

The ONLY book you need to ace the GMAT Reading Comprehension

GMAT[®]

Reading

Comprehension Grail

2017

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[®] Review and the 2017 and 2016 editions of the Official Guide for Verbal Review



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)*



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Contents

Introduction

Section 1 – About the GMAT

Section 2 – Diagnostic Test

Section 3 – Basics of Reading Comprehension

Section 4 – Reading Comprehension Question Types

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

Section 5 – Strategies to Tackle GMAT Reading Comprehension

Section 6 – Reading Comprehension Practice Passages

1. Low Difficulty Passages
2. Medium Difficulty Passages
3. High Difficulty Passages
4. Answers and Explanations

Section 7 – Quick Recall

Index—QR Codes

Introduction

Reading Comprehension (RC) is one of the problem areas for most students appearing for the GMAT. What makes RC especially difficult is that, unlike for 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 by the author.

However, most 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 this book, 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 this book

Section 1

Gives you a broad **overview** of the GMAT—test format, duration, scoring, *etc.*

Section 2

Administers a **diagnostic test** that will help you assess your 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

Contains a **Reading Comprehension practice set with 60 passages** divided into three difficulty levels—**Easy, Medium, and High difficulty**.

Section 7

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.

GMAT OG 2017, 2016 and 2015 and GMAT Verbal Review 2017 and 2016 References

For most of the concepts and question types 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

You will see **QR codes** printed at different places in the book. By scanning these QR codes using your smartphones, you will be able to access videos relevant to the concept being discussed on that page. This will further help reinforce your understanding of that concept.

Clearing your Doubts/Queries

The purchase of this book 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.

To sum it up, we have tried to make the [Aristotle 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 prep.

Good Luck & Study Hard!

The Aristotle Prep Team

How to Access your Videos

This book contains ‘**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 places throughout the book.

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 iTunes and search for ‘**Wiley Test Prep**’ App. 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**’ App. 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 provided in a sealed envelope at the end of this 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.

- 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:

- 1.** 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 in your inbox/junk email folder after registering on the app.

SECTION 1

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 very 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 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
Analysis of an Argument Essay	30 minutes
Integrated Reasoning	30 minutes
Quantitative	75 minutes
Verbal	75 minutes

You will get 12 questions in the Integrated Reasoning section, 37 questions in the Quantitative section and 41 questions in the Verbal section.

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 a big 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. Yes, that's right. 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 cities such as New York, Los Angeles, Beijing, New Delhi, etc., 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 our website for details.

How do I prepare for the GMAT?

As with any other test, you start off by going through the basic quant and verbal concepts that are tested on the GMAT. Books such as the one you are holding in your hands right now 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 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 of these 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. The following are some test-taking strategies for the smart test taker:

Always try to narrow down your choices to two options.

On a lot of questions, especially the high difficulty ones, you will often end up eliminating wrong answer choices rather than selecting the correct one. There is nothing wrong with this approach. In fact, we encourage students to start by eliminating wrong answer choices. The first time you read through the options, try to eliminate two or three that make absolutely no sense to you or that you are certain are wrong. This shouldn't be very difficult because it is not very easy for the test makers to provide you with four or five equally confusing choices.

So, the first time you go through the options, try to come down to two possible answers. Once you do this, you have increased your chances of getting the answer correct from 20% to 50%, which are very good odds. Once you have narrowed down to two possibilities, go through each of these options and try to identify the one that better answers the question asked. It might also be a good idea to re-read the question once again at this stage, as students often tend to misread questions on the test.

Time management will be the most important factor on the day of the test.

A good way of pacing yourself on the GMAT is to follow what we, at Aristotle, call the **8/15 rule**—for every 8 questions, you should take around 15 minutes, irrespective of the question-type mix. So, look at your watch after the first 15

minutes on the test—if you have completed more than 8 questions, then you are going too fast and probably need to slow down.

Similarly if you have completed fewer than 8 questions, you are going too slow and need to pick up your pace. Depending on how far behind you are on your timing, guess on 1 or 2 questions in the next lot of 8 questions to catch up on the time. Do not leave this guesswork for the end, as most students do, because this can have disastrous consequences on your overall score.

The strategy of leaving the guesswork till the end will put too much pressure on you towards the end of the test. You will invariably end up with a situation in which you have 6-7 questions left with 7-8 minutes to go, that is, a minute for each question. Given that there will most likely be an RC passage amongst these last questions, there is no way you can complete these questions in the remaining time.

What will eventually happen is that you will end up guessing on most or all of these questions. The problem with guessing is that, unless you are making intelligent guesses (which will not be the case at the end of the test with you under intense pressure), you can easily get most or even all of these questions wrong. If you get so many questions wrong in a row, your score will fall drastically. So, all your good work in the rest of the test could be undone by this lack of attention to pacing yourself on the test.

How to guess intelligently?

If you follow the **8/15 rule**, you should not have to guess on too many questions at the end of the test. However, in case you still end up having to guess on the last 5-6 questions, here is an intelligent way of doing so that will ensure that your score does not fall by too much.

Let's start by assuming that you are on Question number 36 in the section (that is, you have 5-6 questions remaining), and your current scaled score is 34 (of course you'll have no way of knowing this but let's just assume this to be the case). Now, assuming that you have six minutes remaining on the test, how would you approach these last six questions?

Most of you would immediately see that you have one minute left for each question, so you would spend that minute on each question and if you could not arrive at the answer in a minute you would guess something and move to the next question.

By following this approach, there is a very high possibility that you will get all or most of these questions wrong, since it'll be very difficult to attempt questions in a minute at the end of the test, especially CR and RC ones. Your concentration levels will be very low and stress levels very high, which means you will need to read the question two or three times just to understand what it is stating.

The problem is that by this time your one minute will already be up, so you will end up making a random guess and moving on. If you get most of these last questions wrong, your score will fall from 34 to somewhere around 27-28. Remember, your score falls drastically if you get several questions incorrect in a row.

Here is a smarter way of approaching the same situation, that is, six questions to be attempted in six minutes with your scaled score on 34—guess quickly on question 36, and by quickly we mean take five seconds at most, so mark any random option and move. Now for question 37, take two minutes and try to get it right.

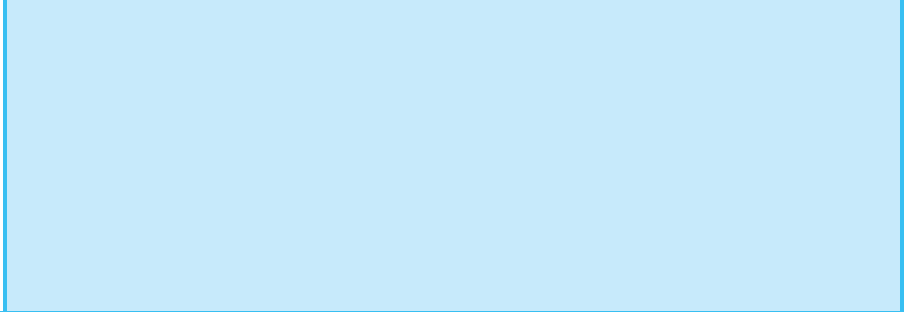
Since you've most probably got the last question wrong, this should in any case not be a very high difficulty question. Now, again guess quickly on question 38 and take two minutes for question 39, guess quickly on question 40 and take two minutes for the last question.

Did you notice what we did?

We divided those six minutes over three questions instead of six, thereby maximizing our chances of getting at least three of these six questions correct. If one of your guesses also proves to be right, your score will not come down below 31-32. It is for this reason that you should always guess on alternate questions—to ensure that your scaled score does not fall by much.

However, we still suggest that you follow the **8/15 rule** so you don't have to bother with any of this at the end of the test.

	<p>Scan this QR code to read a set of articles by one of our co-founders on how you should structure your GMAT prep.</p>
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SECTION 2

Diagnostic Test

Diagnostic Test

The purpose of this diagnostic test is to give you an idea of your competence level in **Reading Comprehension** before you start working through this book. Among other things, this will help you assess the improvement in your performance once you have completed this book.

We have tried to make this test as GMAT-like as possible. You are likely to see around four Reading Comprehension passages on the GMAT with 3-4 questions from each. This diagnostic test also contains four passages of different difficulty levels with 14 questions in total. While it should ideally take you around 35 minutes to complete this test, do not worry too much about timing at this stage. Complete the test in however much time it takes you and then go through the part at the end that will help you evaluate your performance.

Instructions

Each of the following Reading Comprehension questions 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.



Scan this QR code to watch a video containing tips on how to approach this diagnostic test. Watch this video before you begin your test!

Passage 1

The biggest house of cards, the longest tongue, and of course, the tallest man: these are among the thousands of records logged in the famous *Guinness Book of Records*. Created in 1955 after a debate concerning Europe's fastest game bird, what began as a marketing tool sold to pub landlords to promote Guinness, an Irish drink, became the bestselling copyright title of all time (a category that excludes books such as the Bible and the Koran). In time, the book would sell 120 million copies in over 100 countries—quite a leap from its humble beginnings.

In its early years, the book set its sights on satisfying man's innate curiosity about the natural world around him. Its two principal fact finders, twins Norris and Ross McWhirter, scoured the globe to collect empirical facts. It was their task to find and document aspects of life that can be sensed or observed, things that can be quantified or measured. But not just any things. They were only interested in superlatives: the biggest and the best.

In its latest incarnation, the book has found a new home on the internet. No longer restricted to the confines of physical paper, the *Guinness World Records* website contains seemingly innumerable facts concerning such topics as the most powerful combustion engine, or the world's longest train. What is striking, however, is that such facts are found sharing a page with the record of the heaviest train to be pulled with a beard. While there is no denying that each of these facts has its own, individual allure, the latter represents a significant deviation from the education-oriented facts of earlier editions. Perhaps there is useful knowledge to be gleaned regarding the tensile strength of a beard, but this seems to cater to an audience more interested in seeking entertainment than education.

Originating as a simple bar book, the *Guinness Book of Records* has evolved over decades to provide insight into the full spectrum of modern life. And although one may be more likely now to learn about the widest human mouth than the highest number of casualties in a single battle of the Civil War, the *Guinness World Records* website offers a telling glimpse into the future of fact-finding and record-recording.

Questions 1-3 refer to the passage above.

1. What is the main purpose of the author in writing the passage?
- (A) To discuss the origins of the Guinness Book and its evolution over the years
 - (B) To criticize the fact that the Guinness Book, in its current form, stresses more on entertainment than on education
 - (C) To explain the origin of the Guinness Book
 - (D) To analyze what makes the Guinness Book the largest selling book in the world
 - (E) To discuss how the Guinness Book originated and to advocate against the commercialization of the Book in its current form
2. Which of the following is mentioned in the passage as a record contained in the Guinness Book?
- (A) The world's largest combustion engine
 - (B) The world's longest train
 - (C) The world's heaviest train
 - (D) The world's widest mouth
 - (E) The world's strongest beard
3. According to the author, how is the current version of the Guinness Book different from its older versions, in terms of content?
- (A) The Book is now available on the internet
 - (B) The Book now contains entertainment oriented facts along with educational ones
 - (C) The Book now offers insight into the full spectrum of life
 - (D) The focus of the Book has shifted from providing education to providing entertainment
 - (E) The Guinness Book offers a telling glimpse into the future of fact-finding and record-recording

Passage 2

In appearance, the Greek gods were supposed to resemble mortals, whom, however, they far surpassed in beauty, grandeur, and strength. They were also more commanding in stature, height being considered by the Greeks an attribute of beauty in man or woman. They resembled human beings in their feelings and habits, intermarrying and having children, and requiring daily nourishment to replenish their strength, and refreshing sleep to restore their energies. Their blood, a bright ethereal fluid called Ichor, never engendered disease, and, when shed, had the power of producing new life.

The Greeks believed that the mental qualifications of their gods were of a much higher order than those of men, but nevertheless, they were not considered exempt from human passions, and we frequently behold them actuated by revenge, deceit, and jealousy. They, however, always punish the evil-doer, and visit with dire calamities any impious mortal who dares to neglect their worship or despise their rites.

Still, they were not invulnerable, and we often hear of them being wounded, and suffering in consequence such exquisite torture that they have earnestly prayed to be deprived of their privilege of immortality. The gods knew no limitation of time or space, being able to transport themselves to incredible distances with the speed of thought. They possessed the power of rendering themselves invisible at will, and could assume the forms of men or animals as it suited their convenience. They could also transform human beings into trees, stones, or animals either as a punishment for their misdeeds, or as a means of protecting the individual, thus transformed, from impending danger.

Most of these divinities lived on the summit of Mount Olympus, each possessing his or her individual habitation, and all meeting together on festive occasions in the council-chamber of the gods. Magnificent temples were erected in their honour, where they were worshipped with the greatest solemnity; rich gifts were presented to them, and animals, and indeed sometimes human beings, were sacrificed on their altars.

Questions 4-7 refer to the passage above.

4. From the information in the passage, which of the following could not be

the result of the torture inflicted on Gods?

- (A) The death of the Gods
- (B) The Gods turning the torturer into an animal (C) The Gods wishing that they were mortals
- (D) The Gods transporting themselves to some other place away from the torturer (E) The Gods miraculously healing their wounds

5. From the passage, each of the following can be inferred about the Greek Gods EXCEPT: (A) The Gods dwelled on Mount Olympus

- (B) The Gods could transform their forms
- (C) The Gods were offered human sacrifices
- (D) The Gods could punish humans

(E) The Gods came together to celebrate festivals 6. What is the main purpose of the author in writing the passage?

- (A) To explain the lives of humans and Greek Gods (B) To describe the lives and trials of Greek Gods (C) To underline the differences between humans and Greek Gods (D) To praise the Greek Gods for being able to live among humans (E) To discuss the history of Greek Gods

7. The author uses the phrase 'were supposed to' in the opening line of paragraph 1 in order to (A) point out the differences between mortals and Greek Gods (B) forewarn the reader that even with huge similarities, the Greek Gods would probably still be different from mortals (C) highlight the relationship between mortals and Greek Gods (D) criticize the belief that Greek Gods deceived mortals by appearing to be similar to them (E) accept the fact that Greek Gods failed to resemble the mortals by virtue of the powers they possessed

Passage 3

It is not uncommon for close synonyms to be understood to share the same meaning. The difference between words like “hard” and “difficult”, for example, goes tragically unnoticed. One may employ one or the other with complete indifference, postulating no discrepancy between them. In general, this is well and good; most people lack the scrupulous pedanticness to quibble over such trifles. Nevertheless, for those of us with ample compulsiveness (and time), it is of significant value to comprehend such nuances.

Take for example the following sentences: 1) The test was hard. 2) The test was difficult. Is the difference between these synonyms readily apparent? Is there a noticeable difference between them at all? Indeed, these questions are valid and warrant answers. For, what would be the point to having multiple words with the exact same meaning? No, that would be superfluous; the English language being far too economical.

While many close synonyms share similar, if not the same, dictionary definitions, the feeling, or mood, they convey is utterly singular. Although a dictionary can provide information about word meanings, pronunciations, etymologies, inflected forms, derived forms, etc., it cannot communicate how it feels to use a word.

Granted, the notion that close synonyms can be used interchangeably is prevalent among English speakers. And alas, the dictionary—the text purported to be responsible for clarifying such issues—is of little assistance. In the end, it is left to us, the speakers of the language, those actively responsible for maintaining its sustenance and generation, to understand how these words make us feel and what mood we are inclined to attach to them. Using the examples and insights described above, one may come to recognize these subtle, yet crucial, differences.

Questions 8-10 refer to the passage above.

8. Which of the following would the author of the passage most likely agree with?
- (A) Two words can never be complete synonyms.

- (B) The dictionary does not contain all the meanings of a word.
- (C) The English language is inherently superfluous.
- (D) Two words can never be used interchangeably.
- (E) It is pedantic to quibble over the difference in meaning between two close synonyms.

9. What is the primary purpose of the passage?

- (A) To explain the limitations of the dictionary (B) To highlight the importance of users of the English language in conveying the feelings and moods attached to a word (C) To prove why two words can never be exact synonyms (D) To discuss the importance of subtle feelings and moods attached to words having similar meanings (E) To criticize those who believe that synonyms can always be used interchangeably
10. According to the passage, each of the following is true of a dictionary EXCEPT: (A) It can help pronounce words correctly
- (B) It provides information about the origin of words (C) It does not communicate the feeling or mood attached to a word (D) It provides all the meanings of a word
 - (E) It helps choose which word to use from amongst closely related synonyms

Passage 4

The old civilisation of India was a concrete unity of many-sided developments in art, architecture, literature, religion, morals, and science so far as it was understood in those days. But the most important achievement of Indian thought was philosophy. It was regarded as the goal of all the highest practical and theoretical activities, and it indicated the point of unity amidst all the apparent diversities which the complex growth of culture over a vast area inhabited by different peoples produced.

It is not in the history of foreign invasions, in the rise of independent kingdoms at different times, in the empires of this or that great monarch that the unity of India is to be sought. It is essentially one of spiritual aspirations and obedience to the law of the spirit, which were regarded as superior to everything else, and it has outlived all the political changes through which India passed.

The Greeks, the Huns, the Scythians, the Pathans and the Moguls, who occupied the land and controlled the political machinery, never ruled the minds of the people. These political events were like hurricanes or the changes of season, mere phenomena of a natural or physical order which never affected the spiritual integrity of the Hindu culture. If after a passivity of some centuries, India is again going to become creative, it is mainly on account of this fundamental unity of her progress and civilization and not for anything that she may borrow from other countries.

Historical data for all the elections held in Gangnam City shows that all winning candidates have canvassed for at least 100 hours. In fact, candidates who have canvassed for fewer than 100 hours have never ever won. Out of all the candidates contesting in the upcoming elections in Gangnam City, Candidate A has canvassed for 120 hours, Candidate B has canvassed for 150 hours, and Candidate C has canvassed for 90 hours.

Questions 11-14 refer to the passage above.

11. Each of the following can be inferred from the information in the passage EXCEPT: (A) India has faced various foreign invasions in the past (B) Philosophy was held in high regard in older civilizations (C) There has been complacency in Indian philosophical thought (D) Unity of India

was affected due to its vast geographical area (E) Political invasion has not had any impact on India's spiritual integrity 12. The author predicts that India:

- (A) will rule the world sometime in the future
- (B) will resurface as a philosophical power
- (C) will actively contribute to the progress of mankind (D) will contribute again to spirituality
- (E) will progress due to its political machinery 13. What is the primary purpose of the author in writing the passage?
 - (A) To compare Indian philosophy with that of other civilizations (B) To analyze the connection between Indian civilization and philosophy (C) To trace the impact of political invasions on the Indian philosophy (D) To discuss the points of unity in India
 - (E) To discuss the rise of spiritual aspirations in India 14. From the passage, which of the following CANNOT be concluded about the Indian philosophy?
 - (A) It has a goal of bringing together different people (B) It brought together practical and theoretical activities (C) It was immune to political upheavals
 - (D) Spirituality is an important part of it
 - (E) It is not subjugated by time

Answers and Explanations

Question no.	Answer	Question no.	Answer
1	A	8	A
2	B	9	D
3	B	10	E
4	A	11	D
5	A	12	D
6	B	13	B
7	B	14	A

How to Evaluate your test

What we have provided below is a very simplistic evaluation based on your current accuracy rate. Do keep in mind that your performance on the actual GMAT will be based on several factors other than your accuracy rate such as the difficulty level of the questions you get correct and incorrect, the manner in which you get these questions incorrect, that is, all together or spread throughout the test, *etc.*

If you got 12 or more correct – Excellent

If you got 9-11 correct – Good

If you got 6-8 correct – Average

If you got fewer than 6 correct – Below Average

Passage 1

Topic

The Guinness Book of World Records.

Scope

The beginning of record taking and how the nature of records has changed over the years with reference to the Guinness Book.

Passage Map

- P 1** – To provide an introduction to the Guinness Book
- P 2** – To discuss the approach of the initial record collectors (with reference to the Guinness Book)
- P 3** – To discuss the Guinness Book in its current form and how the nature of records contained in it has changed from its earlier forms
- P 4** – To provide a conclusion by stating a possible and useful role of Guinness Book in the future

1. The author clearly has a neutral to positive tone in the passage, so all the options that contain negative terms such as ‘criticize’ can be eliminated. The passage starts by discussing the origins of the Guinness Book and goes on to discuss the changes that have come about in the book as it has evolved over the years. Note that the last paragraph ends on a positive note, further reinforcing the decision to eliminate all options with negative connotations. **(A)** conveys the main idea of the passage best and **is the correct answer**.
 - (B) The author never criticizes anything in the passage.
 - (C) The author does much more than just explain the origin of the Book.
 - (D) While the passage does mention this fact in passing, this is not why

the author wrote the entire passage.

(E) The first part of this option about the origin of the Book is correct but the second part which states that the author advocates against something is obviously incorrect.

2. While all the options contain elements mentioned in the passage, most of them distort these elements. **(B)** states what is stated in the passage verbatim and **is the correct answer.**

(A) The record is for the world's most powerful (and not the largest) combustion system.

(C) Incomplete. The record is for the world's heaviest train that was pulled by a beard.

(D) The passage never states that this record is actually there in the Guinness Book; it only states that the likelihood of this fact being in the book is high.

(E) Distortion. The record is for the world's heaviest train that was pulled by a beard and not for the world's strongest beard.

3. The author clearly states in the second para that, in the current version of the book, entertainment oriented records share space with education oriented ones. **(B)** states this best and **is the correct answer.**

(A) While this is true, the difference has to be in the content and not in the presentation.

(C) While this is also true, this is not necessarily a point of difference between the two versions of the Book as this was probably true for the older version as well.

(D) The author never states that the focus of the Book has shifted; he merely states that the Book now also contains education-oriented facts.

(E) Same as C.

