), 3. (c) 4. (d)

Passage 27

1. (d) 2. (c), 3. (c) 4. (b)

Passage 28

1. (b) 2. (c), 3. (d)

Passage 29

1. (c) 2. (d), 3. (c)

Passage 30

1. (b) 2. (a), 3. (b) 4. (e)

Passage 31

1. (b) 2. (b), 3. (d) 4. (a)

Passage 32

1. (b) 2. (c), 3. (a)

Passage 33

1. (d) 2. (a), 3. (d)

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PASSAGE 1

Topic and Scope - The author discusses approaches to dealing with the problem of the negative effects of surrounding land on national parks.

Mapping the Passage:

¶1 describes a problem facing national parks: negative effects from the land surrounding them.

¶2 describes one approach to dealing with the problem: federal legislation, which failed.

¶3 and 4 describe a second approach: giving power to states to cooperate with adjacent national parks, and describe the problems with it.

¶0 argues that state participation must be tied to federal regulations.

¶6 argues that any solution requires a national response with elements of local participation.

1) If you have mapped the passage correctly you will notice that most of the passage discusses the different approaches that can be taken to solve the problem of degradation of national parks. C matches best with this.

(A): Though this is mentioned in the passage it is too specific a choice for a main purpose question. The passage does much more than just this.

(B): there is no one particular 'plan of action' that is mentioned in the passage but several different ones

(C): the Correct Answer

(D): again mentioned in the passage but too specific to be the answer

(E): Since the passage starts with these lines, it might lead some students to think that this is the main idea of the passage. However on reading further through the passage it becomes clear that the scope of the passage is broader as it also discusses approaches to solving this problem.

2) An Inference question, this one requires students to find that one option which can logically follow from the information in the passage without making any extreme assumptions. Only (C) has support in the passage. The claim is originally made in lines 17-20, and ¶s 3, 4 and 0 offer support.

(A): Out of Scope. The Act only gives the right to manage within the park, the part about 'not to overrule state government policy' is not mentioned in the passage.

(B): Out of Scope. This claim is never made in the passage.

(C): The Correct Answer

(D): Extreme answer. ¶3 suggests that local politicians want a greater say in

national parks, but this doesn't mean that they want total control.

(E): The passage states the opposite in Para 4.

3) Go back to the lines before and after the phrase to judge its meaning in context.

The phrase refers back to the damage mentioned in ¶1, and is expanded on in the lines below. The author believes that the damage outside park boundaries is supported by state governments, as is argued in ¶s3 and 4. (B) summarizes the nature of the 'external degradation.'

(A): Out of Scope. Not only does (A) not touch on the meaning of the phrase, but it makes no sense: if the House is willing to address environmental issues, why would parks be threatened?

(B): The Correct Answer

(C): Out of Scope. The interest of local politicians in park management is mentioned in ¶3. However, there's no sense from this that the politicians are threatening the parks; rather, they would be more interested in preserving them since the local economies depend on them.

(D): Out of Scope. While the author thinks that the Act leaves some gaps that need

to be filled, there's no suggestion that it's directly threatening the parks.

(E): Local support comes in the last paragraph and is clearly not what the author implies by 'external degradation'

4) The 'according to the passage...' start to the question tips you off to look for a detail within the passage. Where is the scenario in the question mentioned? Go to the last paragraph, which discusses a combination of national and local responses. It argues that this cooperation is necessary in order to 'protect park wildlife.' If this cooperation doesn't occur then, wildlife would presumably be harmed. (D) rewards the careful reading.

(A): Out of Scope. The author never mentions any actual shrinking of national parks, only the danger to the existing land.

(B): Out of Scope. The author argues that the federal government already owns most of the land around national parks, and doesn't suggest anywhere that it will own more without cooperation.

(C): Out of Scope. The author never makes this argument in the passage either.

(D): The Correct Answer

(E): Too specific. There is no direct connection between environmental cooperation and timber harvesting activities

PASSAGE 2

Topic and Scope - The author discusses the early years of the railroad and its connection to the American character of the time.

Mapping the Passage:

¶1 describes the opinions of one railroad promoter (Poor), who tied the railroad to the progressive nature of American character.

¶2 describes the American idea of the time that the railroad reflected elements of

American character.

¶s3 and 4 discuss the fears associated with the railroad and the metaphors presented to counter them.

¶0 describes the way that Americans were won over to the railroad by these metaphors (Emerson).

1) The question stem gives you a big hint—take the statement "at face value" and "objectively." Don't over think! The passage itself is straightforward, so review the author's main gist: the railroad reflected American

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character at the time, and despite a few misgivings, Americans were generally on board. While three answer choices don't fit with what the author argues, (E) fits and is supported extensively in the last paragraph.

- (A): Opposite. The author argues that the railroad reflected progressive tendencies, as described in ¶2.
- (B): Distortion. ¶3 mentions that Americans were suspicious that the railroad contradicted Jeffersonian principles, but there's no indication that Poor denounced these principles.
- (C): Opposite. This runs counter to the point made in the last paragraph. (D): Opposite. This runs counter to the point made in the last paragraph. (E): The Correct Answer
- 2) The passage broadly describes the early years of the railroad and its impact on the American character at that time. B fits in very nicely with this. (A): The author never criticises anything
- (B): The Correct Answer
- (C): 'most important' is extreme language; author never states this.
- (D): Opposite. Most Americans were supportive of the railroads
- (E): Distortion. Americans were never tricked into believing anything; the 'poets, promoters...' mentioned in the passage were merely trying to ease public apprehensions and not deceive them
- 3) Where is Emerson mentioned? Review the last paragraph: Emerson thought that the locomotive kept the nation together. Look for an answer choice that ties into this unity: (C) does just that.
- (A): Faulty Use of Detail. Jeffersonian principles are mentioned in the previous paragraph, and though Emerson may possibly have approved of these principles, there's nothing to suggest that he thought there should be any sort of strict adherence to them.
- (B): Faulty Use of Detail. The telegraph is never mentioned when discussing Emerson.
- (C): The Correct Answer
- (D): Opposite. If Emerson favoured the railroad, it follows that he'd also be more likely to approve of rather than to condemn railroad promoters.
- (E): Distortion. This was true of Poor, not Emerson
- 4) The new situation involves scientific progress much like the railroad; what does the author say about Americans' ideas about this? Go back to ¶2: the author argues that Americans had a special fondness for science and progress. Therefore, they'd endorse something that furthered these goals. (B) fits.
- (A): Opposite. As described above, the American public at the time would have supported scientific progress.
- (B): The Correct answer
- (C): Opposite. The author indicates that they'd have a favourable opinion of such a new device.
- (D): Out of Scope. This answer choice doesn't deal with the reaction looked for by the question.

(E): The passage does not mention anything about Americans viewing the railroad or new scientific devices with skepticism

PASSAGE 3

Topic & Scope - The author discusses the negative effects that media 'leaks' have on foreign policy and the media's credibility.

Mapping the Passage

¶1 argues that the media's suspicion of government and lack of knowledge about the world harm government policy.

¶s2 and 3 introduce the concept of the 'leak' and explain why it's bad for foreign policy.

¶4 states that the media was trusted by the public until recently, but are now met with skepticism.

¶0 argues that leaks are usually part of a power grab and that the media is a pawn in the game.

1) Review the author's main arguments before looking for an answer choice that he's agree with. (A) recalls the author's point in ¶2: 'Leaders often say one thing in public and something quite different in public conversation...?' The author explains why this occurs—fear of media leaks—and clearly opposes such leaks. Therefore, the author must agree with (A)'s contention that misinformation is sometimes warranted.

(A): The Correct Answer

(B): Opposite. This is the opposite of (A); for the same reasons that (A) is a valid inference, (B) isn't.

(C): Opposite. The author argues in ¶3 that policy benefits from a 'richness and variety of ideas.'

(D): Opposite. The author's point in decrying leaks is that privacy is a necessary component of leadership. (E): Opposite

2) This question requires students to find the assumption in the lines mentioned.

Review the author's argument in ¶2 that leaks harm discussions with foreign leaders. What is the author assuming in this argument? The author argues that foreign leaders don't want their private thoughts to be made public; he must also

therefore assume that leaders have some sort of reason for not wanting their views to be made public. (D) provides a possible reason. If unclear, use the denial test: if leaders didn't have this fear, what would be their motivation for hiding their personal views?

(A): Distortion. The author dislikes leaks, but never argues that they're immoral. This is extreme.

(B): Distortion. There's no evidence that leaks have occurred throughout history.

(C): Out of Scope. The author never suggests that there were no barriers to discussion before the press, only that there are far more barriers now that the press is in the habit of leaking these discussions.

(D): The Correct Answer

(E): This is not an assumption but rather the conclusion. The idea is to keep the media in the dark so that the public stays in the dark and hence the assumption has to be

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that the leaders are afraid that the public would react negatively if their views were to be revealed to it

- 3) C is the most consistent with our passage summary above.
(A): Extreme. The author never says this in the passage
(B): This is a detail mentioned in the passage but not the purpose of the entire passage
(C): The correct answer
(D): the author doesn't really criticise the politicians, rather he blames the media for this state of affairs
(E): the author only says that the media needs to be accountable but he never suggests anything about 'strong and effective' regulation
- 4) Go back to ¶4 to review what the public thinks of the media. The author argues that the public is equally skeptical of media and government, saying that in the past, the public always assumed the media was right when it challenged the government, but that 'this may be changing.' Therefore, the public might now consider the possibility that the media, rather than the government, is wrong. While the wrong answer choices distort this, (E) rewards careful and methodical thought.
(A): Distortion. The author argued that the public generally thought this in the past, but that it's not necessarily the case anymore.
(B): Extreme. The author suggests that the public might believe that the media is wrong, but never says that the media's always considered wrong in a showdown with government.
(C): The Correct Answer
(D): Distortion. The author never suggests that both may be wrong; the conflict is presented in either/or terms.
(E): There's nothing in the passage to suggest that the public ignores anything

PASSAGE 4

Topic & Scope - American business lags behind the competition because management has alienated workers, concentrated on high tech products, and neglected long-range planning.

Mapping the Passage

¶1 outlines the decline of American business

¶s2 and 3 list reasons that analysts have given for the decline and introduce the author's own theory for American business problems: incompetent management.

¶4 lists management's problems with labour.

¶0 explains the problem with America's fixation on high-tech products.

¶6 uses mergers to show that corporations lack long-range planning. Strategy Points:

Some passages will consist of a "laundry list" of recommendations, criticisms, or facts, with very little competing opinion. Work efficiently through the passage to identify the main ideas, knowing that much of the time will be spent on the questions.

- 1) A quick scan of the answer choices shows that you have to compare the workers of the two nations on two criteria: contentedness and efficiency. Search for a part of the passage that touches on this. ¶3 is the only one that cites

Japan, and mentions that analysts consider American workers less productive and less content. (C) it is.

