### Praise for the RC Grail

"This is the only good RC book currently available in the market. All other books focus too much on strategy and too little on providing practice passages, whereas as this book correctly says—the only way to improve RC is through practice. The passages are also very nicely divided into three difficulty levels so one can gauge one's level of improvement as one practices more and more. The strategy section of this book is actually a bonus as it provides some really interesting tips not just for RC but for the GMAT as a whole. A big thumbs up from me!"

#### — Chandni Khanna, GMAT 780 (INSEAD – Class of 2015)

"Like all Aristotle books, the RC Grail is crisply written with almost no fluff. It covers all the question types in detail and, I particularly found its approach to Inference questions very useful. The book has more than twice as many practice passages as any other book in the market. What's more, the passages are segregated by difficulty level so you can get an accurate idea of how you are performing on this question type. Unlike the OG, this book has only 3-4 questions per passage, which makes it very GMAT-like. The best book you can get for RC."

- Kevin Lee, GMAT 770 (Harvard - Class of 2016)

"The RC Grail is the best book for Reading Comprehension. I am a non-native speaker and the strategies mentioned in this book greatly helped me improve my accuracy rate in the Verbal section of the GMAT. The passages in the book are from every possible topic and the questions are also very GMAT-type, so it prepares you very well for what you are likely to see on the actual test. Every passage comes with a passage map which is a bonus. Highly recommended!"

> — Abdul Ismaili, GMAT 740 (National University of Singapore – Class of 2015)

"Many times better than others. RC Grail is the best book out there for RC. Period."

#### — Rishi Raj, beatthegmat.com Global Moderator, GMAT 760

"The unique thing about the RC Grail is that it focuses on providing more practice passages rather than prescribing random strategies that may not work for all students. Dividing the passages by difficulty level was a nice touch, as was providing the topic, scope and passage map for every passage as it helped me gauge whether I was understanding the passage correctly. The explanations provided are also very clear and to the point. If you are struggling with RC, this is **THE** book to buy."

- Chris Robinson, GMAT 750 (Haas School of Business - Class of 2016)

"Combine *Veritas RC* and *Manhattan RC* and pit them against *RC Grail* and *RC Grail* will still be better than the combination. If you're weak in RC, this is the book you need."

-Shovit Dhar, Moderator, gmatclub.com, GMAT 730 (v-40, q-51)



The ONLY book you need to ace the GMAT Reading Comprehension

# GMAT® Reading Comprehension Grail 2017 POCKETBOOK

Secrets to reading RC Passages quickly yet effectively

QR Codes to access 'Expert Speak' videos

Wide range of Passages—Feminism, American History, Philosophy, Science, etc.

Passages divided into Low, Medium, & High Difficulty Levels

References to the 2017, 2016 and 2015 editions of the Official Guide for GMAT<sup>®</sup> Review and the 2017 and 2016 editions of the Official Guide for Verbal Review



The GMAT Reading Comprehension Grail 2017 Pocket Book provides you with a glimpse of the Aristotle GMAT Reading Comprehension Grail 2017—the only book you need to ace the Reading Comprehension questions in the GMAT Verbal Section.

The Pocket Book includes a selection of some key sections and abridged chapters of the main book, to help you understand the unique structured approach adopted to teach sentence correction for GMAT.

For complete content coverage, please refer to the book *GMAT Reading Comprehension Grail 2017.* 

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# SECTION 1 Introduction

### About GMAT Reading Comprehension Grail 2017

**Reading Comprehension** (RC) is one of the key problem areas for most students appearing for the GMAT. What makes RC especially difficult is that, unlike Sentence Correction, there are no specific rules that you can use to improve your accuracy in Reading Comprehension overnight.

It really helps if you have been in the habit of reading because then you already have a comfort level when it comes to reading and comprehending text; you are also familiar with the various nuances of the English language and so you will be better able to identify the subtle hints provided in the passages by the author, which would further help you answer the questions judiciously.

However, many students are really not in the habit of reading. For such students, RC needs to be improved in the old fashioned way with lots and lots of practice. While there are some basic strategies that will be discussed in the *GMAT Reading Comprehension Grail* 2017 that will surely help you improve your scores drastically, the stress will be on practicing as many passages as you can. For this reason we have provided 60 practice passages in this book so that you can perfect the strategies detailed in the book on these passages.

#### Sections in the Book at a Glance

- Section 1: About the GMAT gives you a broad overview of the GMAT—test format, duration, scoring, and more.
- Section 2: Diagnostic Test administers a diagnostic test that will help you assess your current level of competence in Reading Comprehension before you go through the concepts and strategies in this book.
- Section 3: Brings you up to speed with all the important concepts relevant to GMAT Reading Comprehension.
- Section 4: Discusses the major question types tested on GMAT Reading Comprehension and provides strategies on how to approach each of these.
- Section 5: Provides all the important strategies and tips necessary to effectively tackle GMAT Reading Comprehension.
- Section 6: Practice Set contains a Reading Comprehension practice set with 60 passages divided into three difficulty levels—Easy, Medium, and High difficulty.
- Section 7: Quick Recall provides a Quick recap of all the important concepts and rules covered in this book. This section saves you the trouble of taking notes so you can concentrate on understanding the concepts. Go through this section before every practice test that you take.

### **Special Features**

### The OG for GMAT Review 2017, 2016 and 2015, and GMAT Verbal Review 2017 and 2016 References

For most of the concepts covered in this book, you will also find **OG question references** that will provide you with the question number of similar questions present in the OGs 2015, 2016 and 2017, and also in the OG Verbal Review (VR) 2016 and 2017. As a result, you can see how the concepts explained in this book are actually tested on the GMAT.

### Access Videos using QR Codes

The Sentence Correction Grail includes 'Expert Speak' videos and other exclusive training content that you can easily access through an app—on your smartphone or tablet—using the QR codes provided at various locations throughout the book. This will further help reinforce your understanding of the concepts.

To access the videos:

### Step 1 – Download and Install the App on your Smartphone / tablet

To access the videos and other content, you will need to download the **\*Wiley Test Prep App** from either Apple's App store (iTunes) or Google Play Store and install it on your Smartphone or tablet.

- For Apple devices: Go to Apple's App Store and search for Wiley Test Prep. Locate the app from the displayed results and click on Install.
- For Android devices: Go to Google Play Store and search for Wiley Test Prep. Locate the app from the displayed results and click on Install.

While installing the app, you will be asked to key in the unique registration code printed on the last page of the GMAT Sentence Correction Grail 2017 book. This registration code will work only once and on only one device.