Passage 2

Topic

Greek Gods

Scope

The general description of Greek Gods in terms of their appearance, behaviour, powers, dwelling, *etc.*

Passage Map

- P 1** – To compare and contrast Greek gods with mortals
- P 2** – To state that the Greek Gods were also guilty of indulging in human vices at times
- P 3** – To discuss the powers of Greek Gods and to also state that, despite having these powers, Greek Gods were not invulnerable to suffering
- P 4** – To discuss the place of dwelling of Greek Gods

4. The gods were immortals so, come what may, they could never die. Hence, **(A) has to be the correct answer.** Remember that in this question the correct answer will be the one that states the opposite of what has been stated in the passage. The options which are out of scope or which have not been discussed in the passage at all will not be correct because we have no way of knowing whether they are true or false.

(B) This could be a possibility because the Gods definitely had this power.

(C) This is stated in the passage.

(D) This could also be a possibility.

(E) This is not stated in the passage so cannot be the correct answer.

5. The opening sentence of the last paragraph states that *most* gods dwelled on Mount Olympus. From this, we cannot conclude that all gods dwelled there. Hence, **(A) is the correct answer.**
- (B) Stated in para 3.
 - (C) Stated in the last sentence of the passage.
 - (D) Stated in para 3.
 - (E) Stated in the last paragraph of the passage
6. The passage talks of the intermingling of Gods with humans and also discusses the hardships they faced despite their Godliness. There is an attempt to understand the lives they led among the humans and also the price that they had to pay for it. Hence, option **(B) is the correct answer.**
- (A) The scope is too narrow—the passage is not just explaining the lives as mentioned above.
 - (C) Same as A. The passage does more than just this.
 - (D) Nowhere in the passage is the author using any adulatory words to this effect.
 - (E) The passage is more focused on behaviour than on history.
7. The author has set the tone of the passage with the use of these words. The reader knows that whatever similarities might now be mentioned, the Gods were always going to be different from the mortals. Hence, **(B) is the correct answer.**
- (A) This is the function of the entire first paragraph and not just of the quoted phrase.
 - (C) No such relationship is highlighted in this paragraph.
 - (D) Cannot be inferred due to lack of any reference to criticism.
 - (E) The use of the phrase is not to accept something but rather to hint that what appears to be the case may not necessarily be so.

Passage 3

Topic

Close synonyms

Scope

The use of close synonyms interchangeably and the subtle differences in mood or feeling conveyed by them.

Passage Map

- P 1** – To state that it is important for some people to understand the subtle differences of meaning between close synonyms
- P 2** – To explain that there is a difference of mood conveyed by close synonyms which cannot be explained by a dictionary
- P 3** – To state that it is up to the users of English language to ensure that the subtle differences of mood conveyed by close synonyms are passed down through generations

8. The author clearly states in the second para that there is no point in having multiple words with the same meaning. He goes on to conclude later in the passage that even if two words have the same meaning, they convey different feelings. Thus, he would **most likely agree with (A)** that two words can never be complete synonyms; there will always be some small difference between the two.

(B) The author never states that the dictionary does not contain all the meanings of a word, but that it cannot convey the feelings attached to a word, which are more subjective.

(C) Opposite. The author in fact states that the English language is very economical.

(D) Extreme option. There may be two words that can be used

interchangeably, even if they convey different feelings.

(E) The author states at the end of the first para that he belongs to the opposite group for whom such differences have significant value.

9. The author's underlying theme in the passage is that even if two words have the same meaning, the feeling or mood conveyed by them could be different. He concludes the passage by stating that users of English language play a very important role in sustaining this 'feeling' or 'mood' attached to a word. **(D)** captures this best and **is the correct answer.**

(A) While the author does mention this, this is not the main purpose of the entire passage.

(B) Again the author mentions this in the last paragraph but he did not dedicate the entire passage to discussing this fact.

(C) The author does not prove anything in the passage.

(E) The author never criticizes anyone in the passage.

10. In the third para, the author states that the dictionary is of little use in deciding, out of two close synonyms, which one to use that conveys the feeling and mood effectively. Thus, **(E) is the correct answer.**

(A) This is mentioned at the end of the second para.

(B) This is also mentioned at the end of the second para (etymology = origin of words).

(C) This is also mentioned in the passage.

(D) This is the main function of a dictionary.

Passage 4

Topic

The Indian culture and its connection with Philosophy/Spirituality.

Scope

Philosophy/Spirituality, and not invasions and foreign rules, best describe the Indian culture.

Passage Map

- P 1** – To state that Philosophy was the biggest achievement and also contribution of the Indian civilization
- P 2** – To state that the history of India can be best understood in the spiritual context
- P 3** – To further build on P2 by stating that, as it has done in the past, spirituality will define the Indian culture and lead to its growth in the future as well

11. The author has reiterated the underlying unity of the Indian spirit through the ages in the passage. He has cited political examples which could have broken the spirit of India but failed. The author also mentions in the first para ‘it indicated the...peoples produced’. Hence, **(D) is the correct answer.**

- (A) The author has mentioned various invaders like the Huns, Scythians, *etc.*
- (B) The first para talks of philosophy being regarded as the ‘goal of all the highest... activities’.
- (C) In the last para, the author describes political events as ‘hurricanes’ and goes on to mention that the ‘passivity of some centuries’ is temporary and did not have any impact on the underlying

spirituality of the country.

(E) Can be inferred from the last paragraph of the passage 12. In the last para, the author reiterates the fundamental unity of the country. It is also inferred by his use of the term ‘after a passivity of some centuries’ that he concedes that spiritual India encountered a setback due to distractions of war; however, its underlying unity will resurface. Hence, **(D) is the correct answer.**

(A) Not mentioned.

(B) The author has not mentioned Indian philosophy as a power—retained or lost.

(C) Out of scope—author is discussing India’s contribution to philosophy and not to the progress of mankind.

(E) Not mentioned—political triumph has only been mentioned to illustrate political instability.

13. The author has, in the passage, discussed the philosophy of India. He has analyzed the underlying factors responsible for its incredible sustainability through the ages, across political upheaval and geographical boundaries. Hence, **(B) is the correct answer.**

(A) The author never compares Indian philosophy with anything.

(C) The political invasions are mentioned by the author to reiterate the sustainability factor of Philosophy.

(D) The unity of India is not under discussion—as per the first para, the author has put philosophy over and above everything else.

(E) The ‘rise’ is misleading—the spirituality is assumed in the passage.

14. The author never mentions that the goal of Philosophy is to bring together different people. Hence, **(A) is the correct answer.**

(A) Inferred from the first para.

(C) The second para has mentioned categorically that it has ‘outlived’ all political changes.

(D) The first para talks of spirituality being an integral part of philosophy.

(E) The third para mentions the passivity of the philosophy and also predicts its rise after 'few centuries'.

SECTION 3

Basics of Reading Comprehension

Basics of Reading Comprehension

The **Reading Comprehension** 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 all come 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 three questions each and the long passages contain four 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. You must have come across a very effective time management strategy that we call the **8/15 rule** in [Section 1](#) of this book.

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 seven minutes to complete and a long passage should take you around nine minutes to complete. (*This is assuming that you take an average of one minute per Sentence Correction question and two minutes per Critical Reasoning question. To know how to do this, refer to our SC Grail and CR Grail books.*)

If you are thinking that 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, and then they blame RC for their time management problems!



Scan this QR code to watch a video on how much time you should spend on each verbal question type.

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 & Economics

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



Scan this QR code to watch a video tackling a Science passage from the OG 2016.

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 do badly on this passage because you have no idea about the subject area. If you start with this negative thought process, things will obviously only go downhill for you.

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 this book.

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 answers 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* he has 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 get 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.

Passage Map for this Passage

The **first sentence** of the passage is **very important** as it usually provides you an idea of what the rest of the passage will speak about. In the case of this particular passage, the moment we read the first sentence, we know that the rest of the passage will be concerned with this rare waterbird. We also know that we are looking at a Biological Science passage. *It is very important to keep having these thought processes as you read every sentence. Simply reading the passage passively will not be of much help on the GMAT.*

After you've read the first paragraph completely, try to summarize why the author has written this paragraph. This will be your map for this paragraph. One possible answer could be *to introduce the rare waterbird and discuss its distribution.*

The second paragraph starts with the word *enigmatic (mysterious)*, so you immediately know that this bird has some kind of an aura of mystery around it. The rest of the paragraph confirms this by providing contradicting pieces of evidence. The use of transition words such as *but* and *although* should make this fact obvious to you. Hence, the purpose of the second paragraph could be *to discuss the habitat of the rare waterbird and also to state that the information available about the bird is limited and inconclusive.*

The third paragraph further stresses on this uncertainty or mystery aspect of the bird and concludes that the numbers of the bird have been declining rapidly, even though the exact rate of decline was not available.

So your passage map should look something like this:

- P 1** – *To introduce the rare waterbird and discuss its distribution*
- P 2** – *To discuss the habitat of the rare waterbird and also to state that the information available about the bird is limited and inconclusive*
- P 3** – *To conclude that the numbers of the rare waterbird have been falling rapidly, even though there is no clear empirical evidence available to back that claim*

Topic, Scope and Purpose

Apart from the passage map, there are three more things you need to be absolutely clear about before you look at the first question—the Topic, the Scope and the Purpose of the passage.

The topic of the passage is nothing but a word or a phrase that captures the

essence of the passage. The topic tells you what subject matter the entire passage revolves around. The GMAT will rarely ever ask you to identify the topic of the passage; this is more for your understanding of the passage.

A possible topic for our passage could be *‘The Masked Finfoot—a rare waterbird’* or something to this effect, because the entire passage revolves around this waterbird.

The scope of the passage tells you what aspect of the topic is the passage concerned with. In our example, the scope of the passage could be *‘the distribution and habitat of the Masked Finfoot and its falling numbers and also the fact that very limited and unclear information is available about this bird’*.

The understanding of the scope becomes important because this helps you eliminate incorrect options quickly. For example, if you see an option discuss the hunting skills of the rare waterbird, you can immediately eliminate this option because this is outside the scope of the passage.

The purpose is the most important part of the passage and will answer the question—*why did the author write the entire passage?* When thinking about the purpose, think on three lines—is the author positive, that is, is he trying to praise or support something, is the author negative, that is, is he trying to criticize something, or is the author simply neutral, that is, is he just describing or explaining something. Obviously, this will also clarify the tone of the passage for you. If you are clear about the purpose of the passage, you will not have to keep referring back to the passage to check each option; rather, you will be able to eliminate a lot of the options just by looking at them because they contradict the author’s primary purpose.



Scan this QR code to watch a video on how to identify the Topic, Scope, and Purpose of a passage.

For example, if you know that the main purpose of the author is positive and there is a question asking you to select from five options that one option that the author would most likely agree with, then you can immediately eliminate options

with negative connotations because the author has a positive agenda. Thus, identifying the purpose correctly will save you a lot of time on GMAT RC and also make you more confident of your eliminations.

The GMAT will often ask you to identify the main purpose of the passage, so it's all the more important that you be clear on this concept. We'll revisit this concept in [Section 4](#) of this book while discussing Global questions.

The purpose of our example passage will be on neutral lines—the author is simply describing something; he is not taking a stand in favor of or against something.

Thus, make a passage map as you read the passage; by the time you finish the passage, you should be clear on the Topic, Scope, and Purpose of the passage. Only then should you approach the questions.



Scan this QR code to watch a video tackling a passage from the GMAT OG 2016 using the above strategies.

[Avoid making this mistake](#)

A **common mistake** students make while preparing a passage map is to **make notes for every sentence** in a paragraph. They will read one sentence and make a note for that sentence and then come back and read the next sentence and again make a note for it and so on. Needless to say, this is an absolute waste of time and beats the purpose of making the passage map in the first place.

As we said earlier, the passage map should answer the *why* and not the *what*. We do not want you to write any details in the passage map. The details are already there in front of you on the computer screen and you can refer to them whenever a question requires you to do so. We will go as far as to suggest that you should not even try to understand everything that is written in the paragraph, as long as you are able to understand why the author has written what he has written.

For example, a paragraph could start by stating that there are two theories put

forward by economists to explain how the foreign exchange markets work. The rest of the paragraph could go into explaining these two theories out of which you may not have understood one. This is fine; **do not waste your time re-reading the paragraph**, just move on to the next paragraph. If there is any question on this particular theory then you can always come back and read this part again, else you would have saved yourself valuable time. It is this kind of street-smartness that will be rewarded on the GMAT.

Do not confuse the author's views with his statements

While reading the passage, be careful to **differentiate between** when the author is **stating something** and when the author is **attributing a comment to somebody** else. For example, if the author were to write a statement such as 'Critics of the Theory of Relativity believe that the theory is incorrect'—do not construe this as the author criticizing anything. The author is merely providing you the opinion of the critics and is himself completely neutral.

This is especially true in the case of passages in which the author is reviewing the work of some other author or individual. In such passages, make sure that you also read the questions properly because some questions could be from the point of view of the author of the passage while some others could be from the point of view of the author or scholar whose work is being evaluated.



Scan this QR code to watch a video tackling a passage from the GMAT OG in which students often tend to confuse the author's views with those of some other characters in the passage.

Engage with the passage—Do not read passively

While reading, try to engage with the passage. This will also help prevent your concentration from wandering. The best way to get yourself involved with the passage is to **try to predict what will come next in the passage**. Use the last sentence of a paragraph to predict what will come in the next paragraph. When you do this, you are essentially putting yourself in the author's shoes and

thinking like him, which will help you get a great understanding of the passage.

For example, if one paragraph ends by stating that scientists have proposed a solution to a problem, the next paragraph will most probably provide you with the details of this solution. Once you see that most of your predictions are turning out to be correct, you will find it more fun to read the passage and you'll also notice an increase in your confidence levels as you go about tackling the passage.



Scan this QR code to learn another way of engaging with the passage.

Make use of transition words

While making a passage map or generally reading a passage, try to make use of transition words to understand the overall structure of the passage and also to predict what will happen next in the passage. For example, if the author starts a paragraph with the words *Similarly* or *Likewise*, then you immediately know that whatever he has described in the earlier paragraph, the same thought process will continue in this paragraph as well.

Contrastingly, if the author is praising something in a paragraph, and the next paragraph starts with the words *However* or *Despite*, then you immediately know that the author will now talk about some negative or contrasting aspect of that thing. **Transition words** will make it very easy for you to understand the broad structure of a passage; these will mostly be **found in the first and the last sentence of a paragraph**, so pay attention to these sentences.

A word on the usage of acronyms to describe RC strategies

For some reason, Reading Comprehension is one subject area in which test prep companies love to come up with fancy sounding acronyms to describe their RC strategy. We regularly get emails from students asking us for our views on ABC

strategy or XYZ strategy, so much so that we had half a mind to come up with the GRAIL strategy!

But we desisted, because we don't want students to get lost in the complex maze of acronyms. We also feel that acronyms somehow make the entire process of reading passages too mechanical, taking away the engagement factor that we speak about in this book.

Keep in mind that the **crux of all those fancy sounding acronyms is** the same—that you be able to **comprehend the topic and scope** of the passage and that you **be clear on the tone and the purpose** of the author in writing the passage. This is the **ONLY** strategy that works on GMAT Reading Comprehension and this is what all those acronyms eventually distill down to.

So, as long as you are able to understand these important details, you will do well on GMAT Reading Comprehension

In a nutshell

Thus, the first step to approaching an RC passage is to **read the passage** and **make a passage map** and then to **identify the topic, scope, and purpose** of the passage. Once you have done this, you should look at each question, **identify the question type**, and **apply the strategy** for the particular question type (this will be discussed in the next section of this book).

While answering most questions, it would be a good idea to have an answer in mind before you look at the options because this will prevent you from getting confused between two similar looking answer choices.

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 4

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.

GMAT Reading Comprehension Question Types

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 RC questions on the GMAT 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.

4.1 Global Questions

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 correct 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 2017 - Q 408, 409, 412, 417, 419, 425, 441, 442, 443, 451, 453, 454, 460, 465, 466, 472, 474, 480, 488, 489, 499, 501, 506, 510, 516, 521)

(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 2017 - Q 4, 5, 11, 20, 24, 27, 31, 33, 36, 42, 49, 62, 66, 74, 79, 85, 98)

(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 by reading from the passage
- They will contain phrases such as *primary purpose*, *main idea*, *main concern*, *etc.*
- Read the question carefully to determine 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

4.2 Detail Questions

Detail Questions

As the name suggests, **Detail questions** will ask you questions related to what is explicitly mentioned in the passage. In that sense, they are the opposite of Global questions as the answer to these questions will always be stated in the passage. So, make sure that you go back and read the answer from the passage before selecting an option.

Let's now try a Detail Question from the passage we saw earlier:

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.

Detail Question – According to the passage, why are threats to the masked finfoot usually inferred rather than observed?

- (A) Because the masked finfoot is active only at night making it difficult to study it
- (B) Because very little information is available about the masked finfoot
- (C) Because the masked finfoot is found in areas that are not inhabited by humans
- (D) Because the masked finfoot's numbers are declining rapidly
- (E) Because the ecology and the distribution of the masked finfoot are not well known

The answer to this question can be found in the opening sentence of the last paragraph of the passage—*The ecology and distribution of the masked finfoot are so poorly known that threats are generally inferred rather than directly observed.* Thus, **E is the correct answer.**

Notice that some of the other options such as B and D contain details mentioned in the passage but they do not answer the question that has been asked.

How to Identify Detail Questions

Detail questions will use language such as *according to the passage*, *the passage states that*, or *explicitly stated in the passage*. To answer Detail questions, you will obviously have to refer back to the passage. In fact, we strongly suggest that you do so because a lot of students tend to go with hunches on these questions, simply because they are too lazy to go back and compare their answer with the information in the passage, and, as a result, they end up getting the answer wrong.

How to Approach Detail Questions

- Try to **identify keywords** from the question stem and **match** these keywords **with** your **passage map** to identify which paragraph you need to refer to in order to answer the question correctly.

- Go back to the passage and **research** the relevant information. **Do not assume** that you remember the answer.
- **Analyze** each option **with a critical eye**, not just for keywords but also for the thought that the option is trying to convey because the answer will mostly come from here.



Scan this QR code to watch a video on how to tackle Detail questions on GMAT Reading Comprehension.

Usage of EXCEPT on Detail Questions

Since the answer to a **Detail question** is always written in the passage, it might seem that these questions would be relatively easier to answer. However, the test-maker has a way of making these questions confusing and lengthy by the use of words such as ‘EXCEPT’.

For example, a question may state that ‘*According to the passage, each of the following is true of a steam turbine EXCEPT*’. In this case, four of the options will be mentioned in the passage and you will need to identify that fifth option that is not mentioned in the passage. Thus, you need to check each of the options against the information in the passage, which makes the entire exercise take longer than would a regular question.

Also, the wording of the options is confusing, in the sense that there won’t be that one option that contains words that have never been mentioned in the passage (thereby making it easy for you to identify this as the correct answer). Rather, all the options will contain keywords from the passage; it’s just that one of them will convey some incorrect information about the keyword. Thus, make sure that you read every option with a critical eye.

Common Traps on Detail Questions

- Watch out for **options that distort details** from the passage, so if you are just

trying to match keywords between the options and the passage you might think that this particular option is mentioned in the passage. However, the meaning conveyed by the option could be completely different from that conveyed in the passage. For this reason, we do not recommend the strategy of matching keywords, especially when you are down to two options. Read both the options completely and figure out which option conveys the same meaning as conveyed in the passage.

- As explained earlier, watch out for the usage of EXCEPT or NOT on Detail questions. If the question states ‘*The passage states each of the following EXCEPT*’, a common tendency on the part of students is to forget the ‘except’ and go with the option that contains something stated in the passage (which is obviously the wrong answer).



Scan this QR code to watch a video tackling a passage from OG 2016 containing a lot of Detail questions.

Please reference these questions in the corresponding editions of the GMAT Official Guide

(OG 2017 -Q 405, 406, 407, 410, 413, 415, 424, 427, 428, 430, 431, 434, 436, 444, 447, 448, 457, 458, 464, 467, 477, 483, 490, 491, 505, 509, 512, 517, 520, 526, 533, 535, 536) (OG 2016 -Q 1, 2, 6, 9, 11, 14, 17, 19, 29, 32, 35, 36, 45, 46, 49, 54, 56, 59, 69, 75, 79, 80, 81, 82, 84, 91, 92, 106, 110, 113, 121, 127, 131) (OG 2015 -Q 1, 2, 3, 6, 10, 11, 14, 17, 19, 29, 32, 35, 36, 46, 51, 53, 56, 66, 72, 76, 77, 78, 79, 81, 88, 89, 93, 96, 103, 105, 110, 111, 116, 119, 125, 128, 132, 134, 135, 136, 137) (OG VR 2017 -Q 4, 5, 11, 20, 24, 27, 31, 33, 36, 42, 49, 62, 66, 74, 79, 85, 98) (OG VR 2016 -Q 1, 3, 12, 21, 24, 26, 37, 44, 45, 46, 52, 63, 55, 56, 65, 69, 70, 78, 80, 89, 90, 92, 99)

To Sum it up

- Detail questions will always be explicitly stated in the passage

- They will contain phrases such as *according to the passage* or *the passage states that*.
- Always go back to the passage and check the answer. Do not assume that you remember the answer.
- Don't just match keywords; also focus on the thoughts or the meaning
- Watch out for the usage of EXCEPT in the question stem

4.3 Inference Questions

Inference Questions

The dictionary meaning of the term ‘Inference’ is to derive by reasoning and this is exactly what you will be required to do on **Inference Questions**—arrive at an answer that is not explicitly stated in the passage but that can be definitely concluded given the information in the passage. These are the same as the Inference questions you may have seen on the Critical Reasoning section of the GMAT. The answer to these questions will never be directly stated in the passage.

Inference is the most important question type on GMAT RC. If the OG 2016 is any indication, almost half the questions that you will get on the GMAT RC section will most likely be Inference questions. This is also the question type on which students make the most mistakes. This is because students often tend to read too much between the lines, that is, they end up over-inferring from the passage. While reading between the lines may be a good quality in our day to day life (some may even say a desirable one), it’s best if you avoid doing so on the GMAT.