- (A): Opposite. They're neither.
(B): Opposite. Latter, but not former.
(C): The Correct answer
(D): Opposite. Former, but not latter.
(E): The passage doesn't mention these anywhere
- 2) An inference question; make sure that you're clear on the main points of the author's argument. Remember that the author will agree with four, but will disagree with the correct answer. The three wrong answers could be easily eliminated, leading to (B). However, you can also reason that since management has suffered by cutting labour costs, cost-cutting doesn't always result in lowered prices.
(A): Opposite. The author does believe this (¶6).
(B): The correct answer
(C): Opposite. The author only briefly mentions that "a few analysts even censured American consumers for their unpatriotic purchases of foreign goods" but then says that the real blame "lies with corporate management" (¶3). Therefore the author agrees.
(D): Opposite. This is the focus of ¶s2 and 3 (E): Opposite. This is mentioned in line 48
- 3) Paraphrase the author's argument about high technology: it's better to start out with low-tech, get experience, and then ramp up to high-tech. Search the answer choices for something that would contradict this. (B) clearly does; if the processes are completely different, why start with low-tech.
(A): Out of Scope. While this is quite possibly true, it wouldn't affect the author's chain of reasoning.
(B): The Correct Answer
(C): Out of Scope. Again, though it might be true, it doesn't harm the author's argument.
(D): Opposite. This strengthens the idea that starting out low-tech makes the high-tech business easier.
(E): Out of scope
- 4) We're looking for a business action that would presumably fix one or more of the problems that the author sees in American business. While (C) offers no detailed prescriptions; we know that the author believes foreign models of management to be superior. If American business followed their lead, the author would probably give his support.
(A): Opposite. The author attacks this strategy in ¶6.
(B): Distortion. The author does argue that businesses should stop trying to minimize wages, but says nothing about wage fairness between groups of workers, only wage fairness as a whole. In fact, the author would probably say that more money should be funnelled to lower-skilled workers making low-tech products.
(C): The correct answer
(D): Out of Scope. There's nothing to suggest that the author would agree with this strategy, especially given the fact that he considers the American business model rotten at the core. Simple advertising won't cut it.

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(E): Out of scope

PASSAGE 5

Topic and Scope - Pool coverage of televised live debates violates the first amendment and should be changed.

Mapping the Passage:

¶1 and 2 define the pool system.

¶3 argues that the pool system violates the first amendment.

¶4 further defines the pool system and describes the consequences of it. ¶0 proposes a solution to the pool system.

1) The passage is primarily concerned with describing the negative effects of the pool system of media coverage so the best answer choice will be something on these lines.

=D' nicely captures this thought.

(A): The passage never states anything to this effect

(B): The passage is doing more than just =describing' the pool system

(C): Distortion. The passage actually says that the pool system needs to be amended

(D): The correct answer.

(E): The passage is not criticising the American Presidential election system but only the pool system.

2) Remember that the right answer must not only be a claim made by the passage, but also must have supporting evidence in the passage. (C) is the only claim actually made, and is also supported by evidence throughout the passage, especially ¶4.

(A): Distortion. While the author claims that news organizations participate in the pool system reluctantly, there's no indication that they're forced to cooperate.

(B): Out of Scope. The author never discusses this point.

(C): The Correct Answer

(D): Opposite. The author recommends that foreign news organizations be given a place at debates, suggesting that they are interested in them.

(E): Never stated anywhere by the author

3) Make sure you're clear on the author's apparent purpose for writing the passage, as well as any suggestions she offers. Scan the answer choices for something that reflects these key ideas. (A) is exactly what the author is arguing for; take the quick points.

(A): The correct answer

(B): Opposite. Precisely what the author is arguing against.

(C): Distortion. The author argues that the current system is flawed, but not that debates should be abolished altogether as a result.

(D): Opposite. Again, the author wants more news services.

(E): Out of scope

4) In the last paragraph the author is trying to come up with a solution to the problem of pool system of media coverage. =B' best states this.

(A): A very vague answer and this paragraph is not exactly the conclusion of the passage anyway.

(B): The Correct answer

(C): =Specific' is an incorrect word; if anything this paragraph provides a broad guideline

(D): Opposite. The author =recommends' rather than =opposes' this action

(E): There is no main conclusion as such in the passage

PASSAGE 6

Topic and Scope - The author argues for an expanded idea of the role of fatherhood.

Mapping the Passage

¶1 introduces society's focus on maternalism (Freud, Gadpaille).

¶2 describes the lack of focus on fatherhood (Spock).

¶3 describes scientific and societal bias against the role of the father (Mead)

¶4 suggests that the motherhood role is learned rather than biological.

¶0 argues that fatherhood is a unique and necessary role.

Strategy Points:

Move quickly through long paragraphs filled with examples. Passages will often include multiple examples to illustrate the same basic point. Remember to note key people (i.e. Freud) mentioned. Questions will often contrast the author's opinions with the opinions of people mentioned within the passage.

1) The author only makes two major points in the passage: fatherhood should get more respect, and fathers should play more of a role in raising their children. The passage states that a father should be more than "the provider and protector." Only B goes beyond those roles.

(A): Opposite. This fits the "provider" role.

(B): The Correct Answer

(C): Opposite. This is almost identical to the situation outlined at the end of ¶2, of which the author clearly disapproves.

(D): Opposite. This also fits the "provider" role. (E): Out of scope

2) The passage is mainly concerned with demonstration how men are taking more and more interest in bringing up children. =D' sums this up very nicely.

(A): Out of scope. The author makes no such comparison.

(B): Opposite. The passage provides information contrary to this. (C): Opposite. This was the case earlier.

(D): The correct answer

(E): Out of scope. =Decry' means to criticise. The author never criticizes motherhood.

3) Paraphrase Freud's opinion, as stated in ¶1: mothers have a major role in infant development; father's don't. We're looking for the opposite. With the paraphrase and careful thought beforehand, (B) yields instant points.

(A): Opposite. This would support Dr Freud.

(B): The Correct Answer

(C): Out of Scope. The passage doesn't deal with siblings.

(D): Out of Scope.

(E): Does not challenge Freud

4) The author is big on fatherhood; look for an answer choice that either disputes this or would challenge a claim made

in the passage. Alternatively, you can eliminate the three statements that fit with the author's goals. (D) runs directly counter to the point of the Margaret Mead quote.

- (A): Opposite. The passage's main point.
- (B): Opposite. Mentioned in ¶1. (C): Opposite. Also in ¶2.
- (D): The Correct answer
- (E): Opposite. Mentioned in ¶1.

PASSAGE 7

Topic and Scope - The author describes the skeletal structure of Archaeopteryx lithographica and how it illustrates the evolutionary leap from reptile to bird.

Mapping the Passage

- ¶1 discusses the coincidental connection between Eastern mythical beasts and real animals.
- ¶2 gives an overview of Archaeopteryx, emphasizing its reptilian and bird-like features.
- ¶s 3 and 4 discuss skeletal features in Archaeopteryx that suggest it probably lacked the ability to fly
- ¶0 discusses skeletal features in Archaeopteryx that seem adapted for movement on the ground and argues that Archaeopteryx is probably a transitional species between reptiles and birds.

- 1) Where is the Jurassic period mentioned? Go back to the second paragraph.

Archaeopteryx lived during the latter part of the Jurassic period. If the fossil of a bird living before this were discovered, what would that do to the theory that Archaeopteryx was a transitional species between reptiles and birds? It would weaken it, as birds would have already existed. (B) repeats this line of reasoning.

- (A): Opposite. If Archaeopteryx lived after birds, it could not represent a bridge between reptiles and birds.
- (B): The correct answer
- (C): Opposite. The order of Archaeopteryx and birds in the fossil record is crucial to the author's argument.
- (D): Out of Scope. The theory about the development of pectoral muscles wouldn't be affected by the new evidence.
- (E): There's no connection between this fossil and Archaeopteryx lithographica so we can't make any such inference

Strategy Point:

Always pay attention to dates and time periods when mentioned in questions, particularly in natural science passages.

- 2) Quickly consider the main points of the passage and the structure of your map before checking the answer choices. A good map will immediately lead to (A) as untrue: much of the passage deals with the differences between the skeletons of Archaeopteryx and modern birds, so (A) can't possibly be true.
- (A): The correct answer
- (B): Opposite. This is mentioned in ¶0.
- (C): Opposite. This is one of the main points of the passage.
- (D): Opposite. This is mentioned in ¶0.
- (E): Opposite. This is mentioned in ¶2

- 3) Review your map to get a grasp of where to find the details in this question. Be aware of the main similarities and differences between Archaeopteryx and birds when tackling the choices. (A) immediately jumps out: since Archaeopteryx did have feathers, it certainly doesn't differ from birds by lacking them.

- (A): The correct answer
- (B): Opposite. This is mentioned in ¶3.
- (C): Opposite. This is also mentioned in ¶3. (D): Opposite. This is mentioned in ¶4.
- (E): Opposite. This is mentioned in ¶4.

PASSAGE 8

Topic and Scope - The author discusses some unique ecological features of Australia.

Mapping the Passage

- ¶1 discusses Australia's geographic movement over time.
- ¶2 argues that Australia's native species provide unique insights into how the world works.
- ¶3 discusses Australian rainforests and the prospect of undiscovered plant species.
- ¶4 discusses the importance of Australian dinosaur fossils to the understanding of dinosaurs in general.
- ¶0 argues that Australia's harsh conditions led to coadaptation and efficient ecosystems.

Note: when there are abrupt transitions between paragraphs, take the whole passage in context in order to determine the topic and scope. Here, each paragraph discusses an individual way in which Australia's ecology is important in scientific research.

- 1) Keeping the author's main points and your own map in mind, look for an answer choice which directly conflicts. (B) is false based on the passage. If researchers have listed 18,000 species and believe that 7,000 remain undiscovered, then the majority of the species have been discovered.

- (A): Opposite. This is discussed in ¶1.
- (B): The correct answer
- (C): Opposite. Species of 'worldwide importance' are mentioned in ¶3.
- (D): Opposite. This is also mentioned in ¶3. (E): Opposite. This is discussed in ¶4.

- 2) Paraphrase the author's main argument about the Australian rainforests: they're unique and worthy of careful study. How would finding a useful medicine affect this claim? It would validate the idea that the rainforests were worth studying. (A) straightforwardly summarizes this.

- (A): The correct answer
- (B): Opposite. The discovery of useful plants would support the author's claims.
- (C): Opposite. As above.
- (D): Opposite. It supports the author's claim even more strongly if the plant is unique to the Australian rainforests.
- (E): Opposite. As above.

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3) Review the parts of your map that touch on the benefits of studying Australian ecosystems; eliminate answer choices that match up while looking for something that falls outside the scope of the passage. (C) is never mentioned, and it would be difficult to imagine how studying ecosystems could provide insight into hydroelectric or solar power anyway.

(A): Opposite. This is mentioned in ¶2. (B): Opposite. This is mentioned in ¶0. (C): The correct answer

(D): Opposite. This is mentioned in ¶3. (E): Opposite. This is mentioned in ¶2.

4) This is primarily a descriptive passage and =C' summarises this really well.

(A): The author makes no such claim

(B): The author is not =criticising' anyone in the passage

(C): The correct answer

(D): Too specific to be the answer. While the author does state this, it is not the main purpose of the passage

(E): Extreme option, plus too specific to be the main purpose

PASSAGE 9

Topic and Scope - The author discusses the threat posed by dioxin and suggests that fears about the toxin may be overblown.

Mapping the Passage

¶1 provides an example of another case of hysteria over a toxin that outran scientific knowledge.

¶2 states that some claim that dioxin is a threat and that the reaction to dioxin may also be overly emotional.

¶3 rhetorically asks if there can be any meaningful response.

¶4 describes responses to the dioxin threat, expresses skepticism at some environmentalists' proposals, and suggests that common sense and risk analysis should guide decisions about threats.

¶0 quotes an authority to argue that levels of risk should be kept in perspective.

1) Predict by recalling the author's main points: fears about certain toxins are often overblown and should be tempered by common sense and science. (D) simply repeats this.

(A): Out of Scope. There's no evidence from the passage that the government has ignored these problems. The author might also dispute the seriousness of these health problems, as it's argued in ¶4 that asbestos fears are exaggerated.

(B): Opposite. The author argues roughly the opposite: dioxin isn't the threat many make it out to be.

(C): Out of Scope. While this might be true, there's no evidence from the passage that the government modifies extreme environmental stances.