### • Step 2 - Scan the QR codes and access your training content

Once you have installed the app, you can access the videos and training content on your mobile device by scanning the **QR codes** provided throughout this book.

<sup>\*</sup> The videos provided in this sample can be accessed using any generic QR code scanner.

- Open the app and click on the **Scan QR Code** menu option available under the top right corner menu. This will start the scanning activity for that particular QR code.
- Focus the camera of your mobile device over the desired QR code given in the book, and wait for a few seconds till you hear the 'tick' sound. Once the QR code has been scanned and found valid, you will be directed to the associated video/content.
- Repeat the process for all other QR codes to access their associated videos/content.

#### Note:

- The app login will be valid for 12 months from the date of activation.
- 2. The app login is valid only for one device.
- 3. In case of any difficulty, please reply to the confirmation email that you received when you registered for the app.

### **Clearing your Doubts/Queries**

The purchase of the *GMAT RC Grail 2017* provides you direct access to the experts who have written this book. So, in case there is any concept or question discussed in this book that you do not understand, please put up the same on the **Forums** section of our website: www.aristotleprep.com. Our experts will respond to you within 48 hours and help clear all your doubts.

### Learning Tools

Beyond the OG References and ExpertSpeak videos, the *GMAT RC Grail 2017* includes some key learning tools which will help you find the relevant preparation material in an organized and easy to access format. Some of these include:

- Important Tips: Highlights key tips and strategies
- To sum it up: Lists the key points at the end of each segment for easy recall

To sum it up, we have tried to make the *Aristotle GMAT Reading Comprehension Grail 2017* as comprehensive and, at the same time, as student-friendly as possible. We are sure you will find this book useful in your GMAT preparations.

Good Luck and Study Hard!

### The Aristotle Prep Team

### Complete Table of Contents of GMAT Reading Comprehension Grail 2017

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### About the GMAT

### What is the GMAT?

The GMAT stands for **Graduate Management Admission Test**. It is an exam required for admissions to MBA programs in the US and in other top business schools across the world. It is also required for admission to a few Masters and PhD courses.

It is important for you to know that the GMAT is a **computer adaptive test**. This means that the difficulty level of the next question in a section is determined by your performance on the previous questions. Therefore, as you progress through the test, the software continuously tries to evaluate your performance and adapts the difficulty level of the next questions to your performance on the previous ones. For this reason, you cannot skip or go back to attempted questions on the test.

### What does the GMAT consist of?

The GMAT consists of four sections, which appear in the fixed order given below.

Section	Time	Questions
Analysis of an Argument Essay	30 minutes	1
Integrated Reasoning	30 minutes	12
Quantitative	75 minutes	37
Verbal	75 minutes	41

There are two optional 8-minute breaks during the GMAT. The first one is after the Integrated Reasoning section and the second one is after the Quantitative section.

### Integrated Reasoning questions can be further divided into the following four question types:

- Graphics Interpretation
- Two-Part Analysis
- Table Analysis
- Multi-Source Reasoning

### Quantitative questions can be further divided into the following two question types:

- Problem Solving
- Data Sufficiency

### Verbal questions can be further divided into the following three question types:

- Sentence Correction
- Critical Reasoning
- Reading Comprehension

### How am I scored on the GMAT?

The GMAT scores range from 200–800. A score of 200 is the lowest you can get and a score of 800 is the highest. For each section, you get something called a scaled score and there is also a percentile score corresponding to a scaled score.

- AWA This section is scored on a scale of 0–6 in half-point increments.
- Integrated Reasoning This section is scored on a scale of 0–8 in one-point increments
- Quantitative and Verbal These two sections are scored on a scale of 51. The GMAC does not reveal how exactly this score is calculated, but we do know for sure that the difficulty level of the questions you get correct/incorrect plays an important role in determining your final score on the test.

### When can I take the GMAT? How many times is it conducted in a year?

The GMAT can be taken at any time of the year. You sign up to take the exam INDIVIDUALLY, whenever you are free. The only thing to consider is whether the date, on which you want to take the exam, is available at the test centre of your choice. This is important in big cities such as New York, Los Angeles, Beijing, New Delhi, and so on, where the number of test takers is quite high and you may have to book a slot usually a month or two before your exam date.

### How do I register for the GMAT and how much is the exam fee?

You can register for the GMAT by logging on to http://www.mba. com/ and then going to the registration page. The GMAT exam fee is \$250, as of 2016.

### What should I do after taking my GMAT?

If your actual GMAT score is lower than what you would like it to be, you can always retake the test. However, if you feel you have got a satisfactory score, it is time to start working on your business school applications. You will need to start off by shortlisting schools based on criteria such as your desired field of study, your GMAT score, the country or region you want to be in, etc. At Aristotle Prep, we have a full fledged counselling division that can assist you with the business school application process. You can go through www.aristotleprep. com for details.

### How do I prepare for the GMAT?

As with most other similar tests, you can start off by revising the basics of the quant and verbal concepts that are tested on the GMAT. Books such as this one are one of the best ways of doing so.

Once you have completed your basics, it's time to apply all that learning on actual GMAT questions. At this point, you will also want to get your hands on the *The Official Guide for GMAT Review* (OG) set of books as these are the only source of actual GMAT questions.

Once you have completed all the questions in the OG, you need to start taking a few timed online practice tests. The GMAC provides you two such practice tests (called the GMATPrep) for free on the official GMAT website: www.mba.com. You can access two more of these tests by purchasing them separately.

Once you start scoring within 20-30 points of your desired score in the GMATPrep tests, it is time for you to book your test date and take the real GMAT.

While you need to work hard to get a good GMAT score, you also need to work smart. For in-depth discussion on some general smart GMAT test taking strategies, refer to the complete book *GMAT Reading Comprehension Grail 2017*.

## SECTION 2 Basics of Reading Comprehension

### **Basics of Reading Comprehension**

The Reading Comprehension (RC) section of the GMAT will test your ability to read and comprehend complex text in a limited time period. You will get four RC passages on the GMAT with a total of 13-14 questions. The RC passages will not come all together; rather they will appear intermingled with Sentence Correction (SC) and Critical Reasoning (CR) questions. Usually, you will get **two short passages** (200-300 words each) and **two long passages** (350-450 words each). The short passages usually **contain 3 questions each** and the long passages contain **4 questions each**. You will only see one question on your screen at a time.