Hence, make it a point to avoid strongly worded or extreme sounding options—options containing words such as *must be true*, *always be the case*, *never be the case*, *cannot be determined*, *etc.*—and go with more open ended and vague options; options containing words such as *usually*, *sometimes*, *possibly*, *might be true*, *etc.*

Let’s now try an Inference Question from the passage we saw earlier:

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.

Inference Question – Which of the following can most likely be inferred from the passage?

- (A) If the decline in the numbers of the masked finfoot is not stopped soon, the bird will become extinct.
- (B) No threat to the masked finfoot has ever been observed.
- (C) The elusive nature of the masked finfoot is not a recent phenomenon.
- (D) The masked finfoot is found across the globe, but in different numbers.
- (E) Empirical estimates suggest that there has been a rapid decline in the numbers of the masked finfoot in recent times.

Options A and B are classic examples of extreme options. Nothing in the passage suggests that the masked finfoot will become extinct; also the passage states that threats are ‘generally’ not directly observed, not that they are ‘always’ not directly observed.

D is never stated in the passage and E is the opposite of what is stated in the passage.

The correct answer is C because the opening lines of the second paragraph state that this has been the case ‘historically’ and recently.

How to Identify Inference Questions

The question stem of Inference questions will use **subjective words** such as *imply, infer, suggest, most likely agree, least likely agree, etc.* Note that while these terms are all subjective or relative, there will always be only one correct answer to an Inference question on GMAT RC. It will never happen that two options can both be inferred from the passage and you need to identify the one that is better or stronger. Also notice the subtle difference between an Inference and a Detail question in that an Inference question uses the term *suggests* whereas a Detail question uses the term *states* (to imply that the answer is mentioned in the passage).

How to Approach Inference Questions

- **Read the question critically.** Inference questions can often be worded in a tricky manner. Make sure you’ve correctly understood whose point of view you need to answer from. For example, a question may ask you which of the options would the author of the passage most likely agree with, while another might ask you which of the options a particular character in the passage would most likely agree with.
- Once you’ve read the question, quickly take a look at each of the answer choices and try to **eliminate** two or three that are surely incorrect because they talk about things that aren’t even discussed in the passage.
- Once you have **come down to two or three** options, eliminate the ones that sound extreme, that is, ones that use very strong words. In case you are still stuck between two options, read each option critically and **select the one** that can definitely be inferred from the passage.

	<p>Scan this QR code to watch a video on how to tackle Inference questions on GMAT Reading Comprehension.</p>
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Common Traps on Inference Questions

- At all costs, **avoid** making use of **outside information** while answering Inference questions. A common wrong answer is one that looks perfectly logical by itself but cannot be inferred from the information in the passage.
- Always **avoid** the tendency to **over-infer** or to read too much between the lines. Never go with extreme options on Inference Questions.



Scan this QR code to watch a video tackling a passage, from OG 2016, containing lots of Inference questions.

Please reference these questions in the corresponding editions of the GMAT Official Guide

OG 2017 - Q 411, 414, 416, 420, 421, 422, 429, 432, 433, 435, 437, 439, 440, 445, 449, 450, 452, 455, 459, 461, 463, 468, 469, 470, 473, 475, 476, 478, 479, 482, 484, 485, 486, 492, 493, 494, 496, 497, 498, 502, 503, 507, 508, 515, 519, 522, 523, 524, 525, 528, 529, 530, 531, 532, 534, 537, 538, 540, 542, 543
(OG 2016 – Q 3, 7, 10, 15, 16, 18, 20, 22, 23, 27, 28, 33, 37, 38, 40, 43, 47, 50, 51, 52, 55, 60, 61, 65, 67, 68, 70, 71, 74, 76, 77, 85, 86, 87, 93, 94, 95, 97, 98, 103, 104, 108, 109, 116, 118, 120, 123, 124, 125, 126, 129, 133, 134, 136, 138, 139)
(OG 2015 – Q 7, 9, 15, 16, 18, 20, 22, 23, 27, 28, 33, 37, 38, 40, 42, 44, 47, 48, 49, 52, 57, 58, 62, 64, 65, 67, 68, 71, 82, 83, 84, 90, 91, 92, 94, 97, 98, 100, 101, 106, 107, 108, 114, 118, 121, 122, 124, 127, 129, 130, 133, 138)
(OG VR 2017 - Q 2, 7, 9, 10, 13, 15, 16, 17, 19, 22, 23, 25, 28, 29, 34, 35, 37, 38, 39, 41, 43, 45, 47, 50, 51, 52, 53, 54, 57, 58,

59, 60, 63, 64, 67, 71, 72, 73, 75, 76, 81, 82, 86, 87, 91, 93, 94,
95, 97, 100, 101, 102, 103, 104)

(OG VR 2016 – Q 2, 7, 9, 10, 11, 13, 16, 17, 19, 22, 23, 28, 29,
31, 32, 33, 35, 38, 40, 42, 47, 50, 51, 54, 57, 58, 60, 67, 71, 73,
75, 76, 81, 82, 86, 87, 91, 93, 94, 95, 97, 100, 101, 102, 103,
104)

To Sum it up

- Inference questions require you to arrive at an answer that is not explicitly stated in the passage
- They use subjective words such as *imply*, *infer*, *suggest*, *most likely agree*, *least likely agree*, etc.
- Majority of the questions on GMAT RC will be of this type
- Always avoid extreme or very strongly worded options
- Avoid the tendency to make use of outside information or common sense while answering these questions
- Try to narrow down to two options first
- Do not read too much between the lines

4.4 Miscellaneous Questions

Function Questions

Function questions will ask you to identify the function of a word, a sentence, a paragraph, a punctuation mark, etc., in the context of the overall passage. These are essentially *Why* questions, that is, they will ask you why the author uses a particular word, sentence, etc., in the passage.

To answer these questions correctly, you will need to put yourself in the author's shoes and think like the author. Obviously, the understanding of the main purpose of the passage becomes crucial while answering these questions.

Please remember that the question is not asking you for your opinion on something as this is what students end up providing most of the time. It is asking you for the author's rationale behind doing something in the passage.

There is a unique problem that students face when a Function question asks them to identify the function of a paragraph in the passage—they invariably end up marking the option that best describes what is contained in the paragraph as the correct answer.

However, this gives the answer to the question *What is contained in the paragraph* whereas we need to answer the question *Why has the author written what he has written in that paragraph*. Please **appreciate the difference** between the *What* and the *Why*. To answer the *why* correctly, you will need to go back to the main purpose of the overall passage and link your answer to this.

Function questions will either start with the interrogative *Why* or they will end with the phrase *in order to*—*The author provides the example of the atomic clock in order to OR why does the author provide the example of the atomic clock?*

Please reference these questions in the corresponding editions of the GMAT Official

(OG 2017 - Q 423, 426, 438, 446, 471, 481, 495, 504, 511, 527, 539, 541)

(OG 2016 – Q 13, 21, 30, 34, 57, 63, 73, 83, 96, 105, 112, 128, 130, 132, 135, 137)

(OG 2015 – Q 13, 21, 30, 34, 54, 60, 70, 73, 74, 80, 102, 126, 131)

(OG VR 2017 - Q 6, 8, 21, 26, 32, 40, 44, 61, 68, 77, 83, 84, 88, 96, 105)

Guide

(OG VR 2016 – Q 6, 8, 15, 20, 34, 41, 48, 49, 61, 77, 83, 84, 88, 96, 105)



Scan this QR code to watch a video on how to tackle Function questions on GMAT Reading Comprehension.

Vocabulary-in-Context Questions

As the name suggests, these questions will ask you to identify the meaning of a word or a phrase as used in the passage. The keyword here is *in context*, that is, the answer always has to be with reference to the passage. The dictionary meaning of the word will rarely be the correct answer; in fact this is one of the most common wrong answer traps.

To answer these questions correctly, go back and read the sentence which contains this word or phrase (since the GMAT passages do not contain line numbers, the word or phrase will be highlighted in the passage to make it easy for you to locate the same). Then read one or two sentences before and after this sentence to get an idea of the context. Now look at each option and eliminate.

Please reference these questions in the corresponding editions of the GMAT Official Guide

(OG 2016 – Q 53, 99)
(OG 2015 – Q 50)

Critical Reasoning type Questions

You can sometimes also get Critical Reasoning type questions on the Reading Comprehension section. The question types you are most likely to see are *find the assumption*, *strengthen*, *weaken*, and *identify the flaw questions*. If you have gone through our CR Grail book, you will remember that the stimulus for each of these question types will be in the form of an argument. It's just that in Reading Comprehension, the argument will not be of a few lines but rather of a few paragraphs.

The approach to these questions, however, remains the same as that when they appear in the Critical Reasoning section. Start by identifying the conclusion of the passage and the evidence used to arrive at this conclusion. This will obviously require you to use paraphrasing skills so as to capture the essence of

the passage. Keep in mind that the conclusion will not be very different from the main purpose of the passage. Once you have understood the conclusion and the evidence, follow the strategy from Critical Reasoning to approach that particular question type.

Out of these three miscellaneous questions, Function questions are tested the most on the GMAT.

Please reference these questions in the corresponding editions of the GMAT Official Guide

(OG 2017 - Q 418, 456, 462, 487, 500, 514, 518)
(OG 2016 – Q 44, 88, 101, 115, 119)
(OG 2015 – Q 43, 85, 113, 117)
(OG VR 2017 - Q 48)

To Sum it up

- Function questions will ask you to identify the function of a word, a sentence, a paragraph, a punctuation mark • Function questions are asking you *Why* and not *What*
- Do not end up offering your opinion while answering Function questions; instead, try to think like the author • Vocabulary-in-context questions ask you to identify the meaning of a word as used in the passage • Go back and read a sentence before and after this word to understand the context • Avoid dictionary meaning of words on vocabulary-in-context questions • Critical Reasoning type questions are the same as those tested on the CR section of the GMAT
- Assumption, Strengthen, Weaken and Flaw are the four important questions types tested on the GMAT RC
- Use the strategies that you use for the particular question type on CR

SECTION 5

Strategies to Tackle GMAT RC

Tackling the GMAT RC

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 that 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 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.

Remember the common wrong-answer traps

While going through the options, you must consciously make an attempt to look for and avoid common wrong-answer traps. Here are a few of these traps:

- **An option containing a specific detail from the passage:** This will never be the answer to a Global/Primary purpose of the passage question.
- **Extreme answers:** These must always be avoided on Inference questions.
- **What:** The answer to a Function question will be the *Why* and not the *What*.

Do not get over-analytical/mechanical

It is usually advised that students not get too involved with the passage by trying to understand the meaning of every word in the passage as this could lead to a *missing the woods for the trees* kind of situation. However, the other extreme must also be avoided. What some students do is attempt the passage in an extremely mechanical manner. They get so bogged down in following a process or structure that they completely miss out on the overall meaning of the passage. What we recommend is that you **follow a balanced approach**—try not to focus

too much on every sentence in the passage while at the same time make sure that you are clear on the main idea and main purpose of each paragraph and of the entire passage, by the time you are done reading it.

Do not get lost in technical jargon

Some passages, especially those from the fields of science or law, can be extremely jargon-heavy in that they can make use of lots of complex technical terms. Do not let this weigh you down. Jargon is the *what* of the passage, but remember that you have to focus on the *why*—**why is the author providing you all this jargon?** So the more complex a passage, the less you should try to focus on the details mentioned in it.



Scan this QR code to watch a video tackling a difficult passage, containing a lot of legal jargon, from OG 2016.

Do not get into the habit of underlining or writing next to the passage in the textbook

A lot of students, instead of jotting down the passage map on a separate piece of paper, prefer to simply underline the important points in the passage itself, or take notes next to the passage in the textbook. This is a very **bad habit** to get into because you will not be able to underline or write on the computer screen on the actual test. In fact, this can completely catch you off guard and ruin your comprehension ability as well as your timing.

Play around with different strategies to figure out which one works best for you

Reading Comprehension is one topic in which the same approach will not work for all students. One student may prefer to take notes while reading whereas another may prefer to do so mentally. Even for the same student, the approach

could differ based on the subject area of the passage. For example, I may want to take notes on abstract passages whereas I may not want to do so on relatively simpler detail-oriented passages.

So, you need to know which strategy works best for you. The only way to do this is by trying different strategies on several passages. Here are some strategies that you could try:

- Skim through the passage while **spending more time on the questions** and going back and forth between the questions and the passage.
- **Spend more time on the first read of the passage** and less time on answering each question by avoiding going back to the passage too much.
- Read the passage quickly; then go back and re-read the first and last sentence of each paragraph and **try to identify the structure of the passage** before you start answering questions.
- **Concentrate on transition words** while reading the passage while ignoring most of the details mentioned in the passage.
- Read the first paragraph. Then read only the first and the last sentence of the remaining paragraphs and **try to identify the main idea or purpose** of the passage.

Remember there will be an RC passage in the last ten questions of the test

One feedback we often get from students who have taken the actual GMAT and not performed very well is that they got hard pressed for time on the test because the test makers gave them an RC passage in the last 6-7 questions of the verbal section. However, this should not come as a surprise at all; you should, in fact, be expecting this. As a rule, remember that you will most likely get an **RC passage every 10 questions on the test**, so you will get a passage between questions 1-10, another between questions 11-20, a third one between questions 21-30, and the final one between questions 31-41. You should, therefore, apportion your time accordingly on the section.

A difficult passage does not mean difficult questions and vice versa

Just because a passage is difficult to understand does not necessarily mean that

the questions from this passage will also be difficult to answer. We've come across several instances in that even if you did not understand half of the passage you could still answer most of the questions correctly by simply eliminating options. On the other hand, we have also come across passages that are very easy to comprehend but that provide you with such close options that you can't help getting confused.

What we are trying to highlight is that the moment students see a tough passage, such as one on Philosophy, they tend to assume that this is a very difficult passage and that they will struggle to get the questions right. By starting with this negative mindset, students drastically reduce their chances of success and end up marking even the simple questions incorrectly.

An easier passage with tricky options provides a different kind of problem—one in which students think they are doing everything correctly whereas they are actually being tricked into going with the wrong options. A lot of students complain after the test that they thought they were marking everything correctly, yet they got a low score. The reasoning described earlier can explain this sort of situation.

In fact, we think it is much better if you get tough passages because they keep you on your toes. You'll not get lax and will recheck each option before selecting one. Contrastingly, an easy passage lulls you into a false sense of security and makes you complacent and careless, thereby lowering your score.



Scan this QR code to watch a video tackling a particularly difficult passage from the GMAT OG.

Fine-tune your strategy towards the end of your preparation

By the time you appear for the GMAT, you will have most likely taken at least half a dozen full length practice tests. Your average score on these tests should help you prepare for the kind of approach to follow on the actual GMAT in general and on RCs in particular.

Let's consider two separate scenarios to understand this better.

Scenario 1 - You are scoring an **average score of 680+** on your practice tests—in this case, you will most likely get difficult questions with traps, so what looks good at first glance may not be the correct answer. In Sentence Correction, you will mostly be tested on exceptions at this level, rather than on the rules. Similarly, in Reading Comprehension, most of the questions you get at this level will be Inference questions.

For this reason, it makes sense to spend a little more time on the first read of the passage, so that you are absolutely clear on the main idea and the purpose/tone of the author because this will help you eliminate a lot of the incorrect options on Inference questions and will also save you the trouble of having to go back and forth between the questions and the passage.

Scenario 2 - You are getting an **average score of 630** or lower—in this case, what looks correct at first glance will most likely be the correct answer as you won't be getting too many trap questions. The knowledge of rules will be tested on Sentence Correction. On Reading Comprehension you will get more detail oriented passages and the question types will also mostly be global or detail.

For this reason, it makes sense to not spend too much time on the first read of the passage; just get a quick idea of what the passage is talking about and move on to the questions, after which you can keep moving back and forth between the passage and the questions.

So, if you are scoring consistently in the higher bracket, spend a little longer on the initial read of the passage and be prepared for more of Inference and Function questions, and if your scores in the practice tests are not very good, spend less time on your passages and more time checking the answer choices against the information in the passage.

Do not worry about your reading speed

Some students ask us whether they should join a speed reading course or buy books on the subject. Even some experts suggest that students get into the habit of reading fast. We just recommend that students get in the habit of reading—period!

GMAT RC is **not a test of reading speed but of comprehension**. The average reading speed of humans is around 250 words per minute and the average

GMAT passage contains around 300-350 words. So it should take an average person around a minute and a half to read a GMAT passage. However, the problem is comprehension, which depends on several things other than the reading speed. Using your speed-reading skills, you could read the whole passage in less than a minute but of what use is this if you cannot comprehend most of what you have just read.

We suggest that you read at your normal speed (but do not re-read); 3-4 minutes is more than enough time to read and comprehend most GMAT RC passages.

Develop a reading habit

To improve your comprehension levels in general, it would be a good idea to go through the following publications on a regular basis. However, do not expect this to show magical results. Reading a dozen issues of the Reader's Digest will not make you an RC expert overnight.

- The Economist
- The Wall Street Journal
- The Reader's Digest
- The National Geographic Magazine
- The Scientific American

In addition to these, it would be a good idea to read one general and one business newspaper every day, with special focus on the Editorial section of the newspapers because it contains more opinionated articles.



Scan this QR code to watch a video containing tips on how you can improve your comprehension.

Practice, practice, and more practice

As we stated at the beginning of this book, there is **no great path-breaking strategy** that one can use for Reading Comprehension. While basic ideas such as not concentrating too much on every detail in the passage and finding out the main idea and primary purpose obviously remain, the best and perhaps the only way to improve RC is by practicing more and more passages, especially those from outside your comfort area. For this reason, we have provided you with 60 practice passages in this book. Together, with the 26 passages in the OG 2017 and 19 passages in the OG Verbal Review 2017, this should be enough to provide you with a thorough workout of all the different subject areas which passages could come from, and of the difficulty levels and question types that could be tested.

We suggest you practice RC in lots of 3 or 4 passages. Doing fewer than three passages at a stretch may not be a good idea because it often takes students one or two passages to warm up before their concentration reaches its peak. Similarly, doing more than four passages at a stretch doesn't make sense because then your concentration levels start to fall and you will begin to make mistakes.

You may want to complete all the passages from one difficulty level before moving on to the next difficulty level or you may want to mix up passages from across difficulty levels.

To Sum it up

- The passage is not supposed to be entertaining
- Be very careful if the passage is from your area of interest
- Do not re-read sentences in the passage
- *Skim* but don't *skip*
- Remember the common wrong answer traps
- Do not get over analytical/mechanical
- Do not get lost in technical jargon
- Do not get into the habit of underlining or writing next to the passage in the textbook
- Figure out which strategy works best for you
- Remember there will be an RC passage in the last 10 questions of the test
- A difficult passage does not mean difficult questions and vice versa

- Fine-tune your strategy towards the end of your preparation
- Do not worry about your Reading Speed

SECTION 6

RC Practice Passages

6.1 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.

1. 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

Passage 2

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 leaven 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) Highlighting an analogy between celestial bodies and a group of

people (E) Stating 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

Passage 3

Although I am familiar with Rembrandt's work, through photographs and black and white reproductions, I invariably experience a shock from the colour standpoint whenever I come in touch with one of his pictures. I was especially struck with that masterpiece of his at the Hermitage, called the 'Slav Prince', which, by the way, I am convinced is a portrait of himself; anyone who has had the idea suggested cannot doubt it for a moment; it is Rembrandt's own face without question. The reproductions I have seen of this picture, and, in fact, of all Rembrandt's works, are so poor and so unsatisfactory that I was determined, after my visit to St. Petersburg, to devise a means by which facsimile reproductions in colour of Rembrandt's pictures could be set before the public. The black and white reproductions and the photographs I put on one side at once, because of the impossibility of suggesting colour thereby.

Rembrandt has been reproduced in photograph and photogravure, and by every mechanical process imaginable, but all such reproductions are not only disappointing, but wrong. The light and shade have never been given their true value, and as for colour, it has scarcely been attempted.) After many years of careful thought and consideration as to the best, or the only possible, manner of giving to those who love the master a work which should really be a genuine reproduction of his pictures, I have adapted and developed the modern process of color printing, so as to bring it into sympathy with the subject.

1. Which of the following would the author most probably agree with?
 - (A) Rembrandt's paintings have been reproduced effectively in black and white.
 - (B) The works of Rembrandt have been misrepresented.
 - (C) Facsimile reproductions of Rembrandt's paintings are available in St. Petersburg.
 - (D) The interplay of light and shade in Rembrandt's paintings has never completely been replicated.
 - (E) Rembrandt's paintings are a disappointment to the public.
2. Why does the author mention the 'Slav Prince' in the passage?

(A) To provide an example of Rembrandt's work that does not measure up to his other works (B) To prove that the Slav Prince is a portrait of Rembrandt himself (C) To provide an example of a problem he mentions earlier in the passage (D) To assert that color printing was the only way to reproduce great works of art such as the Slav Prince (E) To highlight the importance of using the right colors in a painting 3. Which of the following can be concluded about the 'Slav Prince' from the information in the passage?

- (A) It is a self-portrait of Rembrandt.
- (B) It is Rembrandt's best work ever.
- (C) No other work of Rembrandt has been reproduced as many times as the Slav Prince.
- (D) The colors of this painting can be improved through color printing.
- (E) It is housed at The Hermitage.



Scan this QR code to watch a video tackling a low difficulty passage from the GMAT OG.

Passage 4

The Law of Nations is founded, I have said, on the general principles of right and justice, on the broad fundamental distinctions between right and wrong, or as Montesquieu defines it, “on the principle that nations ought in time of peace to do each as much good, and in time of war as little harm as possible.” These are the principles from which any rule must be shown to spring, before it can be said to be a rule for international guidance. But what are the principles of right and wrong? These are not left to the individual reason of the interpreter of the law for the time being, but are to be decided by the public opinion of the civilized world, as it stands at the time when the case arises.