(D): The correct answer

(E): Opposite: The author will probably consider this a very extreme step

2) Look for an answer choice that either contradicts something that the author says about reactions or simply

isn't included in the passage. (C) fits the latter: the author never mentions the effect of drastic reactions on insurance premiums.

(A): Opposite. This is the point made in the last paragraph: it's more effective to

worry about safety methods that have been proven to improve safety.

(B): Opposite. This can be inferred from various statements in the passage: the author believes that drastic reactions generally represent irrational thought that can itself be dangerous if it leads to the neglect of proven safety measures.

(C): The correct answer

(D): Opposite. The author makes this point in ¶4.

(E): =Emotions' are not within the scope of the passage

3) Refer back to the passage. Who wants to 'whipsaw public opinion'? Both corporate lobbyists and environmental groups, each of represent extreme viewpoints. Each of these groups want to convince the public of their own view. (B) matches this.

(A): Out of Scope. There's no discussion about changing the needs of the public, only the opinion.

(B): The correct answer

(C): Opposite. Groups with an extreme viewpoint won't present a range of alternatives, as evidenced by the examples in ¶s1 and 4.

(D): Distortion. Though the author might believe that extreme groups are acting irrationally, this isn't related to the attempt to change public opinion.

(E): =Common sense' is not within the purview of the passage.

PASSAGE 10

Topic and Scope - The author discusses the health crisis caused by the tsetse fly and the environmental problems caused by attempts to eradicate it.

Mapping the Passage

¶1 introduces general information about the tsetse fly.

¶2 discusses diseases caused by the fly.

¶3 discusses the reasons the immune system responds poorly to a parasite transmitted by the fly.

¶4 summarizes the controversy between African environmentalists and those who want to eliminate the tsetse fly.

¶s0 and 6 outline strategies that have been used to destroy the fly itself, and their potential environmental drawbacks.

1) Refer back to your map and the passage to eliminate details that are in the passage, keeping an eye out for one that contradicts a claim made in the passage. (B) suggests a mechanism for illness completely different from the parasitic transmission the passage discusses.

(A): Opposite. This is mentioned in ¶2.

(B): The correct answer

(C): Opposite. This can be deduced from information in ¶s 1 and 2 about each of the two organisms.

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(D): Opposite. As above, this can be deduced from information about the fly and the parasite in ¶s 1 and 2, respectively.

(E): Opposite. This is mentioned in ¶2.

2) As in the last question, keep an eye on the passage and the map while looking for a choice that doesn't fit the passage's evidence and explanation. (C) attributes a characteristic of the trypanosome parasite (described in ¶3) to the fly itself.

(A): Opposite. This is mentioned in ¶1. (B): Opposite. This is the topic of ¶2. (C): The correct answer

(D): Opposite. A little removed from the other choices, but this can be inferred from the environmentalists' concerns in ¶4.

(E): Opposite. This is mentioned in ¶6.

3) Summarize the point made by the environmentalists in ¶4: the fly keeps herd animal populations in check and thereby prevents them from destroying the African grasslands. (C) restates this point.

(A): Opposite. The environmentalists argue that the grasslands will disappear if the tsetse fly is eliminated.

(B): Opposite. As above, they believe that the tsetse prevents this situation from happening.

(C): The correct answer

(D): Opposite. The environmentalists believe that destruction of the fly will lead to destruction of the grasslands.

(E): Incorrect. The tse tse fly does not have an indirect effect on the grasslands by restricting the population of cattle
Strategy Point:

You've now researched this information in ¶4 three times. On test day, make sure to use previous research to answer questions quickly and score easy points.

4) The first three paragraphs of the passage describe the negative impact of tse tse flies but this paragraph provides an indirect benefit of the flies – protection of grasslands. =C' captures this perfectly.

(A): Opposite. This paragraph actually describes a benefit of the tse tse fly

(B): Opposite. It is actually the eradication of tse tse flies that can lead to deforestation of African grasslands

(C): The correct answer

(D): Distortion. This is actually stated in the fifth paragraph

(E): Too specific to be the correct answer

PASSAGE 11

Topic and Scope - The author describes two theories of cloud electrification and their possible impact on controlling lightning formation.

Mapping the Passage

¶1 describes the mechanism of lightning formation and notes that scientists hope to someday control it.

¶2 introduces two competing theories of cloud electrification, convection and precipitation, and describes the older theory of precipitation.

¶3 describes the convection model of cloud electrification.

1) What is the author's main purpose? To describe the competing theories on cloud charge and to describe how they might help to control lightning. (D) fits well

(A): Out of Scope. The author doesn't discuss recent breakthroughs, and only one of the theories presented has evidence described.

(B): Faulty Use of Detail. Though this is mentioned in the passage, it's not the main idea of the passage.

(C): Distortion. The author presents two competing theories, but doesn't endorse one or the other or argue that they're inaccurate.

(D): The correct answer

(E): Out of scope. The author never states his preference for any theory.

2) Go back to the referenced line numbers to read about breakdown potential. The passage says that lightning occurs after the 'breakdown potential' is reached. Only A catches this cause-and-effect relationship.

(A): The correct answer

(B): Opposite. The breakdown potential is required for lightning to occur, but it's not a characteristic of the lightning itself.

(C): Out of Scope. The author doesn't mention the distance between the earth and cloud.

(D): Opposite. As with (B), this is a quality of the lightning rather than a precondition for it.

(E): Takes the meaning of 'breakdown' too literally

3) Though scientists differ on the causes of cloud electrification, you can deduce from this fact alone that they believe that cloud electrification exists. By definition, then, even the scientists who differ on the causes must both agree with (C), that there's a charge difference between cloud and ground.

(A): Faulty Use of Detail. While scientists who argue for the convection model in ¶3 believe this, not all scientists do.

(B): Faulty Use of Detail. This is a part of the precipitation argument in ¶2.

(C): The correct answer

(D): Opposite. This is a potential way to stop lightning from forming and also a test of the precipitation hypothesis as described in ¶2.

(E): The passage doesn't really connect moisture content with lightning.

Strategy Point:

When a Natural Science passage presents competing theories, be on the lookout for areas of agreement as well as points of difference.

4) Review ¶3 to review the convection theory. The main tenet of the convection model is that water droplets capture ionized gas molecules which are transported in updrafts and downdrafts. With an eye to the paragraph, look for a choice that conflicts with or is not part of the theory. (D) is part of the precipitation theory described in ¶2 and doesn't factor into the convection theory.

(A): Opposite. This is mentioned in line 00.

(B): Opposite. This is mentioned in ¶1 and is the basis for both theories.

(C): Opposite. As described in ¶3, this must be true in order for the ionized gas particles to be transported.

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(D): The correct answer

(E): Opposite. This is mentioned in ¶3

Strategy Point:

Proper names, italicized text, and titles can all be a useful way to quickly zero in on relevant concepts and text.

PASSAGE 12

Topic and Scope - The author discusses the gradual development and acceptance of the theory of plate tectonics.

Mapping the Passage

¶1 states that the theory of plate tectonics evolved gradually and gives the earliest version of the theory of continental drift.

¶2 discusses Wegener's theory of 'Pangea' and Holmes' idea that magma is

responsible for continental flow. Ocean floor evidence supports this.

¶3 discusses new ocean floor evidence suggesting that the sea floor is younger than the continents.

1) Use your map to assist in predicting. Ortelius is mentioned in ¶1, which discusses early versions of continental drift theories. (A) is immediately attractive.

(A): The correct answer

(B): Out of Scope. The author isn't concerned with cartography; this choice is off the passage's scope.

(C): Opposite. The author wants to show a continuum between the older theories and the newer theories; saying that there's a contrast does just the opposite.

(D): Out of Scope. As with (B), the author isn't concerned with cartography.

(E): The idea is exactly the opposite as described in 1 above

2) As with the last question, find the general area in the passage this is mentioned.

Molten uprisings are mentioned in ¶3 in order to suggest a way that continents could move, which even scientists who already believed continental drift was

occurring had been at a loss to do. (A) summarizes this.

(A): The correct answer

(B): Faulty Use of Detail. Though this is true, it's not the primary significance of the finding.

(C): Faulty Use of Detail. As above, while this is true, the author's more concerned with describing a mechanism for continental drift.

(D): Out of Scope. The author doesn't suggest that this has perplexed scientists for decades or that the new evidence would clear up the confusion.

(E): No real connection between molten uprisings and volcanic eruptions.

3) The entire passage broadly describes the theory of plate tectonics and this theory came to be accepted by scientists. =B' summarise this very well.

(A): Too specific to be the primary concern of the passage.

(B): The correct answer

(C): The author never criticises Pangaea

(D): The author states that this might have once been the case but he never states that this would again happen one day

E): Too specific to be the primary concern of the passage

4) Keep an eye out for an answer choice that contradicts the author's main points about continental drift. (C) distorts the point made in the passage. The author mentions that this is one place that similar fossils can be found, but also lists other locations as well.

(A): Opposite. This is true because the linear zones in ¶1 were recognized very early on, long before fossil dating was possible.

(B): Opposite. This is the point of ¶3.

(C): The correct answer

(D): Opposite. This can also be found in the passage. (E): Opposite. This is mentioned in ¶3. .

Strategy Point:

Watch out for extreme wording; words like "only," "always," and "never" will always be backed up by the passage if they're true.

PASSAGE 13

Topic and Scope - discusses the evolution and unique adaptations of wind pollination.

Mapping the Passage

¶s1 and 2 describe adaptations specific to pollen grain size.

¶s2 and 3 elaborate on the traditional view of wind pollination as primitive and suggest that wind pollination has independently evolved several times.

¶4 describes wind pollination and the traditional view of it.

¶0 describes recent evidence and introduces two sophisticated features of wind pollination: pollen grain size and ovulate organ morphology.

¶6 describes adaptations specific to ovulate organ morphology.

1) Where does the author discuss pollen grains? Go back to ¶s1 and 2. Since the Roman Numeral choices are fairly short, it's probably fastest in this case not to worry about searching for the one that appears most frequently; start in order. The author discusses in ¶s1 and 2 that small, low-density grains are preferable, which validates RNs I and III. Dryness can be inferred from the author's point that many pollen grains 'quickly dehydrate after release.' Therefore, all RNs are valid and the answer choice must be (D).

(A): Opposite. As described above. (B): Opposite. As above.

(C): Opposite. As above.

(D): The correct answer

(E): Opposite. As above.

2) The passage is primarily describing wind pollination and related concepts. =B' captures this very well

(A): The author is not criticising anything in the passage

(B): The correct answer

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- (C): The author is not praising anything in the passage
(D): There is no humour in the passage
(E): The passage does not =condescend' or look down upon anything
- 3) A scattered detail question. You're looking for an answer choice that doesn't function to prevent pollen loss. While three of the choices can be eliminated based on the text of the passage, (D) is an adaptation with an entirely different function. Preventing self-pollination is never discussed in the context of pollen loss; it's useful only to prevent inbreeding.
- (A): Opposite. This is mentioned in ¶4.
(B): Opposite. This paraphrases the author's point in ¶3 that the wind vector is only useful in large, near-monoculture populations.
(C): Opposite. This is the topic of ¶6, which is focused with adaptations necessary for pollen capture.
(D): The correct answer
(E): Opposite. This is mentioned in ¶4.
- 4) Predict: where would wind pollinated plants not do well? Probably in a place without much wind and with lots of moisture. (A) looks good: tropical rain forests certainly match both these criteria.
- (A): The correct answer
(B): Opposite. This is a dry, windy biome. Perfect for wind pollination. Conifers are specifically mentioned in the passage as wind pollinators.
(C): Opposite. The author mentions certain plants in central California valleys in ¶2 as having recently adapted to wind pollination.
(D): Opposite. Since the plants are right by a riverbank, they might be less likely to wind pollinate, but they would still be far more likely to use wind pollination by a river (which doesn't guarantee humidity) than in a tropical rain forest (which does).
(E): Opposite. Windy places are ideal for wind pollination

PASSAGE 14

Topic and Scope - discusses the question of whether women should be represented as their own political group.