Keep in mind that, while the passages themselves are adaptive (that is, if you are doing well on the test you will get a more difficult passage and vice versa), the questions within a passage do not change in difficulty level. So, if you get an easy question after a tough one, it does not necessarily mean that you got the earlier question wrong.

### How Much Time Should You Spend on Each Passage?

The GMAT is, to a large extent, a **test of time management.** You must divide your time intelligently across question types and make sure that you stick to this time limit. Section 1 of the GMAT Reading Comprehension Grail 2016 gives a very effective time management strategy that we call the *8/15 rule*.

Coming back to how much time you should spend on each RC passage, we recommend that you spend around 3-4 minutes to read the passage and 1-1.5 minutes to answer each question thereafter. So, a short passage should take you around 7 minutes to complete and a long passage should take you around 9 minutes to complete. (*This is assuming that you take an average of 1 minute per Sentence Correction question and 2 minutes per Critical Reasoning question. To know how to do this, refer to the GMAT Sentence Correction Grail 2017* and *GMAT Critical Reasoning Grail 2017.*)

If you are wondering whether this is too little time, let us assure you that this is more than enough time. In our experience, most students (even average ones) successfully manage to complete RC passages in around 7-7.5 minutes. It is on Sentence Correction and Critical Reasoning questions that they end up spending too much time!

### **Nature of Passages**

The passages that you see on the GMAT will primarily be from the following subject areas:

- Physical Sciences
- Social Sciences
- Humanities
- Business and Economics

The passages will not always be interesting or fun to read; as a matter of fact some of them may be downright boring and difficult to understand. The language of the passages will be similar to what you are likely to see in key publications such as *The Economist* and *The Wall Street Journal*. Generally, passages from Physical Sciences or Business and Economics subject areas are more detail-oriented and easier to understand than passages from Social Sciences and Humanities, which tend to be of an abstract nature.

The problem most students face on RC is that they have to go through text from areas they aren't conversant with, and answer questions based on this. The moment you see a passage from an unfamiliar area such as American History or Women's Suffrage, you immediately start telling yourself that you will not do well on this passage because you have no idea about the subject area. If you start with this negative thought process, things are likely to only go downhill.

Please keep in mind that you are not expected to have any prior knowledge of the topic in the first place. All the information that you need to answer the questions is given to you in the passage. You just need to comprehend the passage and select the correct answer from the options provided. In fact, there is a negative aspect of getting passages from your comfort area which you will see in Section 5 of the GMAT Reading Comprehension book.

Examples of non-countable nouns:

- love, happiness, information, news
- furniture, luggage, sugar, butter, water
- electricity, power, money

#### How NOT to Approach RC Passages

Whenever we read some text, it is human tendency to focus on the facts provided. We tend to obsess over specific details, numbers, and dates but in the process we end up **missing out on the big picture**, which provides the answer to the question **'WHY'**. Why has the author provided these figures or details? This is the purpose of the author in writing this passage. If you concentrate on the details and miss out on this 'WHY' aspect, then you will always struggle to answer RC questions correctly.

This is because most questions will not directly ask you something that is clearly mentioned in the passage; rather the questions will be more roundabout or indirect in nature. The answer to most of the questions will not be clearly stated in the passage, so it does not make sense to spend valuable time trying to absorb all the details mentioned in the passage.

#### Make a Passage Map

A good way of approaching a passage is to make a **map** of the passage. A passage map is nothing but one or two lines for every paragraph in the passage highlighting **why** the author has written that paragraph. Note that the passage map does not have to highlight **what** the author has written but rather **why** has he written what he has written, which means that the points in your passage map should always start with verbs such as **describe, explain, praise, criticize, condemn,** etc. Most of the time you will find this information in either the first or the last sentence of each paragraph. Students often tend to focus on the middle part of paragraphs (which contains all the details) so please make a conscious effort to go back and read the first and the last sentence of every paragraph so as to keep a perspective of why the author is writing what he is writing.

To understand this process better, let's try to make a passage map using the following passage, adapted from the *Cambodian Journal of Natural History*:

> The masked finfoot Heliopais personata is a rare waterbird with a peculiar appearance. It is the only member of the family Heliornithidae in Asia, and the only member of its genus. This species is patchily distributed within a range extending from Northern India to Vietnam, and southwards to Peninsular

Malaysia and Indonesia. The global population of this bird is considered in steep decline.

Enigmatic, both historically and recently, little is known of the ecology, distribution or numbers of masked finfoots throughout most of their range. The species has been found principally along rivers in lowland forests, mangroves, freshwater swamp forests, and occasionally in lakes, marshes and forest pools, but survey effort between habitats is uneven and real habitat use remains unclear. It appears to favor wetlands with emergent or dense bankside woody vegetation in areas with low levels of human activity, although there are also a number of records from heavily populated areas such as park ponds, ornamental lakes and reservoirs in Peninsular Malaysia and Singapore.

The ecology and distribution of the masked finfoot are so poorly known that threats are generally inferred rather than directly observed. Habitat destruction and degradation caused by reclamation of mangroves, riverside agriculture and logging in lowland riverine forest in Asia suggest a very rapidly declining population. While no empirical estimates exist for the current rate of decline, as a species reliant on undisturbed wetlands, habitat loss and hunting undoubtedly drove a major decline of the masked finfoot in the latter half of the twentieth century in Southeast Asia.

To view the passage map for this passage and to read in detail the other strategies needed to ace Reading Comprehension questions on the GMAT, please refer to the full version of the GMAT Reading Comprehension Grail 2017.

### To Sum it up:

- You will get two long and two short passages on the GMAT
- You will get an average of 3-4 questions from each passage
- Take between 7-9 minutes to complete each passage
- Make a passage map
- Focus on WHY and not on WHAT
- Be clear on the *topic*, *scope* and *purpose* of the passage
- Engage with the passage by predicting what will come next
- Make use of transition words to improve comprehension

# SECTION 3 Reading Comprehension Question Types

### GMAT Reading Comprehension Question Types

The GMAT is a structured test so it will test you on a **predictable pattern**. In Reading Comprehension there are certain question types that are tested again and again. We'll be looking at each of these question types in this section of the book.

Following are the key types of questions you will find in GMAT RC:

1. Global Questions

a. Main Purpose/Primary Concern Questions

- 2. Detail Questions
- 3. Inference Questions
- 4. Miscellaneous Questions
  - a. Function Questions
  - b. Vocabulary-in-Context Questions
  - c. Critical Reasoning type Questions

Out of these question types, the three that will be tested most often are *Global, Detail, and Inference questions*. Around 80% of the questions on the test will comprise these three question types.