It may immediately be asked—How is that public opinion to be ascertained? The answer is—By ascertaining the differences in opinion between the present and the past. For this purpose it must be observed, that the views of a past age are easily ascertainable, in matters of law, from theoretical writings, history, and judicial decisions; and these views may be reduced to definition. Modern universal intelligence will either agree or disagree in these views. In the mass of instances it will agree, as progress on such points is at all times slow; and not only will the points of disagreement be few, but they will be salient, striking, and generally of popular notoriety. Present, universal, or international opinion, has therefore two portions. 1. That in which it accords with the views of a past generation, which has become historical. 2. That in which it differs from or contradicts those views.

1. Which of the following can be inferred from the passage about the principles of right and wrong?
 - (A) They were first defined formally by Montesquieu
 - (B) They can only be arrived at by ascertaining the differences in opinion between the present and the past
 - (C) They play an important role in forming public opinion
 - (D) They are not decided by the views of any one individual in a position of authority
 - (E) Nations are free to agree or disagree with these principles
2. Based on the information in the passage, in which of the following situations would it become difficult to ascertain public opinion?
 - (A) If there was no consensus among the public on any issue
 - (B) If it

was not possible to ascertain past public opinions with any degree of certainty (C) If judicial decisions from the past were not readily available (D) If the principles of natural justice were infringed upon (E) If there was a general lack of intelligence among modern people 3. According to the passage, why is modern universal intelligence most likely to agree with the past views in majority of the cases?

- (A) There are few points of disagreements.
- (B) These views are more likely to be notorious.
- (C) Progress on such views is slow over time.
- (D) These views are universal in nature.
- (E) These views are the basis of Law of Nations.

Passage 5

The seasoning and kiln-drying of wood is such an important process in the manufacture of woods that a need for fuller information regarding it, based upon scientific study of the behavior of various species at different mechanical temperatures, and under different drying processes is keenly felt. Everyone connected with the woodworking industry, or its use in manufactured products, is well aware of the difficulties encountered in properly seasoning or removing the moisture content without injury to the timber, and of its susceptibility to atmospheric conditions after it has been thoroughly seasoned. There is perhaps no material or substance that gives up its moisture with more resistance than wood does. It vigorously defies the efforts of human ingenuity to take away from it, without injury or destruction, that with which nature has so generously supplied it.

In the past but little has been known of this matter further than the fact that wood contained moisture which had to be removed before the wood could be made use of for commercial purposes. Within recent years, however, considerable interest has been awakened among wood-users in the operation of kiln-drying. The losses occasioned in air-drying and improper kiln-drying, and the necessity for getting the material dry as quickly as possible after it has come from the saw, in order to prepare it for manufacturing purposes, are bringing about a realization of the importance of a technical knowledge of the subject.

1. According to the passage, which of the following could be a difficulty involved in the seasoning of wood?
 - (A) Seasoning involves the removal of moisture from wood.
 - (B) The wood that contains moisture cannot be used for commercial purposes such as making furniture.
 - (C) The timber can get damaged in the process.
 - (D) Unseasoned wood is susceptible to atmospheric conditions.
 - (E) The process can get prohibitively expensive.
2. What is the primary purpose of the passage?

(A) To advocate the use of kiln drying process for seasoning of wood
(B) To evaluate the different processes available for the seasoning of wood
(C) To explain the renewed interest in the seasoning of wood
(D) To discuss the importance of and the difficulties involved in the seasoning of wood
(E) To recommend further research on the subject matter of seasoning of wood

3. Which of the following can be inferred from the information in the passage?

- (A) Extensive scientific data is available about the process of seasoning of wood.
- (B) Kiln-drying is cheaper than air-drying.
- (C) Wood readily gives up moisture.
- (D) With reference to the seasoning of wood, practical knowledge is more important than technical knowledge.
- (E) Kiln-drying is more popular now than it has been in the past.

Passage 6

Nine days of state mourning at the passing away of Britain's queen mother will mark a unique era because the racehorse loving, gin and tonic drinking 'grand old mum', as the Brits called her, literally lived through the entire 20th century. While TV channels put out some black and white archival footage from another age, the formerly reverential BBC attracted criticism from the people because its newscasters did not wear black ties and they discussed the event with a frankness that would have been unthinkable a few years ago.

She was widowed 50 years ago. A relic I still have in my possession amongst my naval memorabilia is a black, mourning armband issued to us when King George VI died on February 6, 1952. It was dispatched by Messrs Gieves of Old Bond Street in London, the naval tailors 'By appointment to the King'. I recall listening to the last Christmas day broadcast of King George VI, with his consort by his side, while having dinner with a friend in Surrey. Then, a few weeks later, we were to receive news of his death while we were at sea on board our training cruiser, HMS Devonshire, headed for the Caribbean. As we proceeded to drop anchor in Barbados harbour, we were struck first, by the magnificent sight of flying fish which kept darting across the placid blue waters, and then, by the great alacrity with which mourning bands were delivered to us for the funeral ceremonies. Inevitably, we were billed by 'Messrs Thieves' for five shillings, a princely sum then, because our pay was four shillings a day.

Brought up, as I was, in a family known for thrift, I had put that piece of uniform safely away and which, as it happened, came in handy a year later following the death of the then queen mother, Mary. Our pay had doubled to eight shillings by then, we having been promoted as midshipmen, and the commander-in-chief in Malta was Louis Mountbatten. He was a close member of the royal family, a cousin of George VI and, of course, he and his wife Edwina flew to London for the funeral service in Westminster Abbey. But the formalities connected with a royal funeral were meticulously observed by all ships of the Mediterranean fleet and thus that black armband became an absolute necessity.

1. From the information in the passage, what can be inferred about the perception of the BBC amongst the public before the queen's death?

- (A) The public was indifferent towards it.
- (B) The public was critical of its actions.
- (C) It was respected by the public.
- (D) The public was not appreciative of the behavior of at least some of its newscasters.
- (E) The public considered it the only authentic source of information.

2. According to the information in the passage, the life style of the British 'Grand mum' can best be described as (A) Extravagant (B) Conservative (C) Philanthropic (D) Inspiring (E) Sedentary 3. At the end of the second paragraph, the author refers to 'Messrs Gieves of Old Bond Street' as 'Messrs Thieves'. This most likely suggests that the author: (A) did not appreciate being charged a high price for the black armbands that he did not order voluntarily (B) believed that 'Messrs Gieves' had shown a lot of alacrity in delivering the armbands on time (C) thought that he was underpaid for his work in the army (D) was miserly by nature (E) was not in favor of elaborate funeral ceremonies 4. Which of the following can be inferred from the passage?

- (A) TV channels were generally disrespectful towards the queen mother after her death.
- (B) The queen mother was widowed at the age of 50.
- (C) The black armband was an important part of royal funeral formalities.
- (D) Louis Mountbatten and the queen mother were cousins.
- (E) Armymen were generally underpaid at the time of the queen mother's death.

Passage 7

The variety of mouse which is known as the Japanese dancing or waltzing mouse has been of special interest to biologists and to lovers of pets because of its curious movements. Haacke in Brehm's "Life of Animals" writes as follows concerning certain mice which were brought to Europe from China and Japan: "From time to time a Hamburg dealer in animals sends me two breeds of common mice, which he calls Chinese climbing mice (Chinesische Klettermäuse) and Japanese dancing mice (Japanische Tanzmäuse). It is true that the first are distinguished only by their different colors, for their climbing accomplishments are not greater than those of other mice. The color, however, is subject to many variations. Besides individuals of uniform gray, light yellow, and white color, I have had specimens mottled with gray and white, and blue and white. Tricolored mice seem to be very rare. It is a known fact that we also have white, black, and yellow mice and occasionally pied ones, and the Chinese have profited by these variations of the common mouse also, to satisfy their fancy in breeding animals. The Japanese, however, who are no less enthusiastic on this point, know how to transform the common mouse into a really admirable animal. The Japanese dancing mice, which perfectly justify their appellation, also occur in all the described colors. But what distinguishes them most is their innate habit of running around, describing greater or smaller circles or more frequently whirling around on the same spot with incredible rapidity. Sometimes two or, more rarely, three mice join in such a dance, which usually begins at dusk and is at intervals resumed during the night, but it is usually executed by a single individual."

1. According to the passage, each of the following is a possible color of the Japanese dancing mice EXCEPT: (A) Light yellow (B) Tri coloured (C) Gray (D) Black (E) Red
2. According to the information in the passage, what differentiates Chinese climbing mice from other types of mice?
 - (A) Their ability to climb great distances.
 - (B) Their color.
 - (C) Their ability to jump over long distances.
 - (D) Their unique whirling dance pattern.

(E) Their small size.

3. Which of the following assertions is best supported by the information in the passage?

(A) The Japanese dancing mice always perform their dance solo.

(B) There are no tri-coloured Chinese climbing mice.

(C) Japanese climbing mice can occasionally have pied coloration.

(D) Japanese dancing mice are of no particular interest to biologists.

(E) Japanese dancing mice are only bred in Japan.

Passage 8

The purpose of mechanics is to describe how bodies change their position in space with time. I should load my conscience with grave sins against the sacred spirit of lucidity were I to formulate the aims of mechanics in this way, without serious reflection and detailed explanations. Let us proceed to disclose these sins.

It is not clear what is to be understood here by “position” and “space.” I stand at the window of a railway carriage which is travelling uniformly, and drop a stone on the embankment, without throwing it. Then, disregarding the influence of the air resistance, I see the stone descend in a straight line. A pedestrian who observes the misdeed from the footpath notices that the stone falls to earth in a parabolic curve. I now ask: Do the “positions” traversed by the stone lie “in reality” on a straight line or on a parabola? Moreover, what is meant here by motion “in space” ? From the considerations of the previous section, the answer is self-evident. In the first place we entirely shun the vague word “space,” of which, we must honestly acknowledge, we cannot form the slightest conception, and we replace it by “motion relative to a practically rigid body of reference.” The positions relative to the body of reference (railway carriage or embankment) have already been defined in detail in the preceding section. If instead of “body of reference” we insert “system of co-ordinates,” which is a useful idea for mathematical description, we are in a position to say: The stone traverses a straight line relative to a system of co-ordinates rigidly attached to the carriage, but relative to a system of co-ordinates rigidly attached to the ground (embankment) it describes a parabola. With the aid of this example it is clearly seen that there is no such thing as an independently existing trajectory, but only a trajectory relative to a particular body of reference.

1. What can be inferred about the author from the first paragraph of this passage?
 - (A) The author agrees with the definition of a term as mentioned in the first line of the passage.
 - (B) The author wants to reflect on the definition of a term as mentioned in the first line of the passage.

- (C) The author believes that concepts such as ‘space’ cannot be defined in absolute terms.
 - (D) The author does not completely agree with the definition of a term as mentioned in the first line of the passage.
 - (E) The author is a Physics expert.
2. If a stone were to be dropped—on a platform 20 feet below—from the window of a moving vehicle, which of the following must be true, according to the information in the passage?
- (A) To a person sitting in the vehicle, the stone would appear to fall in the shape of a parabola.
 - (B) To a person sitting in another vehicle 500 metres behind, the stone would appear to fall in a straight line.
 - (C) To a person standing on the platform the stone would appear to fall in a straight line.
 - (D) To a person standing on the platform the stone would appear to fall either in a straight line or in the shape of a parabola.
 - (E) To a person standing on the platform the stone would appear to fall in the shape of a parabola.
3. The passage implies that scientists should refrain from doing which of the following?
- (A) Coming up with theoretical definitions without judging the practical veracity of the same.
 - (B) Considering concepts in the field of Physics in absolute terms.
 - (C) Using vague terms while defining a concept.
 - (D) Relying on historical sources when trying to define a term.
 - (E) Attempting to define terms from the realm of Physics in the relative sense rather than in absolute terms.

Passage 9

The subject of the importance of good writing is as broad as its use. Reaching out in every direction, and pervading every corner of civilized society, from the humblest up to the highest employments, it is a servant of man, second only in importance to speech itself. In the world of business its value is seen from the simplest record or memorandum, up to the parchment which conveys a kingdom. Without it, the wheels of commerce could not move a single hour. At night, it has recorded the transactions of the Bank of England and, during the day, of the whole world.

Through the art of writing, the deeds of men live after them, and we may surround ourselves with the companionship of philosophers, scientists, historians, discoverers and poets; and their discoveries, and reasonings and imaginings become ours. In the amenities of social life, through the medium of the pen, heart speaks to heart, though ocean rolls between. Thoughts of tenderness and affection live when we are gone, and words and deeds of kindness are not preserved by monuments alone. What fountains of grief or joy have been opened in the hearts of those who have read the records of the pen! The pen has written the message of sadness which has covered life's pilgrimage with gloom. The pen has traced the record of noble and useful lives, spent in humanity's cause. The songs of the poet, the flights of the orator in the realms of fancy, and the facts of history, would all perish as the dew of morning, without this noble art of writing.

1. Each of the following can be inferred from the passage about the art of writing EXCEPT: (A) It depicts the history of noble men.
(B) It keeps the financial world working smoothly.
(C) It brings us closer to people we haven't really met.
(D) It is present in every part of society.
(E) It has documented trials and rigors of war.
2. Which of the following could be an appropriate title for the passage?
(A) Writing—An Art (B) Fields of Writing (C) Significance of Writing

(D) Writing is immortal (E) The History of Writing 3. The author refers to Good Writing as '*a servant of man*' most probably in order to: (A) Emphasize the importance of service it provides to man (B) Underline the role it plays in man's life (C) Point out the inability of man to function without it (D) Justify its importance in man's life (E) Reiterate the fact that man rules it

Passage 10

Ralph Waldo Emerson was born in Boston on May 25, 1803. He was descended from a long line of New England ministers, men of refinement and education. As a school-boy, he was quiet and retiring, reading a great deal, but not paying much attention to his lessons. He entered Harvard at the early age of fourteen, but never attained a high rank there, although he took a prize for an essay on Socrates, and was made class poet after several others had declined. Next to his reserve and the faultless propriety of his conduct, his contemporaries at college seemed most impressed by the great maturity of his mind. Emerson appears never to have been really a boy. He was always serene and thoughtful, impressing all who knew him with that spirituality which was his most distinguishing characteristic.

After graduating from college, he taught school for a time, and then entered the Harvard Divinity School under Dr. Channing, the great Unitarian preacher. Although he was not strong enough to attend all the lectures of the divinity course, the college authorities deemed the name Emerson sufficient passport to the ministry. He was accordingly “approbated to preach” by the Middlesex Association of Ministers on October 10, 1826. As a preacher, Emerson was interesting, though not particularly original. His talent seems to have been in giving new meaning to the old truths of religion. One of his hearers has said: “In looking back on his preaching, I find he has impressed truths to which I always assented in such a manner as to make them appear new, like a clearer revelation.” Although his sermons were always couched in scriptural language, they were touched with the light of that genius which avoids the conventional and commonplace. In his other pastoral duties, Emerson was not quite so successful. It is characteristic of his deep humanity and his dislike for all fuss and commonplace that he appeared to least advantage at a funeral. A connoisseur in such matters, an old sexton, once remarked that on such occasions “he did not appear at ease at all. To tell the truth, in my opinion, that young man was not born to be a minister.”

1. What is the main purpose of the author in writing the passage?
 - (A) To praise Ralph Waldo Emerson’s excellent work as a minister.
 - (B) To explain how Ralph Waldo Emerson became a preacher.

- (C) To provide examples from Ralph Waldo Emerson’s life that prove how his surname helped him become a minister.
 - (D) To describe the life of Ralph Waldo Emerson from his school days to his time as a minister.
 - (E) To conclude that, according to some people, Ralph Waldo Emerson did not deserve to be a minister.
2. Which of the following can most likely be inferred about Ralph Waldo Emerson from the information in the passage?
- (A) He never worked as a teacher.
 - (B) He was the youngest person to become a preacher in his family’s history.
 - (C) He delivered his sermons in simple, easy to understand language.
 - (D) He hated performing funeral service.
 - (E) He officially became a preacher at the age of 23.
3. Which of the following would the author of the passage NOT agree with?
- (A) Ralph Waldo Emerson had an illustrious lineage.
 - (B) Ralph Waldo Emerson was born to be a minister.
 - (C) Ralph Waldo Emerson was never very successful at delivering sermons.
 - (D) Ralph Waldo Emerson performed poorly in school.
 - (E) At least some people felt that Ralph Waldo Emerson had a very mature mind.
4. Why does the author use the following line in the passage—‘*Emerson appears never to have been really a boy*’?
- (A) To emphasize that Emerson was extremely mature for his age.
 - (B) To describe what others thought of Emerson.
 - (C) To explain how Emerson became a preacher at such an early age.
 - (D) To highlight an important flaw in Emerson’s personality.
 - (E) To explain how faultlessly Emerson conducted himself at Harvard.

Passage 11

The rise of popular magazines and magazine sections of daily newspapers during the last thirty years has resulted in a type of writing known as the “special feature article.” Such articles, presenting interesting and timely subjects in popular forms, are designed to attract a class of readers that were not reached by the older literary periodicals. Daily newspapers had already discovered the advantage of giving the day’s news in a form that could be read rapidly with the maximum degree of interest by the average man and woman. Certain so-called sensational papers had gone a step further in these attempts to give added attractiveness to news and had emphasized its melodramatic aspects. Other papers had seen the value of the “human interest” phases of the day’s happenings. It was not surprising, therefore, that Sunday editors of newspapers should undertake to apply to special articles the same methods that had proved successful in the treatment of news. The product of these efforts at popularization was the special feature article, with its story-like form, its touches of description, its “human interest,” its dramatic situations, its character portrayal—all effectively used to furnish information and entertainment for that rapid reader, the “average American.”

1. The passage implies which of the following about the Special Feature Article?
 - I. It is targeted at a niche audience.
 - II. It was not created independently but rather evolved from some other types of articles.
 - III. It is sensationalist in nature.
- (A) I (B) II (C) I & III (D) II & III (E) All of above
2. What is the primary concern of the passage?
 - (A) Comparing treatment of news in various publications.
 - (B) Describing the attempt by certain newspapers to provide sensationalist writing.
 - (C) Exploring features of alternate news reporting.
 - (D) Describing the popularity of a particular type of writing and

explaining its evolution.

(E) Advocating the use of a particular type of writing in newspapers.

3. Which of the following statements would the author of the passage most likely agree with?

(A) Most readers of daily newspapers are from the older segment of the population.

(B) Daily newspapers sensationalize everyday news.

(C) Daily newspapers cater to the average man and woman.

(D) Special feature articles traditionally dealt with serious issues.

(E) Special feature articles were published daily to retain reader interest.

Passage 12

Science, to the ordinary reader of newspapers, is represented by a varying selection of sensational triumphs, such as wireless telegraphy and aeroplanes, radio-activity, and the marvels of modern alchemy. It is not this aspect of science that I wish to speak of. Science, in this aspect, consists of detached up-to-date fragments, interesting only until they are replaced by something newer and more up-to-date, displaying nothing of the systems of patiently constructed knowledge out of which, almost as a casual incident, have come the practically useful results which interest the man in the street. The increased command over the forces of nature which is derived from science is undoubtedly an amply sufficient reason for encouraging scientific research, but this reason has been so often urged and is so easily appreciated that other reasons, to my mind quite as important, are apt to be overlooked. It is with these other reasons, especially with the intrinsic value of a scientific habit of mind in forming our outlook on the world that I shall be concerned in what follows.

1. What is the main purpose of the passage?

- (A) To discuss the several definitions of science
 - (B) To argue that an ordinary person's view of science is actually incorrect
 - (C) To propose increased investment in the field of scientific research
 - (D) To state that science has several aspects beyond the one that average people take into consideration
 - (E) To explain certain lesser known aspects of science
2. According to the passage, which of the following could be true of an ordinary reader of newspapers?

- (A) He is aware that science has more than one aspect to it.
- (B) He is ignorant of scientific developments taking place every day.
- (C) He would regard a dam as a scientific accomplishment.
- (D) He has a sensationalist view of science.
- (E) His scientific beliefs lead him to have a narrow outlook of the world.

3. Which of the following would the author of the passage most likely NOT

agree with?

- (A) The knowledge of science is as valuable, if not more valuable, than its end results.
- (B) To an ordinary person, the end results of science are what matter most.
- (C) The final tangible results of scientific knowledge are everlasting.
- (D) One important aspect of science is its ability to help us form our outlook of the world.
- (E) There are several equally important reasons why scientific research should be encouraged.

Passage 13

We know very little about the first “true” men. We have never seen their pictures. In the deepest layer of clay of an ancient soil, we have sometimes found pieces of their bones. These lay buried amidst the broken skeletons of other animals that have long since disappeared from the face of the earth. Anthropologists have taken these bones and they have been able to reconstruct our earliest ancestors with a fair degree of accuracy.

The great-great-grandfather of the human race was a very ugly and unattractive mammal. He was quite small, much smaller than the people of today. The heat of the sun and the biting wind of the cold winter had coloured his skin a dark brown. His head and most of his body, his arms and legs too, were covered with long, coarse hair. He had very thin but strong fingers which made his hands look like those of a monkey. His forehead was low and his jaw was like the jaw of a wild animal which uses its teeth both as fork and knife. He wore no clothes. He had seen no fire except the flames of the rumbling volcanoes which filled the earth with their smoke and their lava.

He lived in the damp blackness of vast forests, as the pygmies of Africa do to this very day. When he felt the pangs of hunger, he ate raw leaves and the roots of plants or he took the eggs away from an angry bird and fed them to his own young. Once in a while, after a long and patient chase, he would catch a sparrow or a small wild dog or perhaps a rabbit. These he would eat raw for he had never discovered that food tasted better when it was cooked.

Like many of the animals who fill the Zoo with their strange noises, early man liked to jabber. That is to say, he endlessly repeated the same unintelligible gibberish because it pleased him to hear the sound of his voice. In due time, he learned that he could use this guttural noise to warn his fellow beings whenever danger threatened and he gave certain little shrieks which came to mean “there is a tiger!” or “here come five elephants.” Then the others grunted something back at him and their growl meant, “I see them,” or “let us run away and hide.” And this was probably the origin of all language.