Mapping the Passage

¶s 1-3 provide the author's definition of a legitimate political interest group.

¶4 cites research supporting the idea that women as a group fit this definition. The author provides evidence on the amount of housework and childcare.

¶0 argues that despite these differences, women may not be generally conscious of them and then goes on to cite further evidence in support the idea fit the definition of a political interest group.

- 1) Where does the author mention the year 1900? Though it's not specifically stated, author mentions the turn of the century in ¶4. Review the context: evidence shows that women spend about the same amount of time working around the house as they did around 1900. (B) matches up.

- (A): Distortion. This distorts the point made in the first sentence. There's no point of comparison on this point with the turn of the century.
(B): The correct answer
(C): Out of Scope. This is never mentioned in the context of the turn of the century.
(D): Out of Scope. Another choice that has no relation to the turn of the century. (E): Out of Scope. The passage never states this.
- 2) Predict by reviewing the author's purpose in writing the passage. The author wants to discuss whether women constitute a politically representative group; (D) summarizes this.
- (A): Out of Scope. The author only discusses history in passing, and only to support arguments in favour of the main focus: political representation for women.
(B): Distortion. Though the author alludes to the changing status of women in ¶0, it's again less a concern than the appropriateness of political representation.
(C): Out of Scope. The author never mentions opposing views.
(D): The correct answer
(E): Out of Scope. The author isn't really concerned with uplifting the status of women in modern society.
- 3) Most of the support that the author provides is in the form of evidence listed in ¶s 3-0; keep this in mind when evaluating the answer choices. Socioeconomic position is discussed in ¶0. The author suggests that the socioeconomic status of women and men is different, and provides a list of evidence supporting this at the beginning of the paragraph.
- (A): The correct answer
(B): Opposite. This contradicts the author's suggestion in ¶0 that women and men have few differences in their degree of feminism.
(C): Opposite. The author argues in ¶3 that it's not necessary that the members of an interest group be 'consciously allied.'
(D): Out of Scope. The author never suggests that a lack of education is getting in the way of voicing concerns.
(E): Out of Scope. While this could actually be true, the author never really mentions this in the passage.
- 4) These three paragraphs are primarily concerned with describing the characteristics of a political interest group. =B' captures this very well.
- (A): Incorrect as described above.
(B): The correct answer.
(C): This doesn't happen in the first three paragraphs
(D): =Debate' is the wrong word as the author never debates anything
(E): Incorrect as described above.

PASSAGE 15

Topic and Scope - The origin of Aurore Dupin's pen name, George Sand

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Mapping the Passage

¶1 introduces the topic of pseudonyms and brings up the example of Washington Irving.

¶2 expands on the Irving example.

¶s3 and 4 introduce Aurore Dupin's pen name, George Sand.

¶s0 and 6 discuss one possible origin of the name: a take-off on the name of her first lover.

¶7 discusses possible reasons for Dupin's choice of a specifically male pen name.

¶8 discusses a second possible origin: each letter refers to part of Aurore Dupin's life.

1) In questions that ask you for the author's tone, a vertical scan can be helpful. The choices start out with 'skeptical, critical, appreciative, intrigued.' Which of these would best fit the author's purpose of discussing the origin of Dupin's pen name? Intrigued fits most closely with the author's descriptive function and doesn't carry the charges of the other three. Looking at the whole answer choice validates the hunch: the author spends most of the passage theorizing about how the male pen name might have come about.

(A): Opposite. The author never suggests in the passage that the pen name wasn't useful. In fact, it's suggested in the last paragraph that it gave Dupin more freedom.

(B): Out of Scope. The author doesn't express any sort of negative opinion regarding Dupin's choice of names, but is rather interested in why she chose it.

(C): Distortion. Though the author suggests that the male pen name gave Dupin more freedom, there's no suggestion that female authors in general should do whatever it takes to be published, including taking a male name.

(D): The correct answer

(E): The author is not 'disillusioned' with anything in the passage

Strategy Point:

Keeping the author's tone, positive, negative, or neutral, in mind can help you easily eliminate answer choices with positive or negative charges.

2) A scattered detail question; look for a choice that isn't mentioned specifically in the

passage or eliminate the three that are. While three of the answer choices reflect the topics of paragraphs in the passage, (C) is outside the author's scope: no attempts to publish under her given name are discussed.

(A): Opposite. This is the theory discussed in ¶0.

(B): Opposite. This is the second theory, described in ¶8.

(C): The correct answer

(D): Opposite. ¶7 mentions this advantage of a male pen name. (E): Opposite. This is mentioned in the last paragraph

3) The passage more of a descriptive one and the author never really provides a very strong personal opinion either in favour or against the topic being discussed. This makes 'B' the best choice.

(A): The author never criticises anyone

(B): The correct answer

(C): Extreme. The author never applauds anything

(D): The author is not encouraging anyone to do anything

(E): The author makes no such suggestion

4) A broad deduction question that will probably touch on the author's main points.

Predict: The pen name George Sand has a variety of possible origins, and was useful for writing without the limitations of her actual place in society (a "wife, mother and lover," ¶7). (B) fits in with this latter point, most extensively described in ¶7.

(A): Opposite. The author argues in ¶7 that 'there was no reason to change' Her pen name.

(B): The correct answer

(C): Distortion. While the author mentions in ¶0 that Dupin's early work was in collaboration with Sandeau, there's no evidence that she owed her early success to him.

(D): Distortion. The author argues that George Sand took on certain masculine elements, which gave her more freedom.

(E): The author never makes any statement in the passage to this effect.

PASSAGE 16

Topic and Scope - Rapid growth and infrastructure problems in 60s and 70s western boomtowns

Mapping the Passage

¶1 notes that the population drop after a project is completed makes problems worse.

¶2 describes the reasons that money is scarce for infrastructure.

¶s3 and 4 describe the causes of modern boomtowns and introduce problems caused by the growth.

¶0 describes social problems and their negative impact on the project that caused the problems in the first place.

1) Where are consequences of poor planning mentioned? While the author discusses them throughout the passage, there's a particular focus in ¶s3-0. RN I is mentioned explicitly in line 33 and expanded on in ¶0. RN II is mentioned in line 41. Note that at this point, all the answer choices except for (D) are eliminated, so you can save time by not evaluating the last statement! RN III is discussed in the context of the 'us against them' mentality described in the second half of ¶0.

(A): Opposite. As described above. (B): Opposite. As above.

(C): Opposite. As above.

(D): The correct answer

(E): Opposite. As above.

2) An 'All...EXCEPT' question, so either eliminate or look for an off-scope answer choice. (B) is the only statement not suggested in the passage as a cause for lack of services. Although resentment among "old timers versus persons brought to the community by the boom" (¶0) can occur, there's no reason why the lack of support from long-time residents would lead to a shortage of schools, housing, etc.

(A): Opposite. This is the topic of ¶1.

(B): The correct answer

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- (C): Opposite. An energy project is one of the types of projects the author mentions at the beginning of the passage as causing all the problems listed in the passage.
- (D): Opposite. This is discussed throughout ¶2. (E): Opposite. This is discussed throughout ¶2.
- 3) What does the author think about the traditional systems of taxation as described in ¶2? Predict: The author thinks that it leads to a ?critical problem.? (B) is the only choice that reflects that worry about the effects of too few taxes.
- (A): Distortion. Though the author thinks that the inefficient taxation is a problem, there's no hint of outrage, which is far too extreme.
- (B): The correct answer
- (C): Out of Scope. There's nothing to suggest that the author is at all astonished by the taxation programs.
- (D): Opposite. The author thinks that the problem is ?critical,? which suggests that the tone is anything but complacent.
- (E): The author does not mock anything in the passage

PASSAGE 17

Topic and Scope - Experiments supporting the theory of analog mental imaging

Mapping the Passage

¶1 introduces the analog hypothesis of mental imaging and states that four types of experiments support the idea that mental images have regular properties.

¶2 describes the 1st experiment highlighting the mind's reaction to relative sizes of mental images.

¶3 describes the 2nd experiment demonstrating perceptions of distance in mental images.

¶4 describes the 3rd experiment suggesting that problems can be solved mentally by manipulating mental images.

¶0 describes the 4th experiment suggesting that the time needed to mentally compare figures depends on how similar those figures initially appear.

- 1) This question simply asks you to summarize the hypothesis described in ¶3. The fastest way to predict here it to read the text. The analog position is ?the idea that mental processing requires one to go sequentially through all intervening steps to solve a problem.? (A) repeats this almost word-for-word.

- (A): The correct answer
- (B): Opposite. This contradicts the argument that mental processing has to proceed step-by-step.
- (C): Faulty Use of Detail. Don't get side-tracked by the information in ¶1. This follows from the analog position, as supported by the experiments in the passage, but it's not the analog position itself.
- (D): Out of Scope. There's no support for this statement in the passage.
- (E): If anything the theory states the Opposite to be the case

- 2) What reason would the analog position give for the fact that it takes longer to scan long distances in a mental image? Review the relevant parts of the passage, ¶2 in

particular. The experiment suggests that people are building a mental map since the map is ?fictional?. Because the analog position suggests that one has to go through steps to solve a problem, it would be reasonable to infer that it takes longer to scan long distances because those doing the scanning are ?looking? at all the intervening space in between the two given objects. (C) summarizes this.

- (A): Out of Scope. There's nothing to suggest that those in the experiment don't believe that this relationship exists. The experiment is concerned with their mental images rather than their opinions.
- (B): Out of Scope. There's no evidence for this in the passage.
- (C): The correct answer
- (D): Out of Scope. As above, there's simply no support for this in the passage.

(E): No such fact is mentioned in the passage

- 3) Where is Kosslyn mentioned? In ¶s2 and 3. Since the question mentions big and small objects, focus on the experiment described in ¶2. Review the text to determine why Kosslyn believes it takes longer to identify small objects next to large ones: Kosslyn believes ?subjects had to zoom in on the image to detect the particular feature.? (D) says the same.

- (A): Out of Scope. This isn't suggested in the passage.
- (B): Out of Scope. Kosslyn's experiment says nothing about this either.
- (C): Out of Scope. This is also unsupported by the passage.
- (D): The correct answer
- (E): =Imposing' has got nothing do with this

PASSAGE 18

Topic and Scope - The passage describes some of the technical aspects of movie making

Mapping the Passage

¶1 stresses on the importance of =cinematics' or technical features in creating a movie's atmosphere

¶2 describes the various types of =shots' that a director can make use of.

¶3 discusses the various camera =angles' that a director can make use of

- 1) The second paragraph clearly tells us that it is the director who decides what shot to take or what angle to use. This makes hiring a good =director' the most important aspect of filmmaking. =C' sums it up very well.

- (A): Incorrect as described above. (B): Incorrect as described above. (C): The correct answer
- (D): Incorrect as described above. (E): Incorrect as described above.

- 2) The idea is to show the monster as huge so a high angle shot would work best. Also it needs to be in long shot so as to be able to capture both the lovers as well as the monster. =B' captures this really well.