Let's take a look at each of these question types in detail over the next few chapters. We'll also learn how to identify and approach each of these question types.

### **Global Questions**

Global questions are questions that cannot be answered by reading from the passage, that is, the answer is not written in the passage. The main purpose/primary concern type questions will fall under this question type. Note that the passage will never tell you what its main purpose is. However, if you have made a good passage map then you should not have much difficulty in answering this question.

Keep in mind that, since the answer is not given in the passage, you don't really need to go back to the passage to answer a Global question. This will also save you time. A trick to answering Global questions is to make use of the fact that **each of the options** in such questions will start with a verb, which will either have a **positive, negative, or neutral connotation**. Thus, if you are clear about the author's tone, you should be able to eliminate two or three options immediately just by looking at the first word of every option.

For example, if you know that the author's tone is neutral, then options that start with words such as *arguing, praising, criticizing*, etc., will never be correct because these have either a positive or a negative connotation. The correct answer in this case would start with neutral words such as *describe, explain, analyze*, etc.

Let's go back to the passage we saw earlier and try a Global Question from that passage:

The masked finfoot Heliopais personata is a rare waterbird with a peculiar appearance. It is the only member of the family Heliornithidae in Asia, and the only member of its genus. This species is patchily distributed within a range extending from northern India to Vietnam, and southwards to Peninsular Malaysia and Indonesia. The global population of this bird is considered in steep decline.

Enigmatic, both historically and recently, little is known of the ecology, distribution or numbers of masked finfoots throughout most of their range. The species has been found principally along rivers in lowland forest, mangroves, freshwater swamp forest, and occasionally in lakes, marshes and forest pools, but survey effort between habitats is uneven and real habitat use remains unclear. It appears to favour wetlands with emergent or dense bankside woody vegetation in areas with low levels of human activity, although there are also a number of records from heavily populated areas such as park ponds, ornamental lakes and reservoirs in Peninsular Malaysia and Singapore.

The ecology and distribution of the masked finfoot are so poorly known that threats are generally inferred rather than directly observed. Habitat destruction and degradation caused by reclamation of mangroves, riverside agriculture and logging in lowland riverine forest in Asia suggest a very rapidly declining population. While no empirical estimates exist for the current rate of decline, as a species reliant on undisturbed wetlands, habitat loss and hunting undoubtedly drove a major decline of the masked finfoot in the latter half of the twentieth century in Southeast Asia.

Global Question – What is the primary purpose of the author in writing the passage?

- (A) To suggest that conservation efforts be taken to prevent the decline in the numbers of a particular waterbird
- (B) To explain the reasons for the decline in numbers of a particular waterbird
- (C) To criticize the actions of hunters for the decline in numbers of a particular waterbird
- (D) To discuss a particular waterbird with reference to its distribution and habitat and its falling numbers
- (E) To recommend that more research be done on a rare waterbird to compensate for the current lack of information about the bird

We know that the author has a neutral agenda in the passage. Thus, options that start with words such as *suggest, criticize,* and *recommend* can immediately be eliminated. This brings us down to options B and D. While the author does mention B in passing in the last paragraph, D encompasses the entire passage and, therefore, is the best answer.

### How to Identify Global Questions

Global questions will always contain phrases such as *primary purpose, main idea, main concern*, etc.

### How to Approach Global Questions

- Read the question critically to understand whether it is asking for the primary purpose of the entire passage or of some specific paragraph.
- **Predict an answer** before going through the options. If the question is asking for the main purpose of a particular paragraph, you may want to refer to your passage map or even take a quick look at the relevant paragraph.
- Look at the first word of every option and match it with your prediction. Eliminate the ones that are inconsistent with your prediction.
- By this time you should have managed to **come down to two options**. Read both the options completely and try to **eliminate one** of them. At this point be careful of options that appear half correct and half incorrect.



Scan this QR Code to watch a video on how to tackle Global questions on GMAT Reading Comprehension.

### **Common Traps on Global Questions**

- Make sure you read the question correctly. Students often assume that a primary purpose question will always ask for the primary purpose of the entire passage, whereas sometimes the question may ask you for the primary purpose of only one particular paragraph. To confuse you further, the answer choices will contain options that explain the primary purpose of a different paragraph or of the entire passage.
- Another common trap used by the test maker is to give options that contain **details or facts mentioned in the passage**, so you'll be tempted to mark these as the answer because you can see that fact mentioned in the passage. However, remember that the answer to a global question will never be mentioned in the passage. The author obviously did not write the entire passage just to provide you with some fact or detail; rather he must have had a broader agenda, which you need to identify. So, on global

questions, if you see options containing details from the passage, you can rest assured that these will not be the correct answer.

Please reference these questions in the corresponding editions of the GMAT Official Guide (OG 2016 - Q 4, 5, 8, 12, 24, 25, 26, 31, 39, 41, 42, 48, 58, 64, 66, 72, 78, 89, 90, 100, 102, 107, 117, 122) (OG 2015 - Q 4, 5, 8, 12, 24, 25, 26, 31, 39, 41, 45, 55, 61, 63, 69, 75, 86, 87, 99, 104, 115, 120, 139) (OG VR 2016 - Q 4, 5, 14, 18, 27, 30, 36, 39, 43, 62, 63, 64, 68, 74, 79, 85, 98)

### To Sum it up:

- Global questions cannot be answered just by reading the details from the passage
- They will contain phrases such as *primary purpose, main idea, main concern,* etc.
- Read the question carefully to see whether it wants the main purpose of the entire passage or just of a particular paragraph
- Use the first word of the answer choices to eliminate options
- Avoid options that contain details from the passage
- Watch out for half correct options

This section is an abridged version of Section 3 of the *GMAT Reading Comprehension Grail 2017*. For complete content and more details on the remaining types of questions, please refer to the book.

# SECTION 4 Strategies to Tackle GMAT RC Questions

This section will provide you with some key strategies and points to remember that will greatly help improve your accuracy on the Reading Comprehension questions in GMAT verbal. Go through this section every time you take a full-length test until all these strategies become ingrained in your mind.

### The passage is not supposed to be entertaining

A lot of students complain that they find it extremely boring to practice RC passages and that doing so puts them to sleep. It is then not surprising at all that one of the biggest reasons why students perform poorly in the RC section is because they haven't practiced enough passages. Please keep in mind that the purpose of the passage is not to entertain you but to provide you with text that is **dense, tedious**, and **difficult to comprehend**. Do not go into the passage expecting to be entertained. You will see that if you go into the test expecting (and fully prepared) to read boring passages, this mindset itself will make you feel more in charge while attempting RC questions.