1. What is the primary purpose of the author in the passage?

(A) To provide one possible theory for the origin of language (B) To

describe the general appearance and some of the behavioural traits of Early Man (C) To compare Early Man with modern-day pygmies (D) To discuss the views of some anthropologists with regards to the origin of Early Man (E) To discuss the food habits of Early Man 2. Which of the following assertions is best supported from the information in the passage?

- (A) Some races of Early Man had fair complexion and blonde hair.
 - (B) Early Man had a lot of similarities with apes.
 - (C) Early Man made use of fire to cook food, though he ate most of his food raw.
 - (D) The Early Man is not the only species from his time that has disappeared completely from the earth.
 - (E) Pieces of the bones of Early Man have been found in the molten earth's crust.
3. According to the information in the passage, which of the following could be one of the possible reasons for the origin of language?
- (A) The desire to warn others of impending danger.
 - (B) The desire to share one's joys and sorrows.
 - (C) The desire to have better camaraderie with other members of the species.
 - (D) The desire to collaborate in order to hunt animals more efficiently.
 - (E) The desire to understand one's surroundings better.

Passage 14

No one thing over which we have control exerts so marked an influence upon our physical prosperity as the food we eat; and it is no exaggeration to say that well-selected and scientifically prepared food renders the partaker whose digestion permits of it being well assimilated, superior to his fellow-mortals in those qualities which will enable him to cope most successfully with life's difficulties, and to fulfil the purpose of existence in the best and truest manner. The brain and other organs of the body are affected by the quality of the blood which nourishes them, and since the blood is made from the food eaten, it follows that the use of poor food will result in poor blood, poor muscles, poor brains, and poor bodies, incapable of first-class work in any capacity. Very few persons, however, ever stop to inquire what particular foods are best adapted to the manufacture of good blood and the maintenance of perfect health; but whatever gratifies the palate or is most conveniently obtained, is cooked and eaten without regard to its dietetic value.

The subject of diet and its relation to human welfare, is one deserving of the most careful consideration. It should be studied as a science, to enable us to choose such materials as are best adapted to our needs under the varying circumstances of climate, occupation, and the numerous changing conditions of the human system; as an art, that we may become so skilled in the preparation of the articles elected as to make them both appetizing and healthful. The mechanical mixing of ingredients is not sufficient to secure good results; and many of the failures attributed to "poor material," "bad luck," and various other subterfuges to which cooks ignorance of scientific principles. The common method of blindly following recipes, with no knowledge of "the reason why," can hardly fail to be often productive of unsatisfactory results, which to the uninformed seem quite inexplicable.

Cookery, when based upon scientific principles, ceases to be the difficult problem it so often appears. Cause and effect follow each other as certainly in the preparation of food as in other things; and with knowledge of the underlying principles, and faithfulness in carrying out the necessary details, failure becomes almost an impossibility. There is no department of human activity where applied science offers greater advantages than in that of cookery.

1. What is the primary concern of the author in writing the passage?
- (A) To analyze the intricacies of cooking (B) To criticize the tendency to ignore nutrition while cooking (C) To explore the chemistry of mixing ingredients while cooking (D) To describe the importance of food on the quality of blood in the human body (E) To examine the impact of scientific cooking on humans
2. Which of the following is not likely to be a beneficial effect of scientifically prepared food on humans?
- (A) To help one cope with life's difficulties (B) To make one realize the purpose of his existence (C) To make one work in the most effective manner (D) To help one take the best decisions in life (E) To help one maintain his organs efficiently
3. It can be inferred from the passage that:
- (A) Food has the ability to affect the functioning of the brain.
- (B) Generally humans cook and eat food which is convenient.
- (C) The process of study of diet and human eating habits is considered a science.
- (D) Results are rarely poor when all the guidelines of recipe and ingredients are followed.
- (E) Awareness of scientific principles reduces the incidences of failure.
4. According to the passage, which of the following is the problem with most cooking in modern times?
- (A) There is too much stress on making food tastier.
- (B) Most of the food is prepared from existing recipes.
- (C) It is not based on scientific principles.
- (D) It makes our blood poorer in quality.
- (E) It has become dominated by ignorant cooks.

Passage 15

Through the glamour of the Colonial era, we are forced to acknowledge the classic charm shown in late seventeenth and early eighteenth century window designs. Developed as they were by American carpenters who were stimulated by remembrance of their early impressions of English architecture received in the mother land, there is no precise or spiritless copy of English details; rather there is expressed a vitality that has been brought out by earnest effort to reproduce the spirit desired. Undoubtedly, the lasting success of early American craftsmanship has been due to the perfect treatment of proportions, as related one to the other. That these are not imitations is proved by an occasional clumsiness which would be impossible, if they were exact copies of their more highly refined English prototypes.

The grasp of the builder's mind is vividly revealed in the construction of these windows for, while blunders are often made, successes are much more frequent. They are evolved from remembered motives that have been unified and balanced, that they might accord with the exterior and be knitted successfully into the interior trim. Some of these windows still grace seventeenth century houses, and are found not only on old southern plantations, but all through New England, especially along the sea coast. True products are they of Colonial craftsmanship, brought into existence by skilled artisans who have performed their work so perfectly that today they are found unimpaired, striking a dominant note in accord with the architectural feeling of the period.

There is no question that windows such as these lend character to any house, provided, of course, that they coincide with the period. Doubtless, the designing of modified Colonial houses is responsible, in part, for the present-day revival of interest, not solely in windows of the Colonial period, but also in that which immediately preceded and followed it.

1. Which of the following can be concluded about the colonial windows made by American craftsmen?
 - (A) Some of them were blatantly copied from English windows.
 - (B) They may not have been of the same quality as the windows in England.

- (C) They were free from all blemishes.
- (D) They have been copied by craftsmen from other countries.
- (E) They were primarily found in the Southern plantation areas.

2. How does the author prove that American windows are not a copy of the English ones?

- (A) By pointing out that American carpenters added their own vitality and expression to these windows.
- (B) By highlighting that the American windows have a slightly different design from the English ones.
- (C) By providing examples of craftsmen who had never visited England and yet who have successfully made these windows.
- (D) By pointing out the occasional flaw in the design of these windows.
- (E) By stating that the proportions of American windows were different from those of the English ones.

3. Which of the following would the author of the passage NOT agree with?

- (A) The American colonial windows were not copies of the English ones.
- (B) Colonial windows have always been popular in America.
- (C) Colonial windows can make a house with any design look more graceful.
- (D) American colonial windows were not as refined as the English ones.
- (E) The American craftsmen used their memory to design these windows.

4. According to the information in the passage, which of these could be a characteristic of American colonial windows?

- (A) Unmatched levels of refinement
- (B) Well-proportioned design
- (C) Use of high quality wood
- (D) Asymmetric design
- (E) Standing out in the design of a house

Passage 16

Perhaps every Anglo-Saxon scholar has his own theory as to how Beowulf should be translated. Some have given us prose versions of what we believe to be a great poem. Is it any reflection on our honoured Kemble and Arnold to say that their translations fail to show a layman that Beowulf is justly called our first epic? Of those translators who have used verse, several have written from what would seem a mistaken point of view. Is it proper, for instance, that the grave and solemn speeches of Beowulf and Hrothgar be put in ballad measures, tripping lightly and airily along? Or, again, is it fitting that the rough martial music of Anglo-Saxon verse be interpreted to us in the smooth measures of modern blank verse? Do we hear what has been beautifully called “the clanging tread of a warrior in mail”?

The present work is a modest effort to reproduce approximately, in modern measures, the venerable epic, Beowulf. *Approximately*, I repeat; for a very close reproduction of Anglo-Saxon verse would, to a large extent, be prose and uninteresting to a modern ear. The Heyne-Socin text and glossary have been closely followed. Occasionally, a deviation has been made, but always for what seemed good and sufficient reason. The translator does not aim to be an editor. Once in a while, however, he has added a conjecture of his own to the emendations quoted from the criticisms of other students of the poem.

This work is addressed to two classes of readers. From both of these alike the translator begs sympathy and co-operation. The Anglo-Saxon scholar he hopes to please by adhering faithfully to the original. The student of English literature he aims to interest by giving him, in modern garb, the most ancient epic of our race. This is a bold and venturesome undertaking; and yet there must be some students of the Teutonic past willing to follow even a daring guide, if they may read in modern phrases of the sorrows of Hrothgar, of the prowess of Beowulf, and of the feelings that stirred the hearts of our forefathers in their primeval homes.

1. From the information in the passage, which of the following can be inferred about Beowulf?
(A) Beowulf was originally written in prose form.

- (B) A lot of scholars erroneously consider Beowulf an epic.
- (C) Some translators have reduced the gravity of Beowulf's speeches in their translations.
- (D) Beowulf, in its original form, does not appeal to most readers.
- (E) Beowulf was a bold and venturesome work that appeals primarily to only daring readers.

2. What is the primary purpose of the third paragraph in the passage?

- (A) To request for reader's sympathy and understanding (B) To describe how the author plans to interest the students of English literature in his translation of Beowulf (C) To explain how the author's translation of Beowulf closely mimics the original work (D) To justify why the author has desisted from following the original work very closely in his translation (E) To describe how the author plans to capture the attention of two classes of readers in his translation of Beowulf
3. According to the information in the second paragraph, why does the author choose to reproduce Beowulf 'approximately' and not 'accurately'?
- (A) Because this would help the author capture the interest of the Anglo-Saxon scholars (B) Because the author wanted to differentiate his work from those that had been completed earlier (C) Because it would make Beowulf appear more as a prose than a poem (D) Because a very accurate reproduction could turn out too boring for modern tastes (E) Because he wanted to explain to even the layman why Beowulf is called our first epic
4. How does the author intend to please the Anglo-Saxon scholar with his version of Beowulf?
- (A) By making use of rough martial music in his translation (B) By not deviating too much from the original work in his translation (C) By not reducing the intensity of the grave solemn speeches present in the original work (D) By following the original work approximately and not accurately (E) By providing his own justifications for the criticism of the original work by some students

Passage 17

It is safe to say that no class of women in the civilized world is subjected to such incessant trials of temper, and such temptations to be fretful, as the American housekeeper. The reasons for this state of things are legion and, if in the beginning we take ground from which the whole field may be clearly surveyed, we may be able to secure a better understanding of what housekeeping means, and to guard against some of the dangers accompanying it.

One difficulty associated with housekeeping lies in taking for granted that successful housekeeping is as much an instinct as that which leads the young bird to nest-building, and that no specific training is required. The man who undertakes a business, passes always through some form of apprenticeship, and must know every detail involved in the management, but to a large proportion of women, housekeeping is a combination of accidental forces from whose working it is hoped breakfasts and dinners and suppers will be evolved at regular periods, other necessities finding place where they can. The new home, prettily furnished, seems a lovely toy, and is surrounded by a halo, which, as facts assert themselves, quickly fades away. Moth and rust and dust invade the most secret recesses. Breakage and general disaster attend the progress of Bridget or Chloe. The kitchen seems the headquarters of extraordinary smells, and the stove an abyss in its consumption of coal or wood. Food is wasted by bad cooking, or ignorance as to needed amounts, or methods of using left-over portions, and, as bills pile up, a hopeless discouragement often settles upon both wife and husband, and reproaches and bitterness and alienation are guests in the home, to which they need never have come had a little knowledge barred them out.

1. What is implied by the lines—*‘if in the beginning we take ground from which the whole field may be clearly surveyed’* in the passage?
 - (A) The American housekeeper’s job is one of the most difficult jobs in the world.
 - (B) A survey should be conducted of American housekeepers to identify the more difficult areas of their job.
 - (C) It might be a good idea to have a broad understanding of a housekeeper’s job before taking it on.

- (D) The job of a housekeeper in America should generally be avoided.
- (E) An American housekeeper's job might have several dangers associated with it.

2. From the information in the passage, it can be concluded that each of the following may be part of an American housekeeper's job EXCEPT:
(A) To control the amount of food cooked (B) To keep the house free from certain insects (C) To keep the house dust free (D) To prepare breakfast & supper (E) To purchase groceries

3. Which of the following would the author of the passage most likely agree with?

- (A) Housekeeping skills can be improved through training.
- (B) Housekeeping can make one short-tempered.
- (C) Housekeeping is, for the most part, an instinctive task.
- (D) In some aspects, housekeeping is similar to nest-building.
- (E) Housekeeping tasks can be done by both men and women.

6.2 Medium Difficulty Passages

Passage 18

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. 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

Passage 19

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.

1. 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.

Passage 20

It might seem that about Blaise Pascal, and about the two works on which his fame is founded, everything that there is to say had been said. The details of his life are as fully known as we can expect to know them; his mathematical and physical discoveries have been treated many times; his religious sentiment and his theological views have been discussed again and again; and his prose style has been analyzed by French critics down to the finest particular.

But Pascal is one of those writers who will be and who must be studied afresh by men in every generation. It is not he who changes, but we who change. It is not our knowledge of him that increases, but our world that alters and our attitudes towards the world. The history of human opinions of Pascal and of men of his stature is a part of the history of humanity. This fact indicates his permanent importance. So far as is known, the worldly life enjoyed by Pascal can hardly be qualified as “dissipation,” and certainly not as “debauchery.” Even gambling may have appealed to him chiefly as affording a study of mathematical probabilities. He appears to have led such a life as any cultivated intellectual man of good position and independent means might lead and consider himself a model of probity and virtue.

1. The author considers it essential for Blaise Pascal to be studied by every generation because:
 - (A) Pascal has been unfairly presented over time.
 - (B) Pascal’s lifestyle was extravagant as fitting an intellectual man of independent means.
 - (C) It is crucial for every generation to be aware of his religious sentiments and mathematical discoveries.
 - (D) The world around every generation changes and allows that generation to view Pascal in a new light.
 - (E) The history of humanity considers Pascal an integral part of it.
2. The author would agree with each of the following EXCEPT:
 - (A) Pascal’s prose style has been a point of much debate with the French.
 - (B) Gambling was probably Pascal’s way to study mathematical

probabilities.

- (C) Pascal, due to his aberrations, was considered unwelcome in certain circles.
- (D) Pascal is rediscovered by men of every succeeding generation due to changing attitudes of the people.
- (E) Pascal led a life befitting a man of means and virtue.

3. Which of the following is true of Pascal from the information given in the passage?

- (A) His main body of work primarily comprised two works.
- (B) He was not fond of gambling.
- (C) He had interests beyond just Mathematics and Physics.
- (D) He was liberal in his religious views.
- (E) He had a unique style of writing.



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Passage 21

The range of the American bison extended over about one-third of the entire continent of North America. Starting almost at tide-water on the Atlantic coast, it extended westward through a vast tract of dense forest, across the Alleghany Mountain system to the prairies along the Mississippi, and southward to the Delta of that great stream. Although the great plains country of the West was the natural home of the species, where it flourished most abundantly, it also wandered south across Texas to the burning plains of North-eastern Mexico, westward across the Rocky Mountains into New Mexico, Utah, and Idaho, and northward across a vast treeless waste to the bleak and inhospitable shores of the Great Slave Lake itself. It is more than probable that had the bison remained unmolested by man and uninfluenced by him, he would eventually have crossed the Sierra Nevadas and the Coast Range and taken up his abode in the fertile valleys of the Pacific slope.

Had the bison remained for a few more centuries in undisturbed possession of his range, and with liberty to roam at will over the North American continent, it is almost certain that several distinctly recognizable varieties would have been produced. The buffalo of the hot regions in the extreme south would have become a short-haired animal like the Gaur of India and the African buffalo. The individuals inhabiting the extreme north, in the vicinity of Great Slave Lake, for example, would have developed still longer hair, and taken on more of the dense hairiness of the musk ox. In the “wood” or “mountain buffalo” we already have a distinct foreshadowing of the changes which would have taken place in the individuals that made their permanent residence upon rugged mountains.

1. What is the main purpose of the author in writing the passage?

- (A) To explain how man’s activities have had a negative effect on ecology (B) To argue that efforts need to be made to conserve a particular species of animal (C) To discuss the geographical distribution of a species (D) To assert that at one time the American bison populated over 30 percent of North America (E) To compare the American bison with other similar species
2. The passage mentions each of the following as a negative impact of man’s activities on the American bison EXCEPT: (A) The bison

could not inhabit the valleys of the Pacific slope.

- (B) Certain new varieties of the bison could not be produced.
- (C) The bison could not cross the Sierra Nevada.
- (D) There was a drastic fall in the bison population.
- (E) The bison's ability to roam at will was curtailed.

3. Which of the following can be inferred from the information provided in the passage?

- (A) The American bison has now become extinct.
- (B) The American bison is a long-haired animal.
- (C) The American bison is related to the Indian Gaur.
- (D) The Rocky Mountains were not the ideal habitat for the American bison.
- (E) The Mountain buffalo is descended from the American bison.

Passage 22

One of the most dangerous drugs for pregnant women to consume is alcohol. Because alcohol is delivered quickly into the blood and passes quickly into the tissues and membranes, the human fetus is particularly vulnerable to its effects. In fact, the negative effects on a fetus are so pronounced that babies born after exposure to alcohol are said to be suffering from fetal alcohol syndrome.

As a pregnant woman drinks alcohol, the alcohol is passed into her bloodstream almost simultaneously. Moreover, because the bloodstream of the fetus is inextricably tied to that of the mother, the alcohol passes directly into the bloodstream of the fetus as well. And, what is more, the concentration of alcohol in the fetus is exactly the same as in the mother. For the mother, this concentration is not a problem because her liver can remove one ounce of alcohol from her system per hour. However, the fetus's liver is not completely developed. The rate at which it is able to eliminate the alcohol from the blood of the fetus is much slower. Eventually, the alcohol will be returned to the mother's system by passing across the placenta, but this process is slow. By the time this takes place, major neurological damage may have already occurred.

Research has shown that as little as one drink of alcohol can produce significant, irreversible damage to the fetus. Babies who are born after exposure to alcohol generally exhibit facial distortion, inability to concentrate and difficulty in remembering. Simply speaking, it is imperative that pregnant women avoid alcohol.

1. According to the information in the passage, which of the following is NOT true?
 - (A) There is no time lag in passing of alcohol from the mother to the fetus.
 - (B) The fetus' liver is unable to keep up with the workings of the mothers' liver.
 - (C) The alcohol is eventually passed back from the fetus to the mother.
 - (D) Fetal alcohol syndrome can cause irreversible damages to the fetus.

(E) Alcohol passes from the mother to the fetus through the placenta.

2. From the information in the passage, in which of the following hypothetical situations could the Fetal Alcohol Syndrome be best avoided?

(A) If the alcohol passed into the mother's bloodstream slowly over a prolonged duration (B) If the alcohol had very low toxicity (C) If the mother's liver were less efficient than it currently is at removing alcohol from the system (D) If the fetus' liver were as efficient at removing alcohol as the mother's liver is (E) If the fetus had a very strong immune system

3. What is the primary purpose of the second paragraph in the passage?

(A) To recommend that pregnant women completely abstain from alcohol (B) To highlight the harmful effects of alcohol on infants (C) To describe how the Fetal Alcohol Syndrome is caused (D) To state that a fetus' liver cannot eliminate waste as quickly as the mothers' liver can (E) To compare the functioning of a mother' liver with that of a fetus' liver

Passage 23

America since the days of Captain John Smith has been the land of hope for multitudes in Europe. In many a humble home, perhaps in some English village, or an Ulster farm, or in the Rhine valley, one might find a family assembled for the reading of a letter from son, or brother, or friend, who had made the great venture of going to the New World. "Land is abundant here and cheap," the letter would state. "Wages are high, food is plentiful, farmers live better than lords. If one will work only five days a week one can live grandly."

In pamphlets intended to encourage immigration, the opportunities for advancement were set forth in glowing colors. In Virginia alone, it was stated, in 1649, there were "of kine, oxen, bulls, calves, twenty thousand, large and good." When the traveller Welby came to America he was surprised to "see no misery, no disgusting army of paupers, not even beggars;" while Henry B. Fearson noted that laborers were "more erect in their posture, less careworn in their countenances" than those of Europe.

In Virginia, as in other colonies, it was the cheapness of land and the dearness of labor which gave the newcomer his chance to rise. The rich man might possess many thousands of acres, but they would profit him nothing unless he could find the labor to put them under cultivation. Indentured workers met his needs in part, but they were expensive, hard to acquire, and served for only four years. If he hired freemen, he would have to pay wages which in England would have seemed fantastic.

Thus, the so-called servants who had completed their terms and men who had come over as freemen found it easy to earn enough to buy small plantations of their own. One has only to glance at the Rent Roll to see that the large plantations were vastly outnumbered by the small farms of the yeomen. It proves that Virginia at the beginning of the eighteenth century was not the land of huge estates, worked by servants and slaves, but of a numerous, prosperous middle class.

1. The author mentions the accounts of Welby and Fearson in the passage in order to: (A) provide further evidence for the conclusion that there were plenty of opportunities for advancement available to laborers in

America (B) provide the explanation for why workers in Virginia were paid higher wages than those in Europe (C) weaken the conclusion that the primary reason workers shifted from Europe to America was the abundance of opportunities available in America (D) strengthen the conclusion that land was cheap in Virginia and labor was scarce (E) highlight the importance of labor in the economy of Virginia at that time 2. According to the passage, which of the following is a reason that provided migrants the opportunity to rise in American colonies?

- (A) There was a huge supply of land in these colonies.
- (B) Labor was available for cheap in these colonies.
- (C) The migrants were more business savvy than their American counterparts.
- (D) Labor was in short supply in these colonies.
- (E) Land prices were high in these colonies and most of these migrants were land owners.

3. According to the passage, which of the following is an incorrect statement about Virginia in the eighteenth century?

- (A) In Virginia, land was cheap but labour was expensive.
- (B) Virginia was a land of opportunities for migrant workers from Europe.
- (C) The landscape of Virginia primarily comprised several large estates interspersed with a few smaller ones.
- (D) The Rent Roll makes a mention of plantations in Virginia in at least one place.
- (E) The middle class was prospering in Virginia.