- (A): =Eye level' does not make the monster look threatening; also =close up' eliminates the monster from the shot altogether
- (B): The correct answer

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- (C): =Low angle' does not make the monster look threatening or imposing
- (D): =Child's eye level' makes no sense; also =close up' eliminates the monster from the shot altogether
- (E): =Eye level' does not make the monster look threatening
- 3) Since the father is secretly listening =over the shoulder' angle is probably the best which brings us to options A and C. Ideally the mother should be shot in the =high angle' to make her look more threatening. Thus =A' is the best answer.
- (A): The correct answer.
- (B): Incorrect as described above. (C): Incorrect as described above. (D): Incorrect as described above. (E): Incorrect as described above.

PASSAGE 19

Topic and Scope - The iridium layer's impact on theories of dinosaur extinction

Mapping the Passage

¶s 1 and 2 describe the Berkeley group's discovery of the iridium layer and its significance to dinosaur extinction.

¶3 discusses conflicting theories for the cause of iridium deposition.

¶s4 and 0 elaborate on various theories that an asteroid or comet was responsible for the iridium layer.

¶6 presents Alvarez's mechanism for extinction: debris from impact blocked sunlight, impeded photosynthesis, and harmed the dinosaurs' food chain.

1) Read the phrase in context. The author argues that the discovery of the iridium layer revolutionized theories about dinosaur extinction. What is true about these theories? Immediately afterwards the author says that they 'had centred on the assumed gradual climatic change.' The implication is that the iridium layer suggests a fast climatic change. (D) is therefore correct: it's likely that the discovery will change the time frame that scientists had used.

- (A): Out of Scope. The author doesn't discuss any geographic angles of the theories.
- (B): Distortion. Though theories about the length of time over which the extinction occurred may have changed, the author notes that the iridium layer was found in 'a period roughly contemporaneous with the disappearance of the dinosaur,' which suggests that the date of extinction was already well-established.
- (C): Out of Scope. The author doesn't suggest that this is an assumption of traditional theories, and if it was, it wouldn't change: the impact theory, at least as described by Alvarez, says the same thing.
- (D): The correct answer
- (E): Ice age is not within the scope of the passage.

2) A detail question. Review the Berkeley groups' hypothesis: lots of material was deposited in a very short span of time, suggesting a quick extinction. Any support that they have must be in the form of the iridium evidence listed in the first two paragraphs. RN I doesn't pass the test: fossils are mentioned in ¶1, but not in the context of marine strata. RN II, however, repeats the fact that the

group compared the iridium strata with the nearby strata from the late Cretaceous and early Cenozoic. Only (D) remains as an answer choice, and there's no need to look at RN III. RN III has to be true from the information in the passage: the Berkeley group compared their findings with marine rocks from various other locations.

- (A): Opposite. As described above.
- (B): Opposite. As above. (C): Opposite. As above. (D): The correct answer
- (E): Opposite. As above.
- 3) Review ¶3: Why are isotopes important? Predict: They rule out the possibility that the iridium deposits were caused by a supernova. (D) says the same in slightly vaguer terms.
- (A): Out of Scope. The passage doesn't discuss any such attempt to estimate the age of the iridium layer.
- (B): Out of Scope. The isotopic information is useful only to determine that the iridium wasn't extrasolar, not to determine what type of object from within the solar system hit or how extensive the damage was.
- (C): Faulty Use of Detail. Alvarez has a hypothesis that does this, but it doesn't rely at all on the isotopic data.
- (D): The correct answer
- (E): =Allergy' is outside the scope of the passage

PASSAGE 20

Topic and Scope - Popular perception of the myth of the Great American Desert in the mid-1800s

Mapping the Passage

¶1 puts into context the notion of the 'Wild West.'

¶2 lists the geographical differences in acceptance of the myth of the Great American Desert.

¶3 describes the myth and the traditional view that it was widely-held in the mid- 1800s. The author argues that it oversimplifies the case, though.

¶s4 and 0 argue that the Plains were overlooked partially out of a desire to get to Oregon, not out of a belief that the Plains were a desert, and cite more evidence supporting the contention that many Americans did not regard the Plains as desert.

Strategy Point:

Very often, when a traditional view is presented, a new view will be offered that argues that the traditional view is too simplistic or too black-and-white

- 1) The mid-1840s are mentioned in ¶s3 and 4. Review the author's basic points: Not everyone thought the plains were the desert, and many settlers simply passed the Plains up because they were on their way to Oregon. (C) reflects the latter point.
- (A): Opposite. The author states in the same lines that 'those who encouraged migration to Oregon did not deny the agricultural potential of the Plains.' For the purpose of settling, agricultural potential in the Plains was presumably equivalent to economic potential.
- (B): Distortion. Though the author argues that settlers generally didn't have an overly pessimistic view of the

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Plains as a desert, there's no indication that their view skewed too far in the opposite direction.

- (C): The correct answer
- (D): Opposite. Newspapers are cited in ¶2 as a data source for investigating the myth of the Great American Desert; the author argues that those who did accept the desert images were mainly the elite, who presumably weren't the main migratory population.
- (E): Bandits are not within the scope of the passage
- 2) An unusual question in an ?All...EXCEPT? format that asks you to evaluate the author's argument. A quick scan of the answer choices show that they focus on structure rather than particular details. Look for something that the author doesn't do: (B) fits the bill. The author never mentions oral accounts, and so there can be no comparison of them with something else.
- (A): Opposite. This is the subject of ¶2.
- (B): The correct answer
- (C): Opposite. The author describes the type of person most likely to believe the desert myth at the end of ¶2.
- (D): Opposite. The author mentions in ¶4 that the year 1840 marked the beginning of broad migration.
- (E): Opposite. This is mentioned in the ¶3.
- 3) What is the author's opinion of the traditional view? Review ¶3: the author doesn't say that the traditional view is completely wrong, and in fact takes pains to say that it's not ?completely invalid nor necessarily incorrect.? The author believes that it's ?too simplistic? and ignores ?a considerable array of data to the contrary.? (A) summarizes this neatly.
- (A): The correct answer
- (B): Opposite. This choice is far too negative in tone, and since the author says that the traditional view is not completely invalid, it must have some historical relevance.
- (C): Opposite. The author argues that it's too simplistic, which means that it can't be ?substantially correct.?
- (D): Opposite. The author argues that the traditional view has been overhyped if anything and that a more nuanced historical analysis should take its place.
- (E): =Absurd' is extreme language

PASSAGE 21

Topic and Scope - Pesticides and the decline of California amphibian populations

Mapping the Passage

¶1 describes the mechanism of pesticide toxicity for the enzyme cholinesterase.

¶s2 and 3 describe experimental evidence suggesting that pesticides negatively affect amphibian species and describe the decline in amphibian populations in various areas of California.

¶4 suggests a mechanism by which pesticides would be transported through wind to contaminate the Sierra Nevada.

Strategy Point:

Be sure to understand cause-and-effect relationships in Natural Science passages. A simple flowchart that diagrams what the passage says can be an effective form of mapping.

- 1) Review the lines in context. Why would the author want to make a point about population declines in ?seemingly pristine? areas especially? Predict: Even though the areas seem pristine, they might not in fact be so if amphibian populations are declining; they might be contaminated by pesticides that simply aren't obvious. (C) says the same.
- (A): Out of Scope. The author only discusses contamination; anything about repair is outside the author's topic, and wouldn't have anything to do with the specific mention of ?seemingly pristine? areas anyway.
- (B): Out of Scope. As above, the author never discusses whether or how to fix the damage caused by pesticides.
- (C): The correct answer
- (D): Distortion. Casual observers might not realize that there's pollution, but the author never argues that amphibians are abundant
- (E): This is not the idea as is clear from the above explanation
- 2) A detail question. Where are pesticides primarily mentioned? Focus your search on ¶s 1 and 4. (D) follows directly from the author's point in the first sentence of ¶1: Pesticides are useful in attacking organisms that harm plants.
- (A): Distortion. Though the author says that pesticides might be transported ?on the prevailing eastward summer winds,? there's no way to tell whether they're in fact transported a long distance.
- (B): Distortion. The author states in ¶1 that organophosphates are harmful to both insects and vertebrates, but doesn't assert this about pesticides in general, as the question requires.
- (C): Out of Scope. While this sounds plausible, the author never discusses potential pesticide use in the Sierra Nevada, only contamination from pesticides used elsewhere.
- (D): The correct answer
- (E): Opposite as well as Extreme
- 3) An evaluation question; refer to your map. What is the author's purpose in writing the third paragraph? Predict: The author wants to describe a mechanism by which some pesticides can harm animal populations. The answer choices are abstract, so compare them to your prediction piece-by-piece. (B) holds up: The mechanism of action is evidence, and it supports the hypothesis in ¶3 that pesticides are in fact hurting the frog population.
- (A): Out of Scope. While the author does allude to a scientific study in ¶3 by mentioning that amphibian populations are declining (someone had to study that), the author never critiques the study.
- (B): The correct answer

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(C): Out of Scope. The author doesn't discuss any geographic information in ¶1. (D): Distortion. Though the author does provide examples of harmful effects in ¶1, there are no harmful pesticide effects mentioned in ¶2; there's only the suggestion of a link between pesticide use and amphibian population decline.

(E): Opposite as mentioned in =B' above

PASSAGE 22

Topic and Scope - The role of information technology in a recent spike in American productivity

Mapping the Passage

¶1 gives background about the dotcom boom and asks what the precursors to the condition were.

¶2 describes a productivity spike and the possible explanation some have given for the spike: information technology.

¶3 defines productivity growth and suggests that heavy investment in information technology should have led to an increase in productivity.

¶4 discusses productivity and technology investment in other countries, and concludes that the data supports the argument that information technology was important to American productivity gains

1) A detail question; evaluate it carefully. What is a resurgence? It's a rise to previous levels; if it were just a rise, it would be a surge, but not a re-surgence. Only the United States has enough data in the passage to infer a resurgence from: the author says at the end of ¶2 that 'the rate of growth in labor productivity returned to the pre-1970 rate of increase.' While other nations are mentioned, their previous levels aren't mentioned. Therefore, RN I must fit, while the other ones don't. (A) fits.

(A): The correct answer

(B): Opposite. As described above. (C): Opposite. As above.

(D): Opposite. As above. (E): Opposite. As above.

2) Review the topic and scope of the passage: the author is concerned with information technology's role in boosting American productivity in the recent past. Look for an answer choice that sticks as closely as possible to topic and scope. (B) does this: It's reasonable to guess that the author would continue the paragraph by talking about the next stage of these trends in the same topic and scope: information technology and its effect on productivity.

(A): Out of Scope. The author discusses the 1970s in ¶3, but only as background to discuss the current productivity spurt. It's more reasonable to think that the author will continue by talking about the future trajectory of the productivity gains.

(B): The correct answer

(C): Out of Scope. The author doesn't mention any other possible causes for the increase in productivity and believes that information technology is the primary cause, and so it's unlikely that there would be a drastic shift that discussed other causes.

(D): Out of Scope. The author only discusses other countries to shed light on American productivity gains. Going into

greater depth regarding other countries would veer out of scope.

(E): Out of Scope. Prediction for the next five years does not follow from the information in the passage

3) An evaluation question: Predict by reviewing your map of ¶2. The author's main intent is to define productivity growth, and to suggest that the investment in information technology should have led to a growth in productivity. (D) most closely describes the author's purpose of providing a possible explanation, and suggests that the explanation is given with the intent of following it up with further evidence, which the author does in fact provide in ¶4.

(A): Faulty Use of Detail. Though (A) might be tempting because the author does define productivity and identify the factors that can affect its growth, this choice neglects the second half of the paragraph, which provides an explanation for a growth in productivity.

(B): Distortion. The author describes a correlation between investment and productivity, but doesn't describe peaks in either.