Scan this QR Code to watch a video tackling a particularly boring and dense passage from OG 2016.

### Be very careful if the passage is from your area of interest

Always remember to **stick to what is mentioned in the passage** and to not use outside information or your own knowledge of the subject area to answer questions. This is especially true of passages which are from your area of expertise. For example, say you get a passage about black holes, a topic about which you have considerable knowledge from before. A common trick used by the test maker is to give you an option that you will know is the best answer because of your extra knowledge about black holes. However, this will be the wrong answer because it will not be supported by the limited information provided in the passage. For this reason it's best that you get a passage from an unfamiliar topic so that you can approach it objectively and without any preconceived notions.

### Do not re-read sentences in the passage

A very common reason why students tend to spend a lot of time on the first read of the passage is because of their tendency to read every sentence in the passage twice or thrice. Part of the reason for this is lack of concentration. You are thinking about something else while reading a sentence; hence, by the time you finish the sentence, you realize that you haven't understood a word of what you have read. So you go back and read the sentence again and then maybe a third time as well. Thus, you end up wasting valuable time.

However, the problem is not always that of **concentration**. A lot of the times, the problem is more psychological in that students have developed this as a **habit** over the years and have convinced themselves that unless they read the text 3-4 times, they will not understand what it is trying to convey. So, on the first read, they don't even make an attempt to understand what is written.

If you are also facing this problem of having to re-read sentences, try this approach—tell yourself that you will read the text only once; however, you can read as slowly as you want. It's fine even if you read at the rate of 50 words per minute as long as you do not re-read any sentence. Initially, you may think that this is affecting your capacity to comprehend text (though this really shouldn't be the case since you can read as slowly as you want) but gradually you will see that you are breaking out of the habit of re-reading sentences and, here is the best part, without having to sacrifice your reading speed.

### Skim but don't skip

Students often ask us whether it is a good idea to read only parts of the passage and omit reading the irrelevant parts. If you notice, this question itself is illogical because you need to read all of the passage to be able to tell what is relevant and what is not. But what if you decide to follow the strategy of reading just the first and the last sentence of every paragraph and skipping the rest of it? We would not recommend that you do this because, while you will be able to answer global questions correctly, you will most likely **struggle to answer Inference questions** and definitely struggle to answer **Detail questions**, using this strategy.

For example, a question may ask you 'Which of the following is true of Sulphur according to the passage'? Now, if you have only read the first and the last sentence of each paragraph, you may not have even come
across sulphur if it is mentioned in the middle of some paragraph. Then you will end up having to go back and read the entire passage all over again, trying to locate where sulphur is mentioned in the passage. All this obviously leads to wastage of precious time.

So, we think it is a bad idea to skip parts of the passage. However, we also think it's a bad idea to try to understand every detail mentioned in the passage. What we recommend is that you skim the passage, that is, read the passage to understand the main idea of every paragraph without getting bogged down by the specific details mentioned in each paragraph. So, while you read everything in the passage (which will make life easier for you on Detail questions), you don't try to understand all of it completely.

This section is an abridged version of Section 3 of the *GMAT Reading Comprehension Grail 2017*. For complete content, please refer to the book.

# SECTION 5 RC Practice Passages

## Instructions

Each of the Reading Comprehension questions below is based on the content of a passage. Read the passage and answer all questions based on what is stated or implied in the passage. For each question, choose the correct answer from the multiple-choice list.

## Low Difficulty Passages

## Passage 1

The principal facts about the exploits of the English and French buccaneers of the seventeenth century in the West Indies are sufficiently well known to modern readers. The French Jesuit historians of the Antilles have left us many interesting details of their mode of life, and Exquemelin's history of the freebooters has been reprinted numerous times both in France and in England. Based upon these old, contemporary narratives, modern accounts are issued from the press with astonishing regularity, some of them purporting to be serious history, others appearing in the more popular and entertaining guise of romances. All, however, are alike in confining themselves for their information to what may almost be called the traditional sources—Exquemelin, the Jesuits, and perhaps a few narratives like those of Dampier and Wafer.

To write another history of these privateers or pirates, for they have, unfortunately, more than once deserved that name, may seem a rather fruitless undertaking. It is justified only by the fact that there exist numerous other documents bearing upon the subject, documents which till now have been entirely neglected. Exquemelin has been reprinted, the story of the buccaneers has been re-told, yet no writer, editor, or historian has attempted to estimate the trustworthiness of the old tales by comparing them with these other sources, or to show the connection between the buccaneers and the history of the English colonies in the West Indies.

The object of this research, therefore, is not only to give a narrative, according to the most authentic, available sources, of the more brilliant exploits of these sea-rovers, but, what is of greater interest and importance, also to trace the policy pursued towards them by the English and the French Governments.

- According to the information in the passage, which of the following can be inferred?
  - (A) The buccaneers of the seventeenth century may have been misrepresented through the ages.
  - (B) Exquemelin and the Jesuits are the only authentic narratives of the buccaneers of the seventeenth century.
  - (C) The history of the English colonies has been rewritten by the connection between the colonies and the buccaneers.
  - (D) The English and the French governments had similar policies for sea rovers or pirates.
  - (E) To rewrite the history of the privateers is a fruitless undertaking
- 2. From the information in the passage, each of the following can be inferred EXCEPT:
  - (A) The author aims to write another history of buccaneers and privateers, which could be different from popular beliefs.
  - (B) Dampier and Wafer provide a limited amount of information about privateers.
  - (C) Historians have overlooked studying the trustworthiness of the old tales by comparing them with other sources.
  - (D) The popular old and new narratives about pirates share similar themes and content.
  - (E) West Indies was the hub of privateers in the seventeenth century.
- 3. What is the main purpose of the author in writing the passage?
  - (A) To explain why modern notions of buccaneers are popular in the guise of romances

- (B) To advocate the study of traditional sources of information on privateers; sources such as Exquemelin, the Jesuits, Dampier and Wafer
- (C) To argue that a very limited picture has been presented of the life of the buccaneers through popular narratives and news media
- (D) To praise the press for publishing modern accounts of pirates
- (E) To discuss the French Jesuit historians of the Antilles who have written details of buccaneers' mode of life

I have seldom felt so proud of being a representative of the people as now, when it gives me an opportunity to advocate a cause which cannot be represented or defended in this chamber by those directly and particularly affected by it, owing to the leven of prejudice that the beliefs and ideas of the past have left in the mind of modern man. The cause of female suffrage is one sure to strike a sympathetic chord in every unprejudiced man, because it represents the cause of a set of people who, deprived of the means to defend themselves, are compelled to throw themselves upon the mercy of another set of people.