4. Which of the following assertions is best supported by the above passage?

- (A) Hiring indentured workers in the US colonies was cheaper than hiring migrant workers.
- (B) Rich landlords in American colonies had the option of hiring indentured workers.
- (C) European laborers had a deformity in their posture.
- (D) Indentured workers were not allowed to buy land in American

colonies.

- (E) The plight of migrant workers in Virginia was different from their plight in other American colonies.

Passage 24

If Bach is the mathematician of music, as has been asserted, Beethoven is its philosopher. In his work, the philosophic spirit comes to the fore. To the genius of the musician is added in Beethoven a wide mental grasp, an altruistic spirit, that seeks to help humanity on the upward path. He addresses the intellect of mankind.

Up to Beethoven's time, musicians in general (Bach is always an exception) performed their work without the aid of an intellect for the most part; they worked by intuition. In everything outside their art, they were like children. Beethoven was the first one having the independence to think for himself—the first to have ideas on subjects unconnected with his art. He it was who established the dignity of the artist over that of the simply well-born. His entire life was a protest against the pretensions of birth over mind. His predecessors, to a great extent subjugated by their social superiors, sought only to please. Nothing further was expected of them. This mental attitude is apparent in their work. The language of the courtier is usually polished, but will never have the virility that characterizes the speech of the free man.

As with all valuable things, however, Beethoven's music is not to be enjoyed for nothing. We must on our side contribute something to the enterprise, something more than simply buying a ticket to the performance. We must study his work in the right spirit, and place ourselves in a receptive attitude when listening to it to understand his message. Often metaphysical, particularly in the work of his later years, his meaning will be revealed only when we devote to it earnest and sympathetic study. No other composer demands so much of one; no other rewards the student so richly for the effort required. The making a fact the subject of thought vitalizes it. It is as if the master had said to the aspirant: "I will admit you into the ranks of my disciples, but you must first prove yourself worthy." An initiation is necessary; somewhat of the intense mental activity which characterized Beethoven in the composition of his works is required of the student also. There is a tax imposed for the enjoyment of them.

1. According to the passage, how was Bach different from most other musicians of Beethoven's time?

- (A) Bach used his knowledge of mathematics to further improve his music.
- (B) Bach established the dignity of the artist.
- (C) Bach's music incorporated elements of philosophy.
- (D) Bach made use of intellect in his work.
- (E) Bach made use of polished or refined language in his music.

2. According to the passage, which of the following was a notion that Beethoven protested against?

- (A) Ignoring the philosophical aspects of music
 - (B) Assigning privileges to people on the basis of the family or social class they were born in
 - (C) The use of intellect in music
 - (D) The use of intuition in music
 - (E) The lack of effort put in by listeners in understanding and enjoying music
3. What is the primary concern of the author in the third paragraph of the passage?

- (A) To highlight the differences between Bach's music and that of most of his peers
- (B) To analyze the complexity of Beethoven's music
- (C) To criticise one aspect of Beethoven's music and explain how this has alienated some of his listeners
- (D) To assert that a true enjoyment of Beethoven's music requires some investment on the part of the listener
- (E) To evaluate Beethoven's music in terms of its philosophical and enjoyment aspects

Passage 25

The preservation of animal and plant life, and of the general beauty of Nature, is one of the foremost duties of the men and women of today. It is an imperative duty, because it must be performed at once, for otherwise it will be too late. Every possible means of preservation—sentimental, educational, and legislative—must be employed.

We no longer destroy great works of art. They are treasured and regarded as priceless; however, we have yet to attain the state of civilization where the destruction of a glorious work of Nature, whether it be a cliff, a forest, or a species of mammal or bird, is regarded with equal abhorrence. The whole earth is a poorer place to live in when a colony of exquisite egrets or birds of paradise is destroyed in order that the plumes may decorate the hat of some lady of fashion, and ultimately find their way into the rubbish heap.

Travels through Europe, as well as over a large part of the North American continent, have convinced me that nowhere is Nature being destroyed so rapidly as in the United States. Except within our conservation areas, an earthly paradise is being turned into an earthly Hades and it is not savages or primitive men who are doing this, but men and women who boast of their civilization. Air and water are polluted, rivers and streams serve as sewers and dumping grounds, forests are swept away and fishes are driven from the streams. Many birds are becoming extinct, and certain mammals are on the verge of extermination. Vulgar advertisements hide the landscape and in all that disfigures the wonderful heritage of the beauty of nature to-day, we Americans are in the lead.

Fortunately the tide of destruction is ebbing and the tide of conservation is coming in. Americans are practical. Like all other Northern people, they love money and will sacrifice much for it, but they are also full of idealism, as well as of moral and spiritual energy. The influence of the splendid body of Americans and Canadians, who have turned their best forces of mind and language into literature and into political power for the conservation movement, is becoming stronger every day. Yet we are far from the point where the momentum of conservation is strong enough to arrest and roll back the tide of destruction and this is especially true with regard to our fast vanishing animal life.

1. The author mentions each of the following in the passage EXCEPT: (A) Birds are killed to make items of fashion.
(B) Pollutants are released into rivers and streams.
(C) Forests are cut without any check.
(D) Several mammals have become extinct.
(E) The beauty of the landscape is hidden by billboards.

2. 'Hades' most likely refers to: (A) Prison (B) Hell (C) Pollution (D) The name of a city in America (E) Destruction
3. The primary purpose of the passage is to: (A) assert that the preservation of animal and plant life is one of the foremost duties of man (B) suggest a framework to check the decline of nature and wildlife (C) mock those who wear clothing made from animal sources (D) describe the negative impact a particular group of people has on the environment (E) praise conservation groups for their efforts to restrict environmental degradation
4. The author of the passage will most likely agree with which of the following?
(A) The environmental degradation in North America is worse than that in any other part of the world.
(B) Due to recent efforts by conservation groups, the degradation of environment in America has been halted.
(C) Americans are a mix of practicality and idealism.
(D) The author has travelled to all the continents of the world.
(E) In the order of importance, controlling environmental degradation should come immediately after preserving great works of art.

Passage 26

In any country, the wages commanded by the labourers who have comparable skills but who work in various industries are determined by the productivity of the least productive unit of labour, that is, the unit of labour which works in the industry which has slightest economic disadvantages. We will represent the various opportunities of employment in a country by Symbols A, B, C, and D. A standing for a group of industries in which we have exceptional economic advantage over foreign countries; B for a group in which our advantages are less; C, one in which they are still less; D, the group of industries in which they are the least of all.

When our population is so small that all our labour can be engaged in the group represented by A, productivity of labour and (therefore wages) will be at their maximum. When our population increases so that some of the labour will have to work in group B, the wages of all labour must decline to the level of productivity in that group. But no employer, without government aid, will yet be able to afford to hire labour to exploit the opportunities, represented by C and D, unless there is a further increase in population.

But suppose that the political party in power holds the belief that we should produce everything that we consume, that the opportunities represented by C and D should also be exploited. The commodities that the industries composing D will produce have been hitherto obtained from abroad in exchange for commodities produce by A and B. The government now renders this difficult by imposing high duties upon the former class of commodities. This means that workers in A and B must pay higher prices for what they buy, but do not receive higher prices for what they sell.

1. The author of the passage would most likely agree with which of the following?
 - (A) Population increases always result in lower wages.
 - (B) To operate in an industry in which economic advantages are very low, a company will require some external incentive.
 - (C) The political party in power has a major say in determining the wage rates in an industry.

- (D) Charging high duties on imported products is one way of regulating domestic wages.
- (E) A country with a smaller population will have a higher average wage rate than a country with a larger population.

2. According to the information in the passage, which of the following could be the impact of the government's actions with reference to which economic opportunities to exploit?

- (A) The prices of imported products could fall.
- (B) The prices of exported products could fall.
- (C) Certain groups of workers could be negatively impacted.
- (D) The requirements for government aid by industries could go up drastically.
- (E) The domestic wage rates could increase.

3. The wages for the workers will be highest when which group(s) would dominate?

I.

Group A
II.

Group B
III.

Group C
IV.

Group D

(A) Only I (B) Only II (C) I, II & III (D) III & IV

(E) All the groups 4. The main idea of the passage is: (A) To outline the role of the government in the economy (B) To analyze the effect population has on wages (C) To criticize the foreign policies of the government (D) To point out loopholes in wage determination (E) To examine industry-wise division of workers

Passage 27

Among the men and women prominent in the public life of America, there are but few whose names are mentioned as often as that of Emma Goldman. Yet, the real Emma Goldman is almost quite unknown. The sensational press has surrounded her name with so much misrepresentation and slander, it would seem almost a miracle that, in spite of this web of calumny, the truth breaks through and a better appreciation of this much maligned idealist begins to manifest itself. There is but little consolation in the fact that almost every representative of a new idea has had to struggle and suffer under similar difficulties. Is it of any avail that a former president of a republic pays homage at Osawatomie to the memory of John Brown? Or that the president of another republic participates in the unveiling of a statue in honour of Pierre Proudhon, and holds up his life to the French nation as a model worthy of enthusiastic emulation? Of what avail is all this when, at the same time, the LIVING John Browns and Proudhons are being crucified? The honour and glory of a Mary Wollstonecraft or of a Louise Michel are not enhanced by the City Fathers of London or Paris naming a street after them—the living generation should be concerned with doing justice to the LIVING Mary Wollstonecrafts and Louise Michels. Posterity assigns to men like Wendel Phillips and Lloyd Garrison the proper niche of honour in the temple of human emancipation; but it is the duty of their contemporaries to bring them due recognition and appreciation while they live.

1. What is the main purpose of the author in writing the passage?

- (A) To criticize the press for slandering Emma Goldman's name (B) To argue that people should be given credit for their achievements when they are alive and not posthumously (C) To question the intent of those who unveil statues of eminent people after their death but belittle them when they are alive (D) To state that several eminent personalities such as Emma Goldman and John Brown have been unfairly treated in the past (E) To explain that every proponent of a new idea has always had to struggle and face difficulties in putting his or her views across
2. Why does the author mention '*the President of another republic*' in the passage?

(A) To assert that every proponent of a new idea has had to face difficulties in the past (B) To state that Pierre Proudhon had been unfairly treated by his contemporaries when he was alive (C) To demonstrate that a situation discussed earlier in the passage is prevalent in every country of the world (D) To provide the example of an incident in which the good work of a person was appreciated only after his death (E) To demand that Pierre Proudhon be given some compensation for the unjust treatment meted out to him when he was alive 3. With which of the following statements would the author most likely agree?

- (A) The press is primarily responsible for the negative reception that new ideas are greeted with.
- (B) There is a street in America named after Emma Goldman.
- (C) Emma Goldman's contemporaries are partly to be blamed for the way she was treated when she was alive.
- (D) Presidents don't usually unveil statues of people.
- (E) Nobody knows the real Emma Goldman.

Passage 28

It is claimed by astronomers that their science is not only the oldest, but also the most highly developed of all sciences. Indeed it should be so, since no other science has ever received such support from royalty, from the state and from the private individual. However this may be, there is no doubt that in recent years astronomers have had granted to them greater opportunities for carrying on large pieces of work than have been entrusted to men in any other department of pure science. One might expect that the practical results of a science like physics would appeal to the man who has made a vast fortune through some of its applications. The telephone, the electric transmission of power, wireless telegraphy and the submarine cable are instances of immense financial returns derived from the most abstruse principles of physics. Yet there are scarcely any physical laboratories devoted to research, or endowed with independent funds for this object, except those supported by the government. The endowment of astronomical observatories devoted to research, and not including that given for teaching, is estimated to amount to half a million dollars annually. Several of the larger observatories have an annual income of fifty thousand dollars.

I once asked the wisest man I know, what was the reason for this difference. He said that it was probably because astronomy appealed to the imagination. A practical man, who has spent all his life in his counting room or mill, is sometimes deeply impressed with the vast distances and grandeur of the problems of astronomy, and the very remoteness and difficulty of studying the stars attract him.

1. What is the main purpose of the passage?

- (A) To discuss the popularity of Astronomy and one reason for this popularity
 - (B) To assert that Astronomy has unfairly been given more importance than other sciences
 - (C) To prove that Physics has contributed more to the progress of mankind than has Astronomy
 - (D) To evaluate the use of funds in astronomy as compared to their use in other sciences
 - (E) To advocate that other sciences such as Physics be given as much importance as Astronomy
2. According to the passage, one reason why Astronomy is the most developed of all sciences is that: (A) It is

the oldest of all sciences.

- (B) It appeals to the imagination of man.
- (C) It has received the maximum support from people, particularly from those in positions of authority.
- (D) It deals with mysterious phenomena and man has always been fascinated with mystery.
- (E) It appeals to both—the practical and the impractical man.

3. Which of the following assertions is most supported by the information in the passage?

- (A) Astronomers have had the same number of opportunities available to them as have scientists from fields other than Astronomy.
- (B) Practical results of a science such as Physics appeal more to man than results of Astronomy.
- (C) The endowment of physical laboratories far exceeds those of astronomical observatories.
- (D) Wireless telegraphy makes use of at least some principles of Physics.
- (E) A practical man is not impressed by the vast distances involved in Astronomy.

Passage 29

Woman's demand for equal suffrage is based largely on the contention that a woman must have equal rights in all affairs of society. Needless to say, I am not opposed to woman suffrage on the conventional ground that she is not equal to it. I see no physical, psychological, or mental reasons why a woman should not have the equal right to vote with man. But that cannot possibly blind me to the absurd notion that a woman will accomplish that wherein man has failed. If she would not make things worse, she certainly could not make them better. To assume, therefore, that she would succeed in purifying something which is not susceptible of purification, is to credit her with supernatural powers. Since woman's greatest misfortune has been that she was looked upon as either angel or devil, her true salvation lies in being placed on earth; namely, in being considered human, and therefore subject to all human follies and mistakes. Are we, then, to believe that two wrongs will make one right? Are we to assume that the poison already inherent in politics will be decreased, if women were to enter the political arena? The most ardent suffragists would hardly maintain such a folly.

1. The author of the passage is primarily concerned with: (A) discussing the possible implications of a change (B) arguing that a particular change will not have the desired effect (C) exploring definitions of a concept (D) comparing the advantages of a particular change with its disadvantages (E) clarifying an ambiguous term
2. What can be inferred from the lines '*her true salvation lies in being placed on earth*'?
- (A) The author does not believe that giving women the right to vote would solve the problems that the political system faces.
 - (B) The author is, in general, against adopting an extreme view of women.
 - (C) The author does not believe that two wrongs will make one right.
 - (D) The author believes that women do not have supernatural powers.
 - (E) The author believes women should suffer as much as men do, no more and no less.

3. The passage suggests which of the following?

- (A) Most ardent suffragists believe that women can succeed where men have failed and that women can cleanse the political system.
- (B) In some exceptional circumstances, it is possible for two wrongs to make one right.
- (C) If women were to enter the political arena, the poison inherent in politics would be decreased.
- (D) Most ardent suffragists believe that giving women the right to vote will not resolve the problems that beset the political system.
- (E) The author is overall in favour of women's suffrage.

Passage 30

To whatever quarter of the Heavens we look, the splendours of the night are revealed to our astonished gaze. These celestial eyes seem in their turn to gaze at, and to question us. Thus indeed have they questioned every thinking soul, so long as Humanity has existed on our Earth. They shone upon the slow succession of civilizations that have disappeared, from Egypt of the period of the Pyramids, Greece at the time of the Trojan War, Constantine and Charlemagne, down to the Twentieth Century. The generations are buried with the dust of their ancient temples. The Stars are still there, symbols of Eternity.

Astronomy is the science par excellence. It is the most ancient of all, inasmuch as it dates back to the indeterminate times of highest antiquity. Its mission is not only to make us acquainted with the innumerable orbs by which our nights are illuminated, but it is, moreover, thanks to it that we know where and what we are. Without it we should live as the blind, in eternal ignorance of the very conditions of our terrestrial existence. Without it we should still be penetrated with the naïve error that reduced the entire Universe to our minute globule, making our Humanity the goal of the Creation, and should have no exact notion of the immense reality.

Today, thanks to the intellectual labour of so many centuries, thanks also to the immortal genius of the men of science who devoted their lives to searching after Truth—men such as Copernicus, Galileo, Kepler, Newton—the veil of ignorance has been rent, and glimpses of the marvels of creation are perceptible in their splendid truth to the dazzled eye of the thinker.

1. From the information in the passage, each of the following can be inferred about astronomy EXCEPT: (A) Astronomy is not a modern science.
(B) Astronomy, according to some people, can help predict our future.
(C) Astronomy involves the study of stars.
(D) Astronomy has helped dispel ignorance about man's existence.
(E) Several men have devoted their lives to Astronomy.
2. According to the passage, which of the following is an incorrect notion

that astronomy has helped dispel?

- (A) Stars do not emit light on their own.
- (B) The stars are different from the planets.
- (C) The universe we live in is very vast and includes several entities apart from our world.
- (D) The goal of creation was essentially to give birth to humanity.
- (E) The Earth is not the center of the universe.

3. What is the primary purpose of the passage?

- (A) To explore the properties of the vast constellation of stars
- (B) To narrate the history of Astronomy
- (C) To analyze the works of various scientists
- (D) To discuss the importance and relevance of Astronomy
- (E) To discuss the impact of stars on Astronomy

Passage 31

It is one of the disadvantages of reading books about natural scenic wonders that they fill the mind with pictures, often exaggerated, often distorted, often blurred, and, even when well drawn, injurious to the freshness of first impressions. Such has been the fate of most of us with regard to the Falls of Niagara. There was little accuracy in the estimates of the first observers of the cataract. Startled by an exhibition of power so novel and so grand, emotion leaped beyond the control of the judgment, and gave currency to notions which have often led to disappointment.

In the winter of 1678 and 1679 the cataract was visited by Father Hennepin, and described in a book dedicated to the King of Great Britain. He gives a drawing of the waterfall, which shows that serious changes have taken place since his time. He describes it as ‘a great and prodigious cadence of water, to which the universe does not offer a parallel.’ The height of the fall, according to Hennepin, was more than 600 feet. ‘The waters,’ he says, ‘which fall from this great precipice do foam and boil in the most astonishing manner, making a noise more terrible than that of thunder. When the wind blows to the south its frightful roaring may be heard for more than fifteen leagues.’ The Baron la Hontan, who visited Niagara in 1687, makes the height 800 feet. In 1721 Charlevoix, in a letter to Madame de Maintenon, after referring to the exaggerations of his predecessors, thus states the result of his own observations: ‘For my part, after examining it on all sides, I am inclined to think that we cannot allow it less than 140 or 150 feet,’—a remarkably close estimate.

As regards the noise of the fall, Charlevoix declares the accounts of his predecessors, which, I may say, are repeated to the present hour, to be altogether extravagant. He is perfectly right. The thunders of Niagara are formidable enough to those who really seek them at the base of the Horseshoe Fall; but on the banks of the river, and particularly above the fall, its silence, rather than its noise, is surprising. This arises, in part, from the lack of resonance; the surrounding country being flat, and therefore furnishing no echoing surfaces to reinforce the shock of the water.

1. The author of the passage is primarily concerned with doing which of the following?

(A) Discussing a problem associated with reading books about natural wonders before visiting them (B) Refuting those who claimed that a natural wonder was of a particular height (C) Describing how the initial descriptions of a natural wonder were greatly exaggerated (D) Explaining why an expected aural phenomenon does not actually occur (E) Marvelling at the grandeur of a natural wonder 2. Which of the following statements can be inferred from the passage about the height of the Niagara Falls?

(A) The Niagara Falls were higher than any other natural waterfall at the time of writing the passage.

(B) Hennepin lied about the height of the Niagara Falls in his book dedicated to the King of Great Britain.

(C) There are no mountains in the area surrounding the Niagara Falls.

(D) The actual height of the Niagara Falls is around 150 feet.

(E) The height of the Niagara Falls reduced considerably in the period between Father Hennepin's and Charlevoix' visits.

3. According to the information in the passage, each of the following is true EXCEPT: (A) The Niagara Falls does make a thunderous sound but it is not audible from everywhere.

(B) Reading books about natural scenery can be disadvantageous at times.

(C) A flat topography is not conducive to resonance.

(D) A person standing at the base of the Niagara Falls would actually be surprised at the silence that greets him.

(E) At times people tend to get carried away while describing the characteristics of a natural wonder.

4. If, after reading this passage, a person were to visit the Niagara Falls, which of the following would he NOT be surprised at?

(A) The Niagara Falls is 480 feet in height.

(B) There are several tall mountains in the vicinity of the Niagara Falls.

(C) There is absolute silence at the base of the Niagara Falls.

(D) There is a roaring sound above the Niagara Falls.

(E) There is a river flowing in the vicinity of the Niagara Falls.

Passage 32

Good sense is, of all things among men, the most equally distributed; for everyone thinks himself so abundantly provided with it, that even those who are the most difficult to satisfy in everything else, do not usually desire a larger measure of this quality than they already possess. And in this it is not likely that all are mistaken; the conviction is rather to be held as testifying that the power of judging aright and of distinguishing truth from error, which is properly what is called good sense or reason, is by nature equal in all men; and that the diversity of our opinions, consequently, does not arise from some being endowed with a larger share of reason than others, but solely from this, that we conduct our thoughts along different ways, and do not fix our attention on the same objects.

For to be possessed of a vigorous mind is not enough; the prime requisite is to apply it rightly. The greatest minds, as they are capable of the highest excellences, are open likewise to the greatest aberrations; and those who travel very slowly may yet make far greater progress, provided they keep always to the straight road, than those who, while they run, forsake it.

1. From the information in the passage, each of the following can be concluded about Good Sense EXCEPT: (A) All men are endowed with it.
(B) It allows to judge and distinguish truth from untruth.
(C) It is equally distributed amongst all human beings.
(D) Its application could vary amongst people.
(E) Differences in opinions can be due to superior good sense.
2. Which of the following is true of great minds, according to the passage?
(A) They always apply good sense in the best possible manner.
(B) They are not incapable of making mistakes.
(C) They are endowed with a larger share of reason than are others.
(D) They have dedicated their lives solely to the pursuit of truth.
(E) Most great minds apply good sense in poor measures.