(C): Distortion. As above, while the author proposes a broad correlation between investment and productivity, there's no specific discussion of how much investment is required for a certain amount of productivity.

(D): The correct answer

(E): Opposite as explained above.

PASSAGE 23

Topic and Scope - PCB contamination of the Hudson River and possible clean-up

Mapping the Passage

¶1 describes PCBs and what industries and products made use of them.

¶2 describes PCB toxicity, the ban on PCBs, and the problem that PCBs remain in the environment.

¶3 describes the historical context of chemical dumping and clean-up.

¶4 describes PCB pollution in the Hudson River.

¶0 notes that the fate of PCBs after dredging has received little attention.

¶6 describes competing views over clean-up: the EPA wants to dredge PCBs, while corporations and some citizens argue that this will do more harm than good.

1) A Roman Numeral inference question with little information to go on in the question. RN I appears in three out of the four answer choices, so evaluate it first. What in the passage would provide information about the relative weights of PCBs and water? If the solution to removing PCBs from the river is to dredge, then PCBs must be at the bottom of the river, which means that they must be heavier than water. Eliminate (D). There's no suggestion that PCBs are toxic to fish; just the opposite! If 'fish consumption remains the most potent route of PCB exposure,' that must mean that the fish are relatively healthy (at least until eaten). RN III goes against the main thrust of the passage: if PCBs were

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biodegradable, there would be no need to dredge at all.
(A) must be correct.

(A): The correct answer

(B): Opposite. As described above. (C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

2) A nastily-worded question. Be sure to take the time to figure out exactly what it's

asking. Differences between the EPA and the other two groups are mentioned in

¶6. The question asks how the EPA differs on the basis of its recommendation for clean-up. The EPA bases its recommendation on the belief that dredging will reduce contamination and may revitalize commercial fishing. Predict where the difference

isn't: it's not on environmental concerns, because the company and the residents also base their argument on environmental benefit. Neither the company nor residents are associated with commercial fishing; this is therefore a valid difference. (A) fits.

(A): The correct answer

(B): Opposite. Presumably reduced contamination will further residential interests, which the residents clearly also believe since some oppose dredging on the belief that it will increase contamination.

(C): Opposite. Even if the EPA is concerned with the environment as a whole, for which there's no basis in the passage, it's arguable that the residents have a similar environmental concern.

(D): Opposite. This is a reason that residents who oppose dredging, not the EPA, cite.

(E): Incorrect as described above

3) Why are individuals prohibited from eating fish from contaminated areas of the Hudson? Review the mechanism described in ¶2: PCBs increase in concentration as they move up the food chain, and so eating fish from contaminated areas would increase the PCB concentration in the person eating the fish. It can be inferred that the fish ban is in place to prevent this from happening; (C) fits.

(A): Distortion. Though not eating the fish may reduce the rate of increase in PCB concentration, there's no indication that simply avoiding contaminated fish will reduce PCB concentration overall.

(B): Distortion. As above, though not eating the fish will reduce the rate of increase, this doesn't mean that it will eliminate the increase altogether; there are still other possible sources of contamination.

(C): The correct answer

(D): Distortion. Simply reducing the rate of increase won't necessarily eliminate all risk factors for cancer and developmental problems, which could come from any number of sources, non-fish-borne PCBs included.

(E): Health insurance premium outside the scope of the passage

PASSAGE 24

Topic and Scope - Specific types of memory loss in old age

Mapping the Passage

¶1 describes episodic memory, which declines in old age, as well as some possible explanations for the decline.

¶2 gives a traditional view that memory loss and old age are directly correlated, and a new view which suggests that more than one kind of memory exists and that not all of them necessarily deteriorate in old age.

¶3 describes new methodology in studies which has led to the new view.

¶4 describes semantic memory, which the author argues may improve with age.

¶s0 and 6 describe implicit memory, which isn't affected by age.

1) What type of memory will advanced age affect? Predict: Only episodic memory will be affected. Review what episodic memory is: the ?recall of specific events,? as well as names and locations. Only RN I is an example of this type of memory, while RN II is an example of semantic memory and RN III is an example of implicit memory. A is therefore correct.

(A): The correct answer

(B): Opposite. As described above. (C): Opposite. As above.

(D): Opposite. As above.

(E): Opposite. As above.

2) What is the author's tone in the passage? First ask yourself why the author thinks the research is relevant. The last paragraph states: ?While the findings are encouraging, it must be noted that such studies do not deal with memory problems associated with illness, disease, or injury to the brain.? Note the keyword ?while?: the author is optimistic, but not wildly so. (C) rewards the careful attention to structure with a very close paraphrase of this prediction.

(A): Distortion. The author's optimism is tempered by the keyword ?while? and the idea that the new research only has limited applicability.

(B): Opposite. The author doesn't seem skeptical of the new research at all, but rather optimistic that it's better than the old approach.

(C): The correct answer

(D): Distortion. While the author is arguably objective, there's a clear bias in favour of the research (hence the optimism).

(E): =Unreserved' is extreme language.

3) A main idea question, tucked unusually in the middle of the question set. Predict, using topic, scope, and purpose to guide your prediction: the author wants to describe new research in the field of memory and aging. (A) paraphrases this closely.

(A): The correct answer

(B): Faulty Use of Detail. This is the purpose of ¶3, but not of the whole passage. (C): Distortion. While the passage does this, its focus is far more specific. This

choice is far too broad.

(D): Faulty Use of Detail. The author suggests some explanations for this in ¶1, but

it's only one small part of the passage.

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(E): the passage does much more than just describe the two memory types

Strategy Point:

When predicting the answer to a main idea question, construct your paraphrase as Topic, Scope, and Purpose. Many correct Main Idea answers will follow this order.

4) What does the author say about illness, disease, and injury? Review the last paragraph: the author argues that the new research has nothing to say about memory loss caused by these factors. (B) fits with this; the author is summarizing scientific research, and so in this paragraph is likely summarizing the researcher's views that the new research has nothing to say about unnatural memory loss.

(A): Opposite. The author seems hopeful that the results are practical, since only practical results would be encouraging.

(B): The correct answer

(C): Distortion. Though the author suggests that new research would be needed to shed light on these studies, there's no suggestion that there will be new research in these areas.

(D): Out of Scope. The author doesn't discuss scientific interest in these disorders at all.

(E): In depth research is out of scope

PASSAGE 25

Topic and Scope - The importance of the historical precursors to Darwin's theory of natural selection

Mapping the Passage

¶1 Discusses Linnaeus and LeClerc (Creationists), who helped pave the way for evolutionary theory with some of their insights.

¶2 argues that understanding old ideas is important to understanding modern theories.

¶3 states that Darwin's theory of natural selection was developed in the context of older ideas.

¶4 notes that many of these older ideas came from scientists who were creationists and discusses LeClerc further.

¶0 describes pre-Darwinian data that challenged the Biblical account of creation.

1) A main idea question. Predict using topic, scope, and purpose. The author argues that Darwin's theory of natural selection didn't exist "in a vacuum," (as unfortunately it is taught in many schools, ¶3) but that the theory experienced "gradual development" that had started before Darwin was born. (C) paraphrases this.

(A): Faulty Use of Detail. Though religious scientists did influence Darwin's theory, the author's main focus is on the fact that there were earlier (and perhaps false) ideas in general that influenced Darwin's theory.

(B): Faulty Use of Detail. This paraphrases the claim in the passage, but it's not the main idea of the passage, which again focuses on the idea that evolution wasn't a completely new idea when Darwin proposed it.

(C): The correct answer

(D): Faulty Use of Detail. The author makes this claim in ¶2, but it's used as a way of introducing a discussion of the

ideas that preceded Darwin's theory. Since the bulk of the passage is devoted to explaining these theories rather than the argument that new ideas shouldn't be dismissed, it's safe to assume that the author is more concerned with the specifics of natural selection's precursors than with the general idea that old ideas shouldn't be dismissed.

(E): Opposite. The author actually lays emphasis on the role of older ideas in explaining newer ones

2) What does the author focus on specifically in regard to evolution? Predict: the theory's scientific precursors. Further, the author specifically complains in ¶3 about high school biology classes that teach Darwin's theory in a vacuum. It's reasonable to infer, then, that the author would spend a lot of time teaching the background to Darwin's theory. (A) paraphrases this.

(A): The correct answer

(B): Out of Scope. The author is mainly concerned with the background of the theory. Details are presumably important, but there's no evidence from the passage that the author would focus on the details especially.

(C): Distortion. While the author might focus on this as a way of discussing precursor theories, the focus would be on the theories themselves, and not on Biblical creation.

(D): Distortion. Taxonomy is associated regarding Linnaeus (¶1), and so the author would presumably discuss it, but only in the context of how it led up to Darwin's theory. (A) states this more comprehensively.

(E): The future doesn't really follow from the information in the passage

3) What is the main idea of ¶3? Predict: The author believes that those studying Darwin's theories should study the ideas preceding those theories. (B) paraphrases this and is essentially a summary of ¶3.

(A): Distortion. Though the author believes that Darwin's ideas have to be understood in context, there's no suggestion that Darwin doesn't deserve credit for his theory.

(B): The correct answer

(C): Out of Scope. The author speaks very positively of Darwin and never suggests that his ideas should be devalued at all. The author discusses religion in order to show that ideas essential to evolution coexisted with creationism, not to show that the theory of evolution is false.

(D): Distortion. Though the author does describe Darwin's ideas as "relatively simple," there's no suggestion that Darwin required no help in formulating them. If anything, he was helped by the theories that had come before.

(E): Extreme, plus the author never says this

Strategy Point:

Correct answers to inference questions are sometimes nothing more than summaries of the given paragraph or lines. A strong map will help you to get these points quickly.

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4) A detail question. Who specifically argued that mountains take a long time to develop? The author states explicitly in the passage that Lyell did, as well as ?uniformitarian geologists? like him. (D) fits the bill.

(A): Out of Scope. Catastrophists aren't mentioned in the passage and so can be eliminated, but you can guess that they believed the opposite of the uniformitarians: that mountains and other large structures formed due to catastrophic events.

(B): Out of Scope. While Darwinists presumably believe this too, the author only mentions uniformitarians as specifically championing this view.

(C): Opposite. Creationists, unless they were in the vein of LeClerc, would likely argue that mountain ranges would have been created rather than developing over a long period of time. The author specifically states that the new geological evidence challenged ?accounts from scripture.?

(D): The correct answer

(E): Modern scientists outside the scope of the passage

PASSAGE 26

Topic and Scope - The formation and location of hydrocarbon reserves

Mapping the Passage

¶1 explains how hydrocarbons form in pockets underground.

¶2 gives some background for our global dependence on fossil fuels.

¶3 describes the two types of hydrocarbon traps: structural traps and stratigraphic traps.

¶4 notes that new sources of hydrocarbons will come from reserves that are difficult to locate, and describes generally how reserves are located and extracted.

¶0 notes that most new oil will be found in stratigraphic traps and outlines the method for finding oil when surface geology doesn't help: seismic exploration.

¶6 describes the limitations to seismic exploration of stratigraphic traps.

¶7 notes recent developments in refining seismic exploration, and raises hope that discovery of stratigraphic traps will be easier in the future.

1) A global question: predict with topic, scope, and purpose. The author discusses how hydrocarbon reserves are formed (especially in ¶s 1 and 3) and how they can be located (throughout the passage, but especially in the second half of the passage). (D) repeats this nearly word-for-word.

(A): Faulty Use of Detail. While the passage does this, this choice says nothing about the location of reserves, which the passage spends significant time on.

(B): Faulty Use of Detail. The flip side of the above answer choice. The passage discusses seismic exploration, but it also discusses the formation of hydrocarbons before this.