But it is not on this account alone that this cause has my sympathy and appeals to me. It also has the irresistible attraction of truth and justice, which no open and liberal mind can deny. If our action as legislators must be inspired by the eternal sources of right, if the laws passed here must comply with the divine precept to give everybody his due, then we cannot deny women the right to vote, because to do so would be to prove false all the precepts and achievements of democracy and liberty which have made this century what may be properly called the century of vindication.

Female suffrage is a reform demanded by the social conditions of our times, by the high culture of woman, and by the aspiration of all classes of society to organize and work for the interests they have in common. We cannot detain the celestial bodies in their course; neither can we check any of those moral movements that gravitate with irresistible force towards their center of attraction: Justice. The moral world is governed by the same laws as the physical world, and all the power of man being impotent to suppress a single molecule of the spaces required for the gravitation of the universe, it is still less able to prevent the generation of the ideas that take shape in the mind and strive to attain to fruition in the field of life and reality.

- 1. What is the passage primarily concerned with?
  - (A) Pointing out fallacies in the argument of one particular group
  - (B) Providing reasons in support of an assertion
  - (C) Discussing how two groups of people have been unjustly treated in the past

- (D) Highlight an analogy between celestial bodies and a group of people
- (E) State the prerequisites of a liberal mind
- 2. Which of the following, does the passage imply, could be a characteristic of a liberal mind?
  - (A) It does not favour the rights of men over those of women.
  - (B) It offers tacit support to the forces of democracy.
  - (C) It provides every human being the opportunity to defend itself.
  - (D) It supports what is true and just.
  - (E) It cannot change the course of celestial bodies.
- 3. Why does the author mention 'celestial bodies' in the passage?
  - (A) To state how the cause of legalizing women suffrage was as difficult as detaining the course of celestial bodies
  - (B) To point out a similarity between celestial bodies and moral movements
  - (C) To state that celestial bodies are also governed by the laws of justice
  - (D) To conclude that celestial bodies have a centre of attraction that they eventually gravitate towards
  - (E) To assert that man has no control over the movement of the celestial bodies

## **Medium Difficulty Passages**

## Passage 3

The profession of engineering—which, by the way, is merely the adapting of discoveries in science and art to the uses of mankind—is a peculiarly isolated one. But very little is known about it among those outside of the profession. Laymen know something about law, a little about medicine, quite a lot—nowadays—about metaphysics. But laymen know nothing about engineering. Indeed, a source of common amusement among engineers is the peculiar fact that the average layman cannot differentiate between the man who runs a locomotive and the man who designs a locomotive. In ordinary parlance both are called engineers. Yet there is a difference between them—a difference as between day and night. For one merely operates the results of the creative genius of the other. This almost universal ignorance as to what constitutes an engineer serves to show to what broad extent the profession of engineering is isolated.

Yet it is a wonderful profession. I say this with due regard for all other professions. For one cannot but ponder the fact that, if engineers started the greatest war—the world war—the world has ever known—and engineers as a body freely admit that if they did not start it they at least made it possible—they also stopped it, thereby proving themselves possessed of a power greater than that of any other class of professional men—diplomats and lawyers and divinities not excepted.

That engineering is a force fraught with stupendous possibilities, therefore, nobody can very well deny. That it is a force generally exercised for good—despite the world war—I myself, as an engineer, can truly testify. With some fifteen years spent on the creative end of the work—the drafting and designing end—I have yet to see, with but two or three rare exceptions, the genius of engineers turned into any but noble channels.

Thus, engineering is not only a wonderful profession, with the activities of its followers of utmost importance, but also it is a profession the individual work of whose pioneers, from Watt to Westinghouse and from Eiffel to Edison, has been epoch-making.

- 1. What is the primary purpose of the author in writing the passage?
  - (A) To describe the contributions of engineering to improving the lives of mankind.
  - (B) To analyse why the layman knows more about other professions than he does about engineering.
  - (C) To evaluate the good and bad results made possible by the engineering profession.
  - (D) To explain how engineering is different from other professions.
  - (E) To discuss a unique aspect of the engineering profession and highlight the importance of engineering.
- 2. Which of the following assertions is supported by the information in the passage?
  - (A) A layman probably knows more about law than he does about engineering.
  - (B) Engineering has been put to as many noble uses as evil ones.
  - (C) A layman has considerable knowledge of subjects such as law and medicine.
  - (D) Engineers played no role in starting the world war.
  - (E) Had it not been for the efforts of engineers, the world war would have not ended.
- 3. In the passage, why does the author mention the man who runs a locomotive?
  - (A) To show how engineering has different possible uses
  - (B) To explain how his expertise is different from that of the engineer who designed the locomotive
  - (C) To highlight the differing nature of expertise required by different types of engineers

- (D) To emphasise his point that the layman knows almost nothing about engineering
- (E) To describe how certain classes of engineers are unaware of the achievements of other classes of engineers.

Cromwell, as the military leader of the Commonwealth Boers, is, at least in England where the military art has not been scientifically studied, one of the suppressed characters of history. His political achievements, as is perhaps natural in a community which courts the voter and despises the soldier, have put out of sight the means by which he mainly won them; namely his genius as a cavalry and partisan commander. An ungainly, narrow-minded, bigoted, bucolic squireen of Huntingdon, lacking in every quality which we are accustomed to associate with a cavalry officer, inaugurated an era in the history of Mounted Troops. His methods are studied on the Continent, and the German Staff has recently discovered that he was the first leader to use cavalry as a screen to hide the movements of the main body. Yet there is no evidence that he ever studied the military art, and he did not become a soldier until he had reached his fourth decade. In the Royalist Army, opposed to him were soldiers by profession and experience; officers and men who had been under Gustavus Adolphus in the Thirty Years' War, for in the seventeenth century the services of aliens were in request on the Continent, and at one time no less than eighty-seven senior officers of British nationality were serving in the Swedish Army, then the most renowned in Europe. Yet Cromwell with his "Eastern Association," his Ironsides, his yeomen and raw levies, beat the Royalist Army, officered from the same class which is still believed to possess the monopoly of the aptitude for leading men in war, by exercising the homely qualities of energy, self-control, endurance, and practical common sense applied instantly to the occasion of the moment.