3. What is the primary concern of the author in writing the passage?

- (A) To discuss the advantages and disadvantages of Good Sense
- (B) To explore the mind of man
- (C) To advocate the vigorous application of good sense
- (D) To analyze the journeys of great minds
- (E) To explain Good Sense and its use by people

Passage 33

To account for the conformation of the Alps, two hypotheses have been advanced, which may be respectively named the hypothesis of fracture and the hypothesis of erosion. The former assumes that the forces by which the mountains were elevated produced fissures in the earth's crust, and that the valleys of the Alps are the tracks of these fissures; the latter maintains that the valleys have been cut out by the action of ice and water, the mountains themselves being the residual forms of this grand sculpture. I had heard the Via Mala cited as a conspicuous illustration of the fissure theory—the profound chasm thus named, and through which the Hinter-Rhein now flows, could, it was alleged, be nothing else than a crack in the earth's crust. To the Via Mala I therefore went in 1864 to instruct myself upon the point in question.

The gorge commences about a quarter of an hour above Tuisis and, on entering it, the first impression certainly is that it must be a fissure. This conclusion in my case was modified as I advanced. Some distance up the gorge I found upon the slopes to my right quantities of rolled stones, evidently rounded by water-action. Still further up, and just before reaching the first bridge which spans the chasm, I found more rolled stones, associated with sand and gravel. Through this mass of detritus, fortunately, a vertical cutting had been made, which exhibited a section showing perfect stratification. There was no agency in the place to roll these stones, and to deposit these alternating layers of sand and pebbles, but the river which now rushes some hundreds of feet below them. At one period of the Via Mala's history the river must have run at this high level. Other evidences of water-action soon revealed themselves. From the parapet of the first bridge I could see the solid rock 200 feet above the bed of the river scooped and eroded.

1. What is the primary purpose of the author in writing the passage?
 - (A) To discuss two alternative hypotheses about the creation of the Alps
 - (B) To present the results of current studies about the formation of the Alps and to propose further studies
 - (C) To explain recent developments in a field and predict their eventual consequence
 - (D) To introduce two hypotheses about the creation of the Alps and agree with one of them
 - (E) To outline several hypotheses about a natural phenomenon and to support one of

them 2. What is the function of the first sentence of the second paragraph—‘*The gorge commences... it must be a fissure*’?

- (A) It is a hypothesis that the author later disagrees with.
 - (B) It is a hypothesis that the author goes on to prove right.
 - (C) It is a neutral observation made by the author.
 - (D) It confirms the author’s initial belief.
 - (E) It is the first step in the author’s experiment.
3. Which of the following can be inferred from the information provided in the passage?
- (A) It is now absolutely clear what led to the formation of the Alps.
 - (B) The only evidence that the author found, which supports the hypothesis of erosion, is a vertical cross section of the Alps.
 - (C) According to the hypothesis of fracture, the valleys in the Alps have been created by the action of ice and water.
 - (D) A vertical cross-section of the Alps showing perfect stratification is proof of the hypothesis of erosion.
 - (E) The Via Mala is the name of a river that flows through the Alps.
4. With specific reference to the author’s conclusion based on the observation of rolled stones and pebbles in the gorge, which of the following is an assumption that the author relies on?
- (A) The rolled stones appeared consistently throughout the chasm.
 - (B) Similar stones have also been found in other gorges in the Alps.
 - (C) These stones could not have been deposited in the gorge by the Alpine Ibex, an animal whose furs these stones tend to cling to.
 - (D) The vertical stratification observed by the author could have only been created as a result of river action.
 - (E) These stones were once part of the Hinter Rheine River.

Passage 34

Hackers, as a rule, love wordplay and are very conscious and inventive in their use of language. These traits seem to be common in young children, but the conformity-enforcing machine we are pleased to call an educational system bludgeons them out of most of us before adolescence. Thus, linguistic invention in most subcultures of the modern West is a halting and largely unconscious process. Hackers, by contrast, regard slang formation and use as a game to be played for conscious pleasure. Their inventions thus display an almost unique combination of the neotenus enjoyment of language-play with the discrimination of educated and powerful intelligence. Further, the electronic media which knit them together are fluid, ‘hot’ connections, well adapted to both the dissemination of new slang and the ruthless culling of weak and superannuated specimens. The results of this process give us perhaps a uniquely intense and accelerated view of linguistic evolution in action.

Hacker slang also challenges some common linguistic and anthropological assumptions. For example, it has recently become fashionable to speak of ‘low-context’ versus ‘high-context’ communication, and to classify cultures by the preferred context level of their languages and art forms. It is usually claimed that low-context communication, characterized by precision, clarity, and completeness of self-contained utterances, is typical in cultures which value logic, objectivity, individualism, and competition; by contrast, high-context communication, elliptical, emotive, nuance-filled, multi-modal, heavily coded, is associated with cultures which value subjectivity, consensus, cooperation, and tradition. What then are we to make of hackerdom, which is themed around extremely low-context interaction with computers and exhibits primarily “low-context” values, but cultivates an almost absurdly high-context slang style?

1. The author of the passage would most likely NOT agree with which of the following?
 - (A) Hackers have a tradition of challenging language play.
 - (B) The education system stamps out the inventive approach of young adults.
 - (C) Hackerdom is primarily rooted in cooperation and tradition.

(D) The modern West is largely unaware of linguistic changes.

(E) The electronic media phases out improbable slang.

2. According to the passage, what does the phrase 'conformity-enforcing machine' refer to?

(A) Our archaic and traditional beliefs (B) Our education system (C)

Our rigid use of language (D) Our suppression of those who are inventive in their use of language (E) Our news media

3. According to the passage, which of the following is a linguistic assumption that is challenged by hackers?

(A) Hackers do not use low-context communication style.

(B) Hackers display high context values.

(C) Low context and high context communication are manifested in separate culture types.

(D) Hackers are inventive in their use of words.

(E) Hackers do not allow tradition to suppress their creativity.

Passage 35

I remember the astonishment I felt when I first read Shakespeare. I expected to receive a powerful aesthetic pleasure, but having read, one after the other, works regarded as his best: “King Lear,” “Romeo and Juliet,” “Hamlet” and “Macbeth,” not only did I feel no delight, but I also felt an irresistible repulsion and tedium, and doubted as to whether I was senseless in feeling works regarded as the summit of perfection by the whole of the civilized world to be trivial and positively bad, or whether the significance which this civilized world attributes to the works of Shakespeare was itself senseless. My consternation was increased by the fact that I always keenly felt the beauties of poetry in every form; then why should artistic works recognized by the whole world as those of a genius not just fail to please me, but in fact be disagreeable to me?

For a long time I could not believe in myself, and during fifty years, in order to test myself, I several times recommenced reading Shakespeare in every possible form, in Russian, in English, in German and in Schlegel’s translation, as I was advised. Several times I read the dramas and the comedies and historical plays, and I invariably underwent the same feelings: repulsion, weariness, and bewilderment. At the present time, before writing this preface, being desirous once more to test myself, I have, as an old man of seventy-five, again read the whole of Shakespeare, including the historical plays, the “Henrys,” “Troilus and Cressida,” the “Tempest,” “Cymbeline,” and I have felt, with even greater force, the same feelings, this time, however, not of bewilderment, but of firm, indubitable conviction that the unquestionable glory of a great genius which Shakespeare enjoys, and which compels writers of our time to imitate him and readers and spectators to discover in him non-existent merits,—thereby distorting their aesthetic and ethical understanding,—is a great evil, as is every untruth.

Although I know that the majority of people so firmly believe in the greatness of Shakespeare that in reading this judgment of mine they will not admit even to the possibility of its justice, and will not give it the slightest attention, nevertheless I will endeavour, as well as I can, to show why I believe that Shakespeare cannot be recognized either as a great genius, or even as an average author.

1. In context of the passage, what does the line—‘*artistic works recognized by the whole world as those of a genius*’—refer to?
 - (A) The poetry that was read and appreciated by the author.
 - (B) Those few works of Shakespeare that the author actually liked.
 - (C) The translations of Shakespeare’s popular works.
 - (D) The writings of the author of the passage.
 - (E) The majority of Shakespeare’s works.

2. From the information in the passage, which of the following can most reasonably be inferred about the author of the passage?
 - (A) The author probably knew several languages.
 - (B) The author was most likely biased against Shakespeare.
 - (C) The author was scared of publicly criticising Shakespeare’s works.
 - (D) The author believed that Shakespeare’s works were actually evil.
 - (E) As the author read more of Shakespeare’s works, his dislike of the same somewhat diminished.

3. Each of the following can be inferred about Shakespeare from the passage EXCEPT:
 - (A) There are some people who do not consider him a genius.
 - (B) His works are considered the best in the field by a lot of people.
 - (C) He is regarded as a great writer by a large number of people around the world.
 - (D) He did not limit himself to only one type of writing.
 - (E) He wrote in more than one language.

4. What is the meaning of the word ‘consternation’ in the context of the passage?
 - (A) Unhappiness (B) Sorrow (C) Disappointment (D) Confusion (E) Dejection

Passage 36

Among the speculative questions which arise in connection with the study of arithmetic from a historical standpoint, the origin of number is one that has provoked much lively discussion, and has led to a great amount of learned research among the primitive and savage languages of the human race. A few simple considerations will, however, show that such research must necessarily leave this question entirely unsettled, and will indicate clearly that it is, from the very nature of things, a question to which no definite and final answer can be given. Among the barbarous tribes whose languages have been studied, even in a most cursory manner, none have ever been discovered which did not show some familiarity with the number concept. The knowledge thus indicated has often proved to be most limited; not extending beyond the numbers 1 and 2, or 1, 2, and 3. At first thought it seems quite inconceivable that any human being should be destitute of the power of counting beyond 2. But such is the case; and in a few instances languages have been found to be absolutely destitute of pure numeral words.

These facts must of necessity deter the mathematician from seeking to push his investigation too far back toward the very origin of number. Philosophers have endeavoured to establish certain propositions concerning this subject, but, as might have been expected, have failed to reach any common ground of agreement. Whewell has maintained that “such propositions as that two and three make five are necessary truths, containing in them an element of certainty beyond that which mere experience can give.” Mill, on the other hand, argues that any such statement merely expresses a truth derived from early and constant experience; and in this view he is heartily supported by Tylor.

But why this question should provoke controversy, it is difficult for the mathematician to understand. Either view would seem to be correct, according to the standpoint from which the question is approached. We know of no language in which the suggestion of number does not appear, and we must admit that the words which give expression to the number sense would be among the early words to be formed in any language. They express ideas which are, at first, wholly concrete, which are of the greatest possible simplicity, and which seem in many ways to be clearly understood, even by the higher orders of the brute creation. The origin of number would in itself, then, appear to lie beyond the proper limits of inquiry; and the primitive conception of number to be

fundamental with human thought.

1. What is the primary purpose of the passage?
 - (A) To outline the history of mathematics
 - (B) To discuss the origin of numbers
 - (C) To resolve a dispute about the use of numbers
 - (D) To critique the ancient tribes for use of numbers
 - (E) To discuss the effects of numbers on society
2. The author of the passage would most probably agree with each of the following EXCEPT:
 - (A) Almost all primitive societies were using some form of numbers.
 - (B) Mathematicians are divided in their views about the origin of numbers.
 - (C) Numerical words were part of ancient languages.
 - (D) The concept of numbers finds its origin in barbarous tribes.
 - (E) The issue of the origin of numbers should not be a controversial one.
3. The mathematicians consider the debate on the origin of numbers as:
 - (A) Enlightening
 - (B) Essential
 - (C) Obligatory
 - (D) Compulsory
 - (E) Unnecessary
4. What does the line, in the third para, '*primitive conception of number to be fundamental with human thought*' mean?
 - (A) Numbers are an inevitable creation of every language.
 - (B) Numbers have been a conscious creation of every language.
 - (C) Numbers have been interpreted differently by different tribes.
 - (D) There is a perennial debate over the origin of numbers.
 - (E) Numbers were incorporated strategically by the primitive tribes.

Passage 37

The special subject of the greater part of the letters and essays of Schiller is Aesthetics, and before passing any remarks on his treatment of the subject it will be useful to offer a few observations on the nature of this topic, and on its treatment by the philosophical spirit of different ages.

First, then, aesthetics has for its object the vast realm of the beautiful, and it may be most adequately defined as the philosophy of art or of the fine arts. To some this definition may seem arbitrary, as excluding the beautiful in nature, but it will cease to appear so if it is remarked that the beauty which is the work of art is higher than natural beauty because it is the offspring of the mind. Moreover, if, in conformity with a certain school of modern philosophy, the mind be viewed as the true being, including all in itself, it must be admitted that beauty is only truly beautiful when it shares in the nature of mind, and is mind's offspring.

Viewed in this light, the beauty of nature is only a reflection of the beauty of the mind, only an imperfect beauty, which as to its essence is included in that of the mind. Nor has it ever entered into the mind of any thinker to develop the beautiful in natural objects, so as to convert it into a science and a system. The field of natural beauty is too uncertain and too fluctuating for this purpose. Moreover, the relation of beauty in nature and beauty in art forms a part of the science of aesthetics, and finds again its proper place.

1. According to the passage, why is natural beauty considered inferior to man-made beauty?
(A) It is not clearly understood by man (B) It is an imperfect beauty
(C) It is not a creation of the human mind (D) It is too uncertain
(E) It does not have a tangible form
2. Which of the following can be inferred about Schiller from the passage?
(A) He considered natural beauty inferior to man-made beauty (B) A majority of his works are related to aesthetics (C) He lived at the same time as several other great philosophers (D) His work was more concerned with beauty that was the offspring of the mind
(E) He was against excluding natural beauty from the realm of aesthetics
3. Which of the following CANNOT be inferred from

the passage?

- (A) Aesthetics is in some way related to beauty.
- (B) An object is not truly beautiful if it is not a creation of the mind.
- (C) Some people have disputed the non-inclusion of natural beauty in aesthetics.
- (D) It's uncertain nature is not the reason why thinkers have not attempted to convert natural beauty into science.
- (E) A school of philosophy believes that mind is the true being.

4. Which of the following assertions is best supported by the information in the passage?

- (A) There has been controversy amongst philosophers over the issue of including natural beauty in the realm of philosophy.
- (B) Natural beauty is not a reflection of beauty of the mind.
- (C) The relation between man-made art and natural beauty is part of the science of aesthetics.
- (D) Natural beauty finds no mention in the study of aesthetics.
- (E) Natural beauty is permanent in nature.

Passage 38

What does laughter mean? What common ground can we find between the grimace of a merry-andrew, a play upon words, an equivocal situation in a burlesque and a scene of high comedy? What method of distillation will yield us invariably the same essence from which so many different products borrow either their obtrusive odour or their delicate perfume? Our excuse for attacking the problem in our turn must lie in the fact that we shall not aim at imprisoning the comic spirit within a definition. We regard it, above all, as a living thing. However trivial it may be, we shall treat it with the respect due to life. We shall confine ourselves to watching it grow and expand. We shall disdain nothing we have seen. We may gain from this prolonged contact, for the matter of that, something more flexible than an abstract definition—a practical, intimate acquaintance, such as springs from a long companionship. And we may also find that, unintentionally, we have made an acquaintance that is useful.

For the comic spirit has logic of its own, even in its wildest eccentricities. It has a method in its madness. It dreams, I admit, but it conjures up, in its dreams, visions that are at once accepted and understood by the whole of a social group. Can it then fail to throw light for us on the way that human imagination works, and more particularly social, collective, and popular imagination? Begotten of real life and akin to art, should it not also have something of its own to tell us about art and life?

The comic does not exist outside the plain of what is strictly 'Human'. A landscape may be beautiful, charming and sublime, or insignificant and ugly; it will never be laughable. You may laugh at an animal, but only because you have detected in it some human attitude or expression. You may laugh at a hat, but what you are making fun of, in this case, is not the piece of felt or straw, but the shape that men have given it—the human caprice whose mould it has assumed. It is strange that so important a fact, and such a simple one too, has not attracted to a greater degree the attention of philosophers. Several have defined man as "an animal which laughs." They might equally well have defined him as an animal which is laughed at; for if any other animal, or some lifeless object, produces the same effect, it is always because of some resemblance to man, of the stamp he gives it or the use he puts it to.

1. What is the primary purpose of the third paragraph in the passage?
- (A) To explain why the comic spirit must be considered a living entity
 - (B) To highlight the connection between humans and the comic spirit
 - (C) To prove that man is essentially an animal that is capable of laughter
 - (D) To show that comic spirit has a method to its madness
 - (E) To explain how humans may gain from their contact with the comic spirit
2. If the author were to see a man laughing at the figure of an animal, how would he explain this fact in light of the information presented in the third paragraph?
- (A) The animal most likely has a funny expression on its face.
 - (B) The figure of the animal was created by a human.
 - (C) The figure reflects some humorous aspect connected to humans.
 - (D) Comic spirit has breathed life into the animal figure.
 - (E) The man probably has an enlightened sense of humor.
3. The phrase '*has a method in its madness*' most likely means:
- (A) That humans plan the comic spirit in order for it to give results.
 - (B) That the comic spirit may be unconventional in its approach but still manages to achieve its end result.
 - (C) That the imagination required to dream the comic spirit is uncontrolled and rarely understood.
 - (D) That the comic spirit follows a method which may be unacceptable to society.
 - (E) That the comic spirit is extremely methodical though some people may not understand this fact.
4. Why does the author refer to man as an animal that is laughed at?
- (A) Because most funny incidents involve humans.
 - (B) Because all funny events, even ones connected with animals or inanimate objects, basically link back to humans.
 - (C) Because humans are the only species that is capable of laughter.
 - (D) Because laughter is a living entity and so are humans.
 - (E) Because other animals also laugh at man.

Passage 39

Pope's life as a writer falls into three periods, answering fairly enough to the three reigns in which he worked. Under Queen Anne he was an original poet but made little money by his verses. Under George I he was chiefly a translator, and made much money by satisfying the French-classical taste with versions of the "Iliad" and "Odyssey." Under George I he also edited Shakespeare, but with little profit to himself for Shakespeare was but a Philistine in the eyes of the French-classical critics. But as the eighteenth century grew slowly to its work, signs of a deepening interest in the real issues of life distracted men's attention from the culture of the snuff-box and the fan. As Pope's genius ripened, the best part of the world in which he worked was pressing forward, as a mariner who will no longer hug the coast but crowds all sail to cross the storms of a wide unknown sea. Pope's poetry thus deepened with the course of time, and the third period of his life, which fell within the reign of George II, was that in which he produced the "Essay on Man," the "Moral Essays," and the "Satires." These deal wholly with aspects of human life and the great questions they raise, according throughout with the doctrine of the poet, and of the reasoning world about him in his latter day, that "the proper study of mankind is Man."

1. According to the information in the passage, which of the following can be inferred with reference to the first two periods of Pope's writings?
 - (A) The public in general appreciated Pope's original works.
 - (B) Pope finally made money by copying other people's works.
 - (C) The critics did not think too highly of Shakespeare.
 - (D) Pope made money by translating Shakespeare's works.
 - (E) Pope decided to stop writing original poetry and began translating other people's works in order to make money.
2. From the information in the passage, each of the following can be inferred about Pope EXCEPT:
 - (A) He lived through several reigns.
 - (B) His most famous works primarily deal with different aspects of human life.

- (C) He made the most money under the reign of George I.
 - (D) The public was impressed with his original works.
 - (E) In the initial periods of his life, he made more money translating other people's works than writing original poetry.
3. In the context of the passage, what do these lines imply—*as a mariner who will no longer hug the coast but crowds all sail to cross the storms of a wide unknown sea*’’?
- (A) Pope stopped translating other people's works and began creating original works.
 - (B) The public started taking more interest in the real issues of life.
 - (C) Pope started writing about the various aspects of human life.
 - (D) Pope worked as a sailor on a ship which changed his outlook of the world and was responsible for his subsequent writings.
 - (E) Pope decided to venture away from the tried and tested style of writing and attempt new writing styles and subjects.

Passage 40

However regular we may imagine a face to be, however harmonious its lines and supple its movements, their adjustment is never altogether perfect: there will always be discoverable the signs of some impending bias, the vague suggestion of a possible grimace, in short some favourite distortion towards which nature seems to be particularly inclined. The art of the caricaturist consists in detecting this, at times, imperceptible tendency, and in rendering it visible to all eyes by magnifying it. He makes his models grimace, as they would do themselves if they went to the end of their tether. Beneath the skin-deep harmony of form, he divines the deep-seated recalcitrance of matter. He realizes disproportions and deformations which must have existed in nature as mere inclinations, but which have not succeeded in coming to a head, being held in check by a higher force. His art, which has a touch of the diabolical, raises the demon which has been overthrown by the angel.

Certainly, it is an art that exaggerates, and yet the definition would be very far from complete were exaggeration alone alleged to be its aim and object, for there exist caricatures that are more lifelike than portraits, caricatures in which the exaggeration is scarcely noticeable, whilst, inversely, it is quite possible to exaggerate to excess without obtaining a real caricature. For exaggeration to be comic, it must not appear as an aim, but rather as a means that the artist is using in order to make manifest to our eyes the distortions which he sees in embryo. It is this process of distortion that is of moment and interest. And that is precisely why we shall look for it even in those elements of the face that are incapable of movement, in the curve of a nose or the shape of an ear. For, in our eyes, form is always the outline of a movement.

The caricaturist who alters the size of a nose, but respects its ground plan—lengthening it, for instance, in the very direction in which it was being lengthened by nature—is really making the nose indulge in a grin. In this sense, one might say that Nature herself often meets with the successes of a caricaturist. In the movement through which she has slit that mouth, curtailed that chin and bulged out that cheek, she would appear to have succeeded in completing the intended grimace, thus outwitting the restraining supervision of a more reasonable force. In that case, the face we laugh at is, so to speak, its own caricature.

1. From the passage, which of the following can be concluded about the use of exaggeration in making a caricature?

- (A) A caricature should never involve exaggeration in any form.
- (B) Exaggeration is a desirable quality of a caricature.
- (C) Exaggeration should not be the final goal of a caricaturist.
- (D) A good caricature will involve moderate use of exaggeration.
- (E) The work of a caricaturist is independent of exaggeration.