(C): Faulty Use of Detail. The author argues in ¶0 that stratigraphic traps are harder to locate than structural traps, but this isn't itself the main idea of the passage;

the author mentions this in order to explain the method for discovering stratigraphic traps.

(D): The correct answer

(E): No such argument is made in the passage

2) A detail question; ?According to the passage...? tips you off. Where are difficulties mentioned? Go back to ¶6. The last sentence of ¶6 states what the question does, that it's difficult to distinguish reflections between the two materials. The beginning of the sentence gives the reason: ?the density contrasts between oil-bearing sandstones and the shales that provide stratigraphic seals for the oil are often very small.? (B) says the same.

(A): Faulty Use of Detail. While the author mentions this in the same paragraph, it's used in the context of how resolution can be improved, not why it's difficult to distinguish between the sandstone and shale.

(B): The correct answer

(C): Faulty Use of Detail. This is part of the ?primary limitation with the seismic method? that the author discusses towards the beginning of the paragraph, not the direct cause of the particular problem in the question.

(D): Out of Scope. As above, thinness has to do with the primary limitation of the method, not the specific problem mentioned in the question.

(E): The passage never states this.

3) A scattered detail question. Either eliminate wrong answer choices or look for a choice that sticks out as correct. (C) should jump out immediately; since not all traps are stratigraphic, it wouldn't make sense for the author to have said that oil couldn't be extracted without a density contrast between reservoir rocks and a stratigraphic seal.

(A): Opposite. The author states in ¶1 that ?hydrocarbons...will eventually reach the surface and be lost unless they encounter impermeable rocks.?

(B): Opposite. The author ties oil reserves to hydrocarbons in ¶s1 and 4, so it's reasonable to believe that it's not possible to get oil if an original source of hydrocarbons aren't present.

(C): The correct answer

(D): Opposite. The author says in ¶1 that ?if the rock within which they are trapped is highly permeable...the hydrocarbons can be extracted by drilling.? In other words, drilling can't happen unless hydrocarbons are trapped within permeable rocks.

(E): Opposite. This is mentioned in ¶1.

4) What is the author's opinion of seismology? The author discusses why seismology isn't a great way to find stratigraphic traps in ¶6, and raises the hope that seismology will become more effective in the future in ¶7. Paraphrase: Seismology has its problems, but will hopefully improve in the future. (A) says the same.

(A): The correct answer

(B): Distortion. Though seismology has limitations, there's no indication that it's intrinsically flawed. If it were, the author wouldn't argue for its improvement.

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(C): Distortion. The author believes that seismology has promise, but spends a significant part of the passage explaining why seismology isn't extremely effective. Nothing at all is said about profitability, so this choice is out of scope also.

(D): Distortion. The author doesn't discuss the theory of seismology, instead focusing exclusively on the practical method and its limitations. Further, the author only suggests that seismology is ineffective for stratigraphic exploration, not completely ineffectual.

(E): The passage does not say anything to this effect.

PASSAGE 27

Topic and Scope - The three social functions of popular music
Mapping the Passage

¶1 discusses the advent of pop music and the birth of Rock and Roll.

¶s2 and 3 discuss popular music's function of creating identity.

¶4 discusses its function in the management of feelings.

¶0 discusses its third function, organizing time, and notes that this is particularly important to the definition of youth.

1) What is the author's primary purpose in the passage? An easy one: the author wants to discuss the social functions of music. (D) fits the bill.

(A): Faulty Use of Detail. The author does this as a side-note to describing popular

music's function of organizing time, but it's only a detail.

(B): Out of Scope. There are no theories other than the author's own in the passage.

(C): Out of Scope. The author discusses other forms of popular culture, like sports, but only as a way of further describing the functions of music.

(D): The correct answer

(E): Origination of pop music is not the concern of the passage

2) Where is classical music mentioned in the passage? It isn't!

How could we figure out anything about classical music, then? Predict: by relating it to music in general. The author notes in ¶0 that "one of the effects of all music, not just pop, is to focus our attention on the feeling of time, and intensify our experience of the present." Therefore, both pop music and classical music must focus attention on time, since this is a general quality of music. (C) says the same.

(A): Faulty Use of Detail. This is a social function of pop music, but the author

doesn't suggest that it's a function of music in general.

(B): Faulty Use of Detail. The author uses this phrasing in describing "popular love songs" but again gives no indication that it's a function of music in general.

(C): The correct answer

(D): Faulty Use of Detail. The author argues in ¶0 that pop music defines what youth is, but doesn't argue a similar function for music in general.

(E): The author does not say this for both types of music.

Strategy Point:

Don't panic when a question throws a curve ball in the form of an unfamiliar situation or terminology that's not in the passage. If it's in a question, it can be related back to the passage; you just need to figure out how.

3) A question about the author's tone, scan the answer choices and note that only (C) is positive. Is the author's tone positive? Go back to ¶4 to review: the author says that the love songs "give shape and voice to emotions that otherwise cannot be expressed without embarrassment or incoherence." The author also notes that the songs express feeling "for us in interesting and involving ways." The author is positive, and therefore (C) is correct.

(A): Opposite. The author argues that love songs are the antidote to banal language by expressing the same ideas in interesting ways.

(B): Opposite. The author argues that our own expressions of feeling can be emotionally incoherent and that love songs help to compensate for this.

(C): The correct answer

(D): Opposite. The author clearly believes that popular love songs have an important social function: the management of feelings.

(E): The author is not disgusted by anything.

Note: Noting the author's tone (positive, negative, or neutral) helps narrow down answer choices with a quick vertical scan.

4) What does the author do in the last paragraph? Predict from your map: The author describes the third function of popular music, the organization of time, and its relevance to the definition of youth. (B) captures the author's focus on youth.

(A): Distortion. The author briefly discusses the experience of youth, but only in the context of how youth relates to popular music, which this choice leaves out entirely.

(B): The correct answer

(C): Out of Scope. This choice tries to capitalize on words familiar from the passage: "organization" and "youth." Time is organized, and youth is defined through popular music, but nothing at all is said about the organization of youth movements.

(D): Faulty Use of Detail. Though the author does discuss the relationship between music and time, it's done so particularly in the context of how it relates to youth, a topic that this choice completely omits.

(E): The passage never discusses the "decline" of pop music

PASSAGE 28

Topic and Scope - The history of theories of evolution and the appropriateness of

teaching evolution, rather than "creation science" in the classroom

Mapping the Passage

¶1 points out that Darwin was not the first person to argue for evolution.

¶2 argues that science classes should not teach creation science.

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¶3 introduces a quote from Carl Sagan arguing the above statement and points to the simplest form of the concept of evolution.

¶4 introduces ancient analogues of evolutionary theory.

¶0 discusses the Christian philosophy of "natural theology" which dominated the period before Darwin.

¶6 outlines the beginning of evolution's acceptance in classrooms, as well as the resistance it met in America.

¶s6 and 7 discuss recent attempts to combat the teaching of evolution by introducing the "dangerous" "creation science."

1) A main idea question hidden in the middle of the question set. Predict using topic, scope, and purpose: The author wants to promote the teaching of evolution and to argue against the teaching of creation in the classroom. Only (B) and (D) suggest that the author is trying to argue for and against something, and of the two only B incorporates the idea of learning and understanding, which the author focuses on extensively in the discussion of classroom instruction.

(A): Faulty Use of Detail. While the author discusses the differences briefly in ¶7, it's only to show that creation science isn't in fact science at all (despite what creationists say) and to argue that it shouldn't be taught in the classroom, a point that this choice leaves out.

(B): The correct answer

(C): Out of Scope. The author describes all these things, but makes no attempt to contrast them. This choice also leaves out the author's attack on creation science, which takes up the latter half of the passage.

(D): Faulty Use of Detail. Though the author does this very briefly in arguing that creation science isn't science at all, it's only to make the larger point that creation science shouldn't be taught in the classroom.

(E): The author never argues in favour of any such thing

2) While this question is straightforward, the answer choices are meant to trick the test taker who does not take time to read through all the possibilities. The author brings up Anaximander and Empedocles in ¶3 as evidence of his claim that "one can trace the origins of evolutionary thought at least as far back as the Greeks."

But be careful—he also brings up Plato and Aristotle in ¶4, stating that Christian philosophers elaborated on their ideas when they came up with what became creationism. Therefore both evolution and creationism have their origins in Greece. C is correct.

(A): Faulty Use of Detail. The later part of this answer is taken from ¶3 when the author details Empedocles' theory, but his point was never to show it was silly. (B): Faulty Use of Detail. This is the point of ¶3, but it ignores the evidence in ¶4. (C): The correct answer

(D): Out of Scope. Anaximander is the earliest source mentioned as a precursor to evolutionary theory, but the author never claims that he is the original source. (E): Extreme language

3) A straightforward detail question D can directly be inferred from ¶6 (A): Extreme language

(B): ¶3 says the opposite

(C): ¶4 clearly says that Anaximander believed humans were descended from fishes

(D): The correct answer

E): ¶0 says that Christian philosophers actually elaborated on the ideas of Aristotle & Plato

PASSAGE 29

Topic and Scope - Diversity and adaptation of organisms in coral reefs

Mapping the Passage

¶s1 and 2 give examples of reproductive adaptations among reef animals (¶2, hermaphrodites).

¶3 describes the great diversity in types of reefs, and their geography.

¶4 describes the great diversity in reef ecosystems.

¶0 gives examples of unique adaptations among reef animals.

Strategy Point:

Get through examples-heavy passages quickly (in no more than two or three minutes at most, usually). Specific examples cited by a question can always be found in the passage, and most examples won't be mentioned at all in any given question set.

1) An inference question without any clues to help narrow it down, so chances are it will have to do with the author's main points. What does the author generally believe? Predict: The coral reefs harbour unusually rich ecosystems. (C) echoes this and adds the point at the end of the passage that "much remains to be learned."

(A): Out of Scope. The author doesn't discuss conservation efforts in the passage, and so while the author may agree with this, it can't be inferred from the passage.

(B): Distortion. Saying that the biodiversity in coral reefs is exceptional doesn't equate with saying that the biodiversity on land is irrelevant. Watch out for choices that suggest false contrasts!

(C): The correct answer

(D): Out of Scope. The author doesn't discuss what should be done in terms of studying non-reef ecosystems.

(E): The passage never states this

2) An evaluation question; predict an answer by looking at what comes before and after. Immediately before, the author notes that there are more phyla in coral reefs than tropical rainforests, and immediately afterwards the author notes that coral reefs have a large diversity of marine turtles. The purpose of the whole paragraph is to demonstrate the diversity of the coral reefs. Predict the purpose of this specific example: to give a further example of the diversity in coral reefs. (D) says the same.

(A): Distortion. While the author suggests that coral reef diversity is unique, there's no indication that it's abnormal.

(B): Distortion. The author doesn't want to suggest that worms represent greater diversity, but rather simply give another example supporting the overall diversity of the coral reefs. This choice suggests a false contrast that the author doesn't make.

(C): Out of Scope. The author emphasizes diversity, but says nothing about preservation.

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- (D): The correct answer
- (E): =Contradict' is the wrong verb as no such contradiction is made in the passage
- 3) Where does the author discuss water clarity and temperature? Go back to ¶3, where the author says that 'the ocean's clarity, temperature, and movement have restricted the geographic locations of the Earth's reefs.' What can be inferred about water clarity and temperature from this information? Predict: they're important to forming coral reefs. (C) repeats this.
- (A): Opposite. Though the two factors limit the location for coral reefs, this doesn't mean that they limit diversity. In fact, the author argues immediately after discussing clarity and temperature, 'these requirements have not limited the ecological complexity of reef communities.'
- (B): Out of Scope. While this may be true, it doesn't necessarily follow from a discussion of water clarity and temperature, which are completely irrelevant to whether or not a phenomenon is interesting.
- (C): The correct answer
- (D): Distortion. Though climate change might be something that scientists studying reefs are interested in, this conclusion can't be drawn from the information in the passage.
- (E): Out of scope. The passage doesn't support this

PASSAGE 30

Topic and Scope - How writing has influenced human consciousness

Mapping the Passage

¶s1 and 2 note that writing was once considered an 'alien' technology by outlining

Plato's objections to it.