- Each of the following can be concluded about Cromwell from the passage EXCEPT:
  - (A) Cromwell was a partisan commander.
  - (B) Cromwell became a soldier at a very young age.
  - (C) Cromwell's military exploits have not been adequately acknowledged.
  - (D) Cromwell's methods have been studied by other groups.
  - (E) Cromwell did not formally study military art.

- 2. According to the passage, each of the following was a factor in Cromwell's success EXCEPT:
  - (A) Self control
  - (B) Energy
  - (C) Endurance
  - (D) Unconventional methods
  - (E) Common sense
- 3. Which of the following can be inferred about the community mentioned in the third line of the passage?
  - (A) It mainly comprised people who had no idea about the achievements of a soldier.
  - (B) It had more military experts than politicians.
  - (C) It gave more importance to the voter than to the soldier.
  - (D) It discounted the achievements of the soldier.
  - (E) It primarily comprised members of the Swedish army.

## **High Difficulty Passage**

## Passage 47

A play of feature, whether instinctive or voluntary, accentuates and qualifies all motions intended to serve as signs, and strong instinctive facial expression is generally accompanied by action of the body or some of its members. But, so far as a distinction can be made, expressions of the features are the result of emotional, and corporeal gestures, of intellectual action. The former in general and the small number of the latter that are distinctively emotional are nearly identical among men from physiological causes which do not affect with the same similarity the processes of thought. The large number of corporeal gestures expressing intellectual operations require and admit of more variety and conventionality. Thus the features and the body among all mankind act almost uniformly in exhibiting fear, grief, surprise, and shame, but all objective conceptions are varied and variously portrayed. Even such simple indications as those for "no" and "yes" appear in several differing motions. While, therefore, the terms sign language and gesture speech necessarily include and suppose facial expression when emotions are in question, they refer more particularly to corporeal motions and attitudes. For this reason much of the valuable contribution of Darwin in his book Expression of the Emotions in Man and Animals is not directly applicable to sign language. His analysis of emotional gestures into those explained on the principles of serviceable associated habits, of antithesis, and of the constitution of the nervous system, should, nevertheless, always be remembered. Even if it does not strictly embrace the class of gestures which form the subject of this paper, and which often have an immediate pantomimic origin, the earliest gestures were doubtless instinctive and generally emotional, preceding pictorial, metaphoric, and, still subsequent, conventional gestures even, as, according to Darwin's cogent reasoning, they preceded articulate speech.

- Which of the following can be inferred from the passage about corporeal gestures?
  - (A) They always result from intellectual actions.
  - (B) They always result from emotional actions.
  - (C) At least some of them result from emotional actions.

- (D) None of them result from emotional actions.
- (E) They are easier to spot than are expressions of features.
- 2. According to the passage, which of the following is true of *Expression of the Emotions in Man and Animals*?
  - (A) It is the earliest known literature in the field of sign languages.
  - (B) Its contents are not relevant in modern times.
  - (C) It discusses both intellectual and emotional actions.
  - (D) Not all of its contents are directly applicable to sign language.
  - (E) It preceded articulate speech.
- 3. With which of the following statements would the author of the passage most likely agree?
  - (A) Corporal gestures are in general more varied than are expressions of features.
  - (B) Sign language includes facial expressions only.
  - (C) All human reactions are a result of voluntary responses.
  - (D) Darwin is considered one of the torchbearers in the field of sign language.
  - (E) Corporeal gestures can never result from emotional actions.

## **Answers and Explanations**

## Passage 1

## Topic

The exploits of the English and French pirates

## Scope

The one sided/limited nature of most details that are available to us of the exploits of these pirates.

## Passage Map

- P1- To state that even though new articles keep coming out about the activities of these pirates, the source of most of these articles is the same, so in essence the information that the reader is receiving is from a very limited perspective
- **P2** To explain why the life of the pirates needs to be looked at from a different point of view as well
- **P3** To explain the objective of his research

## 1. Answer: A

#### **Explanation:**

The basic argument of the author is that the buccaneers/ pirates have only been presented in a very limited manner through books and press. (A) follows the best from this and is the correct answer.

- (B) These sources have been called the 'traditional sources'—however, there were other narratives also available.
- (C) The author mentions the overlooking of the historical connection between the two and not it being 'rewritten'.

- (D) The author has only called for looking into the policies being followed by the two governments—their stand is not mentioned.
- (E) The author is merely pondering on the efficacy of such a notion—he is not agreeing with it.

### 2. Answer: E

#### **Explanation:**

Para 1 line 1 mentions the presence of buccaneers in the West Indies region; however, nowhere is it mentioned that West Indies was the hub of privateers. Hence, **(E) is the correct answer**.

- (A) The author clearly implies this in the last para.
- (B) This can be inferred from the information towards the end of para 1.
- (C) This is clearly mentioned in para 2.
- (D) The author states in para 1 that, based on the old narratives, new accounts are issued and both of these are alike in that they confine themselves to very limited sources of information.

## 3. Answer: C

#### Explanation:

The author has stressed his concern about historians/authors ignoring a large amount of information about buccaneers and basing their writings/accounts only on very limited sources of information. He clearly supports writing an alternative account of the lives of the buccaneers using these hitherto ignored sources of information. (C) states this best and is the correct answer.

(A) This has been cited more as an example to prove the author's main point.

- (B) The author names them as 'traditional sources' of information which he considers 'limited' in scope.
- (D) The author never praises the press anywhere in the passage.
- (E) The Jesuits are again cited just as examples.

## Topic

Women's right to vote

## Scope

Discussion of why women should be given the right to vote

## Passage Map

- P1- Talks about one reason why women should be given the right to vote
- P2 Provides another reason why women should be given the right to vote
- P3 States that in keeping with the social conditions of this time, women suffrage is but a logical conclusion

### 1. Answer: B

#### Explanation:

All through the passage, the author is simply giving reasons to strengthen the conclusion that women should be given the right to vote. **B** states this best and **should be the correct answer.** 

- (A) The author is supporting the argument of one group, not pointing out fallacies in it.
- (C) It's only one group—women—that has been unjustly dealt with in the past.
- (D) This is mentioned in P3 but is by no means the main purpose of the passage.
- (E) The author mentions a liberal mind in passing but this is not the main purpose of the passage.

#### 2. Answer: D

#### Explanation:

There is just one sentence in the passage that talks about a liberal mind. It also has the irresistible attraction of truth and justice, which no open and liberal mind can deny. It can easily be inferred from this statement that a liberal mind supports what is true and just. Thus, **D** is the correct answer. The other options, some of which may be mentioned elsewhere in the passage, have nothing to do with a liberal mind.