2. What is the primary purpose of the author in writing the passage?

- (A) To distinguish a caricature from other forms of painting
 - (B) To describe how a caricature involves more than just exaggeration
 - (C) To explain the thought process that goes into making a caricature
 - (D) To praise the work of caricaturists
 - (E) To promote the work of caricaturists
3. Which of the following can be stated from the information in the passage?

- (A) There are some faces that are absolutely free of any bias or imperfection.
- (B) It is possible for an excellent caricature to, sometimes, be in contradiction with what nature had intended.
- (C) A good caricaturist will never have to resort to exaggeration.
- (D) A caricaturist tends to highlight latent imperfections in a human face.
- (E) A caricaturist, in order to be good at his work, needs to have an understanding of the laws of Nature.

Passage 41

The annual labour of every nation is the fund which originally supplies it with all the necessaries and conveniences of life which it annually consumes, and which consist always either in the immediate produce of that labour, or in what is purchased with that produce from other nations. Accordingly, therefore, as this produce, or what is purchased with it, bears a greater or smaller proportion to the number of those who are to consume it, the nation will be better or worse supplied with all the necessaries and conveniences for which it has occasion.

But this proportion must in every nation be regulated by two different circumstances: first, by the skill, dexterity, and judgment with which its labour is generally applied; and, second, by the proportion of the number of people who are employed in useful labour to that of those who are not so employed. Whatever be the soil, climate, or extent of territory of any particular nation, the abundance or scantiness of its annual supply must, in that particular situation, depend upon these two circumstances.

Moreover, the abundance or scantiness of this supply seems to depend more upon the former of those two circumstances than upon the latter. Among the savage nations of hunters and fishers, every individual who is able to work is more or less employed in useful labour, and endeavours to provide, as well as he can, the necessities and conveniences of life, for himself, and such of his family or tribe as are either too old, or too young, or too infirm to go hunting and fishing. Such nations, however, are so miserably poor, that, from mere want, they are frequently reduced, or at least think themselves reduced, to the necessity sometimes of directly destroying, and sometimes of abandoning their infants, their old people, and those afflicted with lingering diseases, to perish with hunger, or to be devoured by wild beasts. Among civilized and thriving nations, on the contrary, though a great number of people do not labour at all, many of whom consume the produce of ten times, frequently of a hundred times, more labour than the greater part of those who work; yet the produce of the whole labour of the society is so great, that all are often abundantly supplied and a workman, even of the lowest and poorest order, if he is frugal and industrious, may enjoy a greater share of the necessities and conveniences of life than is possible for any savage to acquire.

1. What is the connotation of the term 'savage nations' in context of the passage?

- (A) Countries which are for the most part covered with forests
 - (B) Countries which are primarily uncivilised
 - (C) Countries having a large number of old, young, or infirm people
 - (D) Countries in which hunting and fishing are the main occupations
 - (E) Countries which are full of wild beasts
2. According to the information in the passage, under which of these hypothetical situations will a country be most prosperous?

- (A) When the country has a high annual labor produce and high population
 - (B) When the country has a low annual labor produce and low population
 - (C) When the country has a low annual labor produce and high population
 - (D) When the country has a high annual labor produce and low population
 - (E) When the country has many highly skilled workers
3. According to the information in the passage, each of the following could be a characteristic of a savage nation EXCEPT:
- (A) Some part of the population is involved in hunting and fishing.

(B) Almost everyone who is capable of working is employed.

(C) Poverty is prevalent across the nation.

(D) The unemployed consume several times more produce than the employed.

(E) At times people end up dead for want of food.

4. Which of the following can most reasonably be inferred from the information in the passage?

(A) The best way for a poor nation to become prosperous is by drastically reducing its population of unemployed people.

(B) The nature of work that a majority of people in a country are involved with largely determines the prosperity of that country.

(C) Between two nations, the nation with a higher annual labor will always be more prosperous.

(D) In uncivilized countries, people take extra care of their infants and elders.

(E) Prosperous nations are characterized by an unequal distribution of

wealth with the rich getting richer and the poor getting poorer.

Passage 42

The great French writer, Montaigne, deserves to be regarded as a classic, not only in the land of his birth, but in all countries and in all literature. His Essays, which are at once the most celebrated and the most permanent of his productions, form a magazine out of which such minds as those of Bacon and Shakespeare did not disdain to help themselves; and, indeed, as Hallam observes, the Frenchman's literary importance largely results from the share which his mind had in influencing other minds, coeval and subsequent.

But, at the same time, estimating the value and rank of the essayist, we are not to leave out of the account the drawbacks and the circumstances of the period: the imperfect state of education, the comparative scarcity of books, and the limited opportunities of intellectual intercourse. Montaigne freely borrowed of others, and he has found men willing to borrow of him as freely. We need not wonder at the reputation which he with seeming facility achieved. He was, without being aware of it, the leader of a new school in letters and morals.

His book was different from all others which were at that date in the world. It diverted the ancient currents of thought into new channels. It told its readers, with unexampled frankness, what its writer's opinion was about men and things, and threw what must have been a strange kind of new light on many matters but darkly understood. Above all, the essayist uncased himself, and made his intellectual and physical organism public property. He took the world into his confidence on all subjects. His essays were a sort of literary anatomy, where we get a diagnosis of the writer's mind, made by himself at different levels and under a large variety of operating influences.

1. What is the main purpose of the author in writing the passage?
 - (A) To advocate that Montaigne's works deserve to be considered a classic in all countries of the world.
 - (B) To conclude that Montaigne's essays provide an elaborate idea of his mind.
 - (C) To discuss various stand-out aspects of Montaigne's writings.
 - (D) To analyze the impact of Montaigne's mind on his writings.

- (E) To discuss how Montaigne's essays were superior to his other literary works.
2. From the information in the passage, what can be inferred about Shakespeare?
- (A) Shakespeare considered Montaigne with disdain.
 - (B) Shakespeare's works played a significant role in shaping Montaigne's mind and thought process.
 - (C) Shakespeare picked up ideas from Montaigne's works.
 - (D) Bacon and Shakespeare's works had a lot in common.
 - (E) Shakespeare was not a French writer.
3. From the information in the third paragraph, which of the following can be inferred about Montaigne's books?
- (A) They were an amalgamation of the thought processes of several prominent writers of his time
 - (B) They were primarily concerned with stating Montaigne's point of view about the world around him
 - (C) They were, to a large extent, impersonal and objective in nature
 - (D) They were the most permanent and celebrated of all his works
 - (E) They helped unravel many mysteries of Montaigne's times

Passage 43

Political ideals must be based upon ideals for the individual life. The aim of politics should be to make the lives of individuals as good as possible. There is nothing for the politician to consider outside or above the various men, women, and children who compose the world. The problem of politics is to adjust the relations of human beings in such a way that each severally may have as much of good in his existence as possible. And this problem requires that we should first consider what it is that we think is good in the individual life.

To begin with, we do not want all men to be alike. We do not want to lay down a pattern or type to which men of all sorts are made by some means or another to approximate. This is the ideal of the impatient administrator. A bad teacher will aim at imposing his opinion, and turning out a set of pupils all of whom will give the same definite answer on a doubtful point. Mr. Bernard Shaw is said to hold that *Troilus and Cressida* is the best of Shakespeare's plays. Although I disagree with this opinion, I should welcome it in a pupil as a sign of individuality but most teachers would not tolerate such a heterodox view. Not only teachers but all commonplace persons in authority desire in their subordinates that kind of uniformity which makes their actions easily predictable and never inconvenient. The result is that they crush initiative and individuality when they can, and when they cannot, they quarrel with it.

It is not one ideal for all men, but a separate ideal for each separate man, that has to be realized if possible. This is because every man has it in his or her being to develop into something good or bad: there is a best possible for him, and a worst possible. His circumstances will determine whether his capacities for good are developed or crushed, and whether his bad impulses are strengthened or gradually diverted into better channels.

1. What is the function of the second paragraph in the passage?

- (A) To prove a point stated earlier in the passage
 - (B) To explain one way in which a particular aim cannot be achieved
 - (C) To criticize the teaching style of certain teachers
 - (D) To conclude that people in general like uniformity in their subordinates
 - (E) To describe why individual initiative needs to be encouraged
2. Which of the

following is implied by the information in the passage?

- (A) It would lead to a lot of confusion if every individual was to have his or her own views.
- (B) External forces do not determine whether a man turns out good or bad.
- (C) Most teachers prefer homogeneity among their students' views.
- (D) The most important duty of a politician is to ensure the happiness of people.
- (E) Bernard Shaw was a big fan of Shakespeare's works.

3. Which of the following can be concluded about the author of the passage?

- (A) He dislikes politicians who don't try to make the lives of people good.
- (B) He would be happy if people disagreed with his views.
- (C) He is not too fond of Shakespeare's works.
- (D) He has an oversimplified view of politics.
- (E) He would be critical of a teacher who encourages his pupils to ask questions.

Passage 44

All the perceptions of the human mind resolve themselves into two distinct kinds, which I shall call IMPRESSIONS and IDEAS. The difference between these consists in the degrees of force and liveliness, with which they strike upon the mind, and make their way into our thought or consciousness. Those perceptions, which enter with most force and violence, we may name impressions and under this name I comprehend all our sensations, passions and emotions, as they make their first appearance in the soul. By ideas I mean the faint images of these in thinking and reasoning such as, for instance, are all the perceptions excited by the present discourse, excepting only those which arise from the sight and touch, and excepting the immediate pleasure or uneasiness it may occasion. I believe it will not be very necessary to employ many words in explaining this distinction. Every one of himself will readily perceive the difference between feeling and thinking. The common degrees of these are easily distinguished; though it is not impossible but in particular instances they may very nearly approach to each other. Thus in sleep, in a fever, in madness, or in any very violent emotions of soul, our ideas may approach to our impressions. On the other hand it sometimes happens that our impressions are so faint and low, that we cannot distinguish them from our ideas. But notwithstanding this near resemblance in a few instances, they are in general so very different, that no-one can make a scruple to rank them under distinct heads, and assign to each a peculiar name to mark the difference.

1. What is the primary purpose of the author in writing the passage?
 - (A) To describe the relationship between two terms
 - (B) To conclude that impressions are superior to ideas
 - (C) To discuss two terms and advocate in favour of one
 - (D) To argue that despite having differences, ideas and impressions have a lot in common
 - (E) To state that impressions have more to do with feelings whereas ideas have more to do with thoughts
2. According to the passage, which of the following is true of the relationship between ideas and impressions?
 - (A) Ideas and impressions are distinct terms with no overlaps whatsoever.

- (B) Ideas have more force whereas impressions are more violent.
- (C) Impressions are connected to conscious thoughts whereas ideas take place on a more subconscious level.
- (D) Impressions are connected with our feelings whereas ideas are connected with our thoughts.
- (E) While we are sleeping, there is no difference between our ideas and impressions.

3. What is the function of the last sentence of the passage—‘*But notwithstanding...mark the difference*’?

- (A) To highlight the fact that ideas and impressions are fundamentally two distinct terms
- (B) To emphasize the fact that even though there are differences between ideas and impressions, there are also several similarities between the two
- (C) To conclude that despite appearing similar in certain situations, ideas and impressions are, in general, very different from each other
- (D) To state that the difference between ideas and impressions is primarily that of degree of force
- (E) To explain that each individual can easily perceive the difference between ideas and impressions

Passage 45

No one can say where the bones of Machiavelli rest, but modern Florence has decreed him a stately cenotaph in Santa Croce, by the side of her most famous sons, recognizing that, whatever other nations may have found in his works, Italy found in them the idea of her unity and the germs of her renaissance among the nations of Europe. Whilst it is idle to protest against the world-wide and evil signification of his name, it may be pointed out that the harsh construction of his doctrine which this sinister reputation implies was unknown to his own day, and that the researches of recent times have enabled us to interpret him more reasonably. It is due to these inquiries that the shape of an “unholy necromancer,” which so long haunted men’s vision, has begun to fade.

Machiavelli was undoubtedly a man of great observation, acuteness, and industry noting with appreciative eye whatever passed before him, and with his supreme literary gift turning it to account in his enforced retirement from affairs. He does not present himself, nor is he depicted by his contemporaries, as a type of that rare combination, the successful statesman and author, for he appears to have been only moderately prosperous in his several embassies and political employments. He was misled by Catherina Sforza, ignored by Louis XII, overawed by Cesare Borgia; several of his embassies were quite barren of results; his attempts to fortify Florence failed, and the soldiery that he raised astonished everybody by their cowardice. In the conduct of his own affairs he was timid and time-serving; he dared not appear by the side of Soderini, to whom he owed so much, for fear of compromising himself; his connection with the Medici was open to suspicion, and Giuliano appears to have recognized his real forte when he set him to write the “History of Florence,” rather than employ him in the state. It is on the literary side of his character, and there alone, that we find no weakness and no failure.

1. What is the primary purpose of the second paragraph in the passage?

- (A) To highlight major contributions of Machiavelli
- (B) To praise Machiavelli’s keen observation skills
- (C) To discuss contrasting aspects of Machiavelli’s personality
- (D) To conclude that Machiavelli was a great author
- (E) To state that Machiavelli was not as wicked a person as he has been historically made out to be

2. Which of the following can be inferred about Machiavelli from the passage?
- (A) He was renowned for his oratory skills.
 - (B) The people of his time did not view him as harshly as did later generations.
 - (C) He was a great statesman and author.
 - (D) He was a poor soldier.
 - (E) Machiavelli was buried in Italy.
3. According to the information in the passage, why did Italy provide Machiavelli a cenotaph next to her most famous sons?
- (A) Machiavelli was responsible for freeing Italy from the clutches of slavery.
 - (B) Machiavelli's works made Italy famous amongst the European nations.
 - (C) Machiavelli's works were responsible for the re-emergence of Italy as a unified nation.
 - (D) Machiavelli had been unjustly treated by other countries of the world.
 - (E) Machiavelli started the Italian renaissance by encouraging Italians to be united.
4. The passage implies each of the following EXCEPT: (A) Several of Machiavelli's assignments as a statesman did not bear any results.
- (B) At some point of time, Machiavelli was assigned the task of protecting Florence.
 - (C) Machiavelli was not very aggressive in his conduct.
 - (D) Machiavelli was a better writer than his contemporaries.
 - (E) Modern research has helped diminish the negative aura around Machiavelli.

Passage 46

The manor was the sphere of operations of a manor court. On every manor the tenants gathered at frequent periods for a great amount of petty judicial and regulative work. The most usual period for the meeting of the manor court was once every three weeks, though in some manors no trace of a meeting is found more frequently than three times, or even twice, a year. In these cases, however, it is quite probable that less formal meetings occurred of which no regular record was kept.

Different kinds of gatherings of the tenants are usually distinguished according to the authority under which they were held, or the class of tenants of which they were made up. If the court was held by the lord simply because of his feudal rights as a landholder, and was busied only with matters of the inheritance, transfer, or grant of lands, the fining of tenants for the breach of manorial custom, or failure to perform their duties to the lord of the manor, the election of tenants to petty offices on the manor, and such matters, it was described in legal language as a court baron. If a court so occupied was made up of villain tenants only, it was called a customary court. If, on the other hand, the court also punished general offences, petty crimes, breaches of contract, breaches of the assize, that is to say, the established standard of amount, price, or quality of bread or beer, the lord of the manor drawing his authority to hold such a court either actually or supposedly from a grant from the king, such a court was called a court leet. With the court leet was usually connected the so-called view of frank pledge.

Frank pledge was an ancient system, according to which all men were obliged to be enrolled in groups, so that if any one committed an offence, the other members of the group would be obliged to produce him for trial. View of frank pledge was the right to punish by fine all who failed to so enrol themselves. In the court baron and the customary court it was said by lawyers that the body of attendants were the judges, and the steward, representing the lord of the manor, only a presiding official, while in the court leet the steward was the actual judge of the tenants. In practice, however, it is probable that not much was made of these distinctions and that the periodic gatherings were made to do duty for all business of any kind that needed attention, while the procedure was that which had become customary on that special manor, irrespective of the particular form of authority for the court.

1. Which of the following can be inferred from the information in the passage?
 - (A) The concept of frank pledge was created to promote solidarity within groups of people.
 - (B) The duration between successive meetings of a manor court was not fixed.
 - (C) A court baron had more powers than a customary court.
 - (D) The manor court was the highest legal authority during the period mentioned in the passage.
 - (E) The manor court did not always have a presiding official.

2. Each of the following is mentioned in the passage as a power of the court baron EXCEPT:
 - (A) To judge matters related to inheritance
 - (B) To resolve disputes related to grants of land
 - (C) To punish tenants for negligence of duties
 - (D) To elect tenants to offices on the manor
 - (E) To fine petty criminals
3. According to the information in the first paragraph, the fact that '*in some manors no trace of a meeting is found more frequently than three times, or even twice, a year*' does NOT necessarily suggest that:
 - (A) more meetings were actually not held during that period
 - (B) meetings were not necessarily held every three weeks
 - (C) informal meetings may have been held during this period
 - (D) manor courts probably did not keep a record of all their meetings
 - (E) some courts met fewer times than the others
4. According to the information in the passage, which of the following is a point of difference between a court baron and a court leet?
 - (A) A court baron could elect tenants to petty offices whereas a court leet could not.
 - (B) A court leet was authorised by the king whereas a court baron was not.
 - (C) A court baron treated a steward as a presiding official whereas a court leet treated a steward as a judge.
 - (D) A court baron could judge matters related to inheritance whereas a court leet could not.
 - (E) A court leet was always connected to the frank pledge whereas a court baron was not.

6.3 High Difficulty Passages

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.

1. 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.

Passage 48

During the ten years from 1895 to 1905, our conception of the beginnings of Egyptian antiquity was profoundly altered. When Prof. Maspero published the first volume of his great *Histoire Ancienne des Peuples des l'Orient Classique*, in 1895, Egyptian history, properly so called, still began with the Pyramid-builders and the legendary lists of earlier kings preserved at Abydos and Sakkara were still quoted as the only source of knowledge of the time before the IVth Dynasty. Of a prehistoric Egypt nothing was known, beyond a few flint flakes gathered here and there upon the desert plateaus, which might or might not tell of an age when the ancestors of the Pyramid-builders knew only the stone tools and weapons of the primeval savage.

By 1905, however, the veil that had hidden the beginnings of Egyptian civilization from us had been lifted, and we could see things, more or less, as they actually were, unobscured by the traditions of a later day. Until the late 1800s, nothing of the real beginnings of history in either Egypt or Mesopotamia had been found; legend supplied the only material for the reconstruction of the earliest history of the oldest civilized nations of the globe. Nor was it seriously supposed that any relics of prehistoric Egypt or Mesopotamia ever would be found. The antiquity of the known history of these countries already appeared so great that nobody took into consideration the possibility of our discovering a prehistoric Egypt or Mesopotamia; further, civilization in these countries had lasted so long that it seemed more than probable that all traces of their prehistoric age had long since been swept away. Yet the possibility, which seemed hardly worth a moment's consideration in 1895, was in 1905 an assured reality, at least as far as Egypt was concerned. Prehistoric Babylonia had yet to be discovered. It was true, for example, that at Mukayyar, the site of ancient Ur of the Chaldees, burials in earthenware coffins, had been found, but there was no doubt whatever that these were burials of a much later date, belonging, quite possibly, to the Parthian period. Nothing that may rightfully be termed prehistoric had yet been found in the Euphrates valley either, whereas in Egypt prehistoric antiquities were by then almost as well known and as well represented in museums as were the prehistoric antiquities of Europe and America.

1. What is the primary purpose of the author in writing the passage?

- (A) To state that the awareness of Egyptian prehistoric antiquities changed drastically in the period from 1895 to 1905
 - (B) To highlight the contribution of Prof Maspero in altering people's awareness of Egyptian prehistoric antiquities
 - (C) To distinguish Egyptian prehistoric antiquities from those discovered in Mukayyar and in the Euphrates valley
 - (D) To contrast the knowledge of pyramid builders with those of subsequent generations of Egyptians
 - (E) To provide reasons why no prehistoric antiquities were likely to be discovered in Egypt
2. Why does the author mention sites at Mukayyar and in the Euphrates valley in the passage?
- (A) To provide an example of an incorrect prediction that had been made about these two places
 - (B) To identify the origin of these sites and how the same was contrary to earlier perception
 - (C) To draw similarities between the discoveries made in Egypt and those made in these two places
 - (D) To explain why it was impossible for prehistoric antiquities to be ever discovered in Egypt
 - (E) To state that what was true for Egypt in 1905 was not necessarily true for these two places
3. According to the passage, one reason why it was believed that no relics of prehistoric Egypt would ever be found was that:
- (A) There wasn't enough information available about the antiquities of known history of Egypt.
 - (B) Civilizations in Egypt had lasted for a very long time, thus most likely wiping out any trace of older civilizations.
 - (C) Archaeologists had more pressing concerns at hand than to focus on searching for prehistoric antiquities in Egypt.
 - (D) The pyramid builders and early kings had left no accounts of the period before their time.
 - (E) Not enough scholars were paying attention to this field.

Passage 49

Scepticism is as much the result of knowledge, as knowledge is of scepticism. To be content with what we at present know is, for the most part, to shut our ears against conviction. From the very gradual character of our education, we must continually forget and emancipate ourselves from knowledge previously acquired; we must set aside old notions and embrace fresh ones; and, as we learn, we must be daily unlearning something which it has cost us no small labour and anxiety to acquire.

And this difficulty attaches itself more closely to an age in which progress has gained a strong ascendancy over prejudice, and in which persons and things are, day by day, finding their real level, in lieu of their conventional value. The same principles which have swept away traditional abuses, and which are making rapid havoc among the revenues of sinecurists, and stripping the thin, tawdry veil from attractive superstitions, are working as actively in literature as in society. The credulity of one writer, or the partiality of another, finds as powerful a touchstone and as wholesome a chastisement in the healthy scepticism of