¶3 introduces the author's thesis that writing has transformed human consciousness by explaining that thought processes for those who can read depend on writing.

¶4 argues that human consciousness depends on writing to achieve its full potential, and argues that technology in general can enhance human life.

¶0 describes how people in a completely oral culture function and gives an example of an intermediate between oral and written cultures.

1) An evaluation question. What is the purpose of mentioning Hesiod at the end of ¶0?

The author describes Hesiod as 'intermediate between oral Homeric Greece and fully developed Greek literacy,' and immediately before says that 'the more sophisticated orally patterned thought is, the more likely it is likely to be marked by set expressions skilfully used.' Paraphrase all this: Hesiod is an example of an oral culture that produced sophisticated thought in sophisticated patterns. (B) paraphrases this.

(A): Distortion. The author suggests that oral poets relied more on 'set expressions skilfully used,' but this doesn't mean that oral poets were more creative overall than those who wrote. In fact, the author would certainly argue that the ability to write could only enhance

consciousness and vocabulary, and by extension, creativity.

(B): The correct answer

(C): Opposite. Though Hesiod is described as the product of a culture midway between the oral and the written, the author never argues that this is the ideal society. The author believes that writing is important to full human consciousness, and so any ideal society would presumably have to include writing.

(D): Opposite. The author argues in ¶0 that mnemonics are essential to 'retaining and retrieving carefully articulated thought,' and therefore must be very successful memory devices.

(E): Extreme language. The author never states this.

2) Review the differences between oral and written cultures, which are mentioned throughout the passage. (A) represents a major difference that author discusses in a few places. The author notes in ¶0 that oral culture depends on mnemonic patterns to remember, and in ¶2 the author quotes an ancient objection to writing:

'writing destroys memory.' Oral cultures, therefore, rely extensively on memory while written cultures much less so.

(A): The correct answer

(B): Out of Scope. The author doesn't discuss chaotic thought in the passage,

noting that thought in oral culture is highly structured.

(C): Out of Scope. The author suggests that writing enables more complex thought, but suggests in ¶0 that some oral language can be highly sophisticated and complex.

(D): Out of Scope. The author only draws distinctions between level of advancement in thought; there's no suggestion that either type of communication is barbaric.

(E): Not mentioned in the passage

3) What role does Plato serve in ¶s1 and 2? The author says that 'essentially the same objections...were urged by Plato...against writing.' The prediction is easy: Plato is used to introduce ancient objections to writing. (B) paraphrases this closely.

(A): Out of Scope. The author doesn't discuss whether Plato's philosophy was literate or oral, and Plato is clearly used as more than an example of a type of philosophy: he's the source of objections to writing in general.

(B): The correct answer

(C): Out of Scope. The author doesn't suggest that Plato's objections are misconceptions, and in fact seems to agree with the assertion that writing makes memory less important when discussing oral memorization in ¶0.

(D): Out of Scope. The author wants to show similarities between writing and computer technology; there's no mention of any differences. (E): Opposite as explained in =B' above

4) A main idea question, E sums up the passage really well as is evident from our passage map.

(A): The passage is not concerned with criticising anyone

(B): Close but not as clearly worded as option E

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- (C): Opposite. The passage actually attempts to show the connection between writing and consciousness
- (D): The passage never discusses the negative effects of writing
- (E): The correct answer

PASSAGE 31

Topic and Scope - The disadvantages of 'tracking' in schools
Mapping the Passage

- ¶1 argues that tracking contradicts the philosophy that all can learn, and presents an obstacle to eliminating tracking: it makes scheduling easier.
- ¶2 responds to the argument that tracking improves learning by stating that tracking can 'dumb down' lower level tracks.
- ¶3 defines tracking and notes that it is common in the nation's schools.
- ¶4 notes a major problem with tracking: inability for some students in lower tracks to get into higher-level classes later.
- 1) An incorporation question. How would the author's argument be affected if tracked students did better than their non-tracked counterparts? The question tells you that the argument would be weakened, so you just need to find an answer choice summarizing an argument the author makes against tracking on the basis of performance. (B) is just such a choice: the author argues in ¶2 that tracking encourages 'dumbing down'.
- (A): Faulty Use of Detail. The author does argue this at the beginning of ¶2, but the statement isn't made in order to argue directly that tracking hurts academic performance. Therefore, it wouldn't be weakened by evidence that indicates higher performance.
- (B): The correct answer
- (C): Faulty Use of Detail. The author makes this point in ¶1, but this is an advantage of tracking, and one of the reasons it sticks around. If evidence that tracking was also good for test scores came out, it would presumably strengthen this argument.
- (D): Faulty Use of Detail. As above, the author notes this in ¶1 when discussing the advantages of tracking. It doesn't have anything to do with academic performance, however, and so the argument wouldn't be directly affected by the new evidence in the question stem.
- (E): The author never states that tracking should be banned in schools so there is no question of strengthening or weakening anything
- 2) A main idea question. Predict using topic, scope, and purpose. The author argues that tracking in schools leads to disadvantages for the students. Clearly, he is not in favour of tracking. This knowledge allows us to focus in on the global choices (A) and (B). Of the two, (A) oversteps the scope of the passage. Only (B) accurately encompasses what the author is arguing.
- (A): Out of Scope. The author never actually argues that tracking should be eliminated, only that it has some negative consequences.
- (B): The correct answer

(C): Faulty Use of Detail. Stress level is mentioned at the end of ¶3, but this is not the author's main point of the passage.

(D): Faulty Use of Detail. Scheduling is mentioned at the end of ¶1, but this is not the author's main point of the passage. (E): Opposite as explained in =B' above

3) A scattered detail question. Either eliminate or look for a choice that seems foreign.

While the first three are mentioned as criteria for tracking in the passage, (D) isn't mentioned as a criterion for tracking. While the author notes in ¶3 that 'there are differences...in...how talkative and energetic the classroom is?' depending on tracking, there's no suggestion that students are tracked based on how talkative or energetic they are individually.

(A): Opposite. The author mentions grades as a criterion in the opening lines of ¶3. (B): Opposite. The author cites 'academic ability?' as a criterion for tracking in ¶3.

(C): Opposite. The author discusses the way students get locked in to higher tracks (i.e. AP courses) with honours courses (¶4).

(D): The correct answer

(E): Opposite. This is stated in ¶1.

4) Use your map to predict the purpose of ¶2: the author first describes why administrators like tracking (it promotes achievement) and then argues that it in fact does the opposite. (A) captures this structure of administrative views and authorial response.

(A): The correct answer

(B): Faulty Use of Detail. While this represents the author's view in the paragraph, it neglects the administrative views in the first half of the paragraph.

(C): Faulty Use of Detail. The author mentions 'divergent experiences?' that occur in tracking, but only as an introduction to discussing the arguments for and against the practice.

(D): Faulty Use of Detail. As in (B), while this is part of the author's argument against tracking, it neglects the views of the administrators.

(E): No benefits are listed in this paragraph

PASSAGE 32

Topic and Scope - To question the moral validity of using animals for experimentation in laboratories

Mapping the Passage

¶1 provides an example of the suffering animals have to go through during the process of experimentation.

¶2 compares different classes of animals and states that humans sympathise with those that display fussy characteristics

¶3 tries to define 'animal'

¶4 discussed the views of historians such as Kant who were not much sympathetic towards the plight of these animals.

¶0 discusses one way in which humans decide which animals to show sympathy towards

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¶6 concludes by stating that we cannot decide on behalf of animals what is good for them and what is not good for them'

1) The author states, 'We cannot decide right and wrong, good and evil for those with whom communication is barred'. Communication between animals and humans is mentioned with finality in this last sentence. The implication of a large portion of the passage is that direct or effective communication with animals is impossible and without direct communication, we are unable to 'determine whether another creature is experiencing pain'. =B' clearly follows from this.

(A): The author never implies that 'that an animal does not have enough =fussy' characteristics to be considered human.?

(B): The correct answer

(C): The author never implies 'that an animal does not benefit from human empathy.?' In contrast, his references to =fussy' admit that some animals are at least considered for protection.

(D): Out of scope

(E): The author actually attempts to state the opposite in the passage that animals do deserve human sympathy

2) You should immediately grasp the flavor of the quote because of the word 'torture.' We are looking for an answer whereby the author would disagree. What would the author's response be? The recurrent theme throughout the passage is that animals cannot tell us if they are suffering, how much they are suffering, or whether or not they want to suffer. =C' states this the best.

(A): The author would clearly discount any efforts to quantify the unquantifiable; i.e., 'cute.' Therefore, he would never respond with 'less =cute.'? Additionally, he discounts structural differentiation and fubsiness throughout the passage.

(B): In the passage the author makes very few sweeping statements about animals. This answer is an all-inclusive type of statement, which you should be wary of. The author does imply that we would not care if 'mosquitoes, spiders, or ticks?' were suffering

(C): The correct answer

(D): This is not the one best answer. Again the author argues that animals cannot tell us if they are suffering, how much they are suffering, or whether they want to suffer or not. According to the author, we actually cannot know, and do not know.

(E): Not as specific an answer as C

3) The author clearly feels that non-verbal means are a poor method of communication, and what meaning there might be could be misconstrued; remember, empathy is apathetic fallacy. Thus the author would never agree with Option =A'

(A): The correct answer

(B): The author would agree. This statement is essentially one of the author's own lines and advances the author's thesis.

(C): The author would agree. This statement is also rewritten from a passage sentence and it, too, advances the author's thesis.

(D): The author would agree. (E): The author would agree.

PASSAGE 33

Topic and Scope – To discuss whether marijuana is harmful or beneficial and to state that more research is needed before one could arrive at an answer to the same.

Mapping the Passage

¶1 provides the two points of views on marijuana use – those who are in favour and those who are against.

¶2 states that more people have tried marijuana in Netherlands after its use was legalised

¶3 describes the harmful effects of marijuana

¶4 states that marijuana is addictive and defines drugs of dependence

¶0 concludes that marijuana has not yet been confirmed as a medicine and that it probably has more negative effects than positive ones

1) a simple detail question that can be quickly answered if you've made a good passage map by going through the relevant paragraph. =D' immediately stands out as the correct answer.

(A): Opposite. This is mentioned in ¶3

(B): Opposite. This is also mentioned in ¶3 (C): Opposite. This is also mentioned in ¶3 (D): The Correct Answer

(E): Opposite. This is also mentioned in ¶3

2) Another detail question that can be answered by going through paragraph 4 which clearly says that =cannabis is not generally regarded as a drug of dependence because it does not have a clearly defined withdrawal syndrome'. From the passage it is obvious that cannabis and marijuana are one and the same. =B' clearly is the best answer then.

(A): Out of scope.

(B): The correct answer mentioned in ¶4 (C): Incorrect, as described above.

(D): Incorrect, as described above.

(E): Out of scope.

3) Evaluating each of the options, it is clear that D is the only one that can be safely inferred from the passage without making any assumptions.

(A): Extreme and Out of scope.

(B): Out of scope. It does have a lot of harmful effects anyway. (C): Out of scope.

(D): The correct answer.

(E): Out of scope