#### 3. Answer: B

#### Explanation:

The author mentions celestial bodies to conclude that, just as man cannot control the course of celestial bodies, so he cannot control the course of moral movements such as women suffrage. **B** states this best and **should be the correct answer**.

- (A) The idea was not to highlight the difficulty of legalizing women suffrage but the futility of preventing it from happening.
- (C) Stating this was never the idea
- (D) While this may have been implied in the passage, this is not the reason the author mentions celestial bodies
- (E) Stating this was never the idea

## Topic

The engineering profession

## Scope

How engineering is different from other professions in terms of people's awareness of it, how engineers make great feats possible and how the work of engineers is usually put to noble causes, though there may have been some exceptions.

## Passage Map

- **P1-** Highlights how the layman knows very little about the profession of engineering.
- P2 Explains how engineering played a role in starting and more importantly ending the world war.
- P3 States that while engineering can be put to both good and bad uses, it is mostly used for the good things.
- P4- Provides a conclusion about how engineering is very important and how the achievements of great engineers have been epoch making.

## 1. Answer: E

## Explanation:

The author starts by discussing why engineering is different from other professions and goes on to state the great feats made possible by engineering. **E** states this best and **should be the correct answer**.

(A) The author does not discuss any specific contributions as such; rather he speaks about the benefits of engineering in general terms. Also, this option does not take the 'unique' aspect about engineering described in P1.

- (B) While the author does mention this fact in P1, this is not the primary concern of the author.
- (C) The author is not really evaluating anything in the passage.
- (D) Same as B.

## 2. Answer: A

#### Explanation:

The answer can be found in the lines—Laymen know something about law, a little about medicine, quite a lot—nowadays about metaphysics. But laymen know nothing about engineering. **Option A** states this best and **should be the correct answer**.

- (B) The author clearly states in P3 that engineering is mostly put to noble uses with a few—two or three exceptions.
- (C) Considerable is the wrong word. All that the passage states is that the layman knows more about these subjects than he does about engineering. We don't know whether this knowledge is considerable.
- (D) P2 clearly contradicts this assertion.

## 3. Answer: D

#### Explanation:

This is a tricky question as a lot of students would be tempted to go with B. However, B still does not explain why the author states that the locomotive driver is different from the person who designed the locomotive. If anything, b simply restates this fact that the two are different. But we need to answer why the author mentions this difference. The answer can be found in the line—*For one merely operates the results of the creative genius of the other.* Thus, the author regards the designer of the locomotive as a creative genius while he does not think much of the locomotive driver who 'merely' makes use of the end results afforded by this creative genius. Yet, the layman thinks that both of these people are engineers and considers them to possess the same knowledge or expertise. **D** states this thought best and **should be the correct answer**.

## Topic

Cromwell, the military leader

## Scope

Discussion of Cromwell's achievements in light of the fact that he had no formal training or experience in the military art whereas his opponents did

## Passage Map

P1- Introduces Cromwell and states how his political achievements have eclipsed his military achievements. Goes on to describe how Cromwell's military achievements were even more important in light of the fact that he lacked military experience whereas his opponents, who he eventually defeated, were experienced in the art.

## 1. Answer:B

## Explanation:

The passage clearly states that Crowell did not become a soldier until he was at least 40 years of age—*and he did not become a soldier until he had reached his fourth decade.* Thus, **B** cannot be concluded from the passage and **is the correct answer.** 

- (A) Can be found in the line—bis genius as a cavalry and partisan commander.
- (C) Can be inferred from the first two sentences of the passage.
- (D) Can be found in the line—His methods are studied on the Continent, and the German Staff has recently discovered that he was the first leader to use.
- (E) Can be found in the line—Yet there is no evidence that he ever studied the military art.

#### 2. Answer: D

#### **Explanation:**

The answer can be found in the last sentence of the passage by exercising the homely qualities of energy, self-control, endurance, and practical common sense applied instantly to the occasion of the moment. Except for 'unconventional methods', all four other points are mentioned, making **D** the correct answer.

#### 3. Answer: C

#### **Explanation:**

The answer can be found in the line—His political achievements, as is perhaps natural in a community which courts the voter and despises the soldier. **C** states this best and **should be the correct answer**.

- (A) The passage never states that these people had no idea about these achievements; just that they did not adequately acknowledge those achievements.
- (B) This is not mentioned anywhere in the passage.
- (D) It did not necessarily discount the achievements. It just did not acknowledge them enough.
- (E) This is not mentioned in the passage.

## Topic

Sign language

## Scope

Discussion of the distinction between emotional and corporeal actions in the manner in which they are caused and manifested

## Passage Map

P1- The passage starts by distinguishing between expression of features and corporeal expressions and goes on to discuss the scope of sign language. It then mentions Darwin's book to further emphasize why this scope is correct.

## 1. Answer: C

## Explanation:

The answer can be found in the two lines 'so far as a distinction can be made,...similarity the processes of thought.' The lines clearly state that in a small number of cases, corporeal gestures can be distinctly emotional. Thus, **C** is the correct answer.

A, B and D are extreme choices because they use the word *always* and *none*. E is not mentioned anywhere in the passage.

## 2. Answer: D

## Explanation:

The correct answer D can be found in the line 'much of the valuable contribution of Darwin in his book Expression of the Emotions in Man and Animals is not directly applicable to sign language'.

(A) The passage makes no such mention.

- (B) In fact, the passage says that Darwin's analyses in this book should always be remembered.
- (C) The passage makes no mention of intellectual actions with reference to this book.
- (E) According to Darwin, certain gestures preceded articulate speech and not this book.

## 3. Answer: A

#### Explanation:

The correct answer can be found in the two lines 'The former in general and the small number of the latter that are distinctively emotional are nearly identical among men from physiological causes which do not affect with the same similarity the processes of thought. The large number of corporeal gestures expressing intellectual operations require and admit of more variety and conventionality'. The lines clearly state that corporeal gestures have more variety whereas emotional gestures are nearly identical, making **A the correct answer**.

- (B) In fact, the passage clearly says that sign language goes much beyond facial expressions. Refer to the lines 'While, therefore, the terms sign language and gesture speech necessarily include and suppose facial expression when emotions are in question, they refer more particularly to corporeal motions and attitudes.'
- (C) In the opening sentence itself, the author states that some responses are instinctive (that is, involuntary) and some are voluntary.
- (D) The author never mentions or hints at this anywhere in the passage.
- (E) The author clearly says that a small number of corporeal gestures can result from emotional actions.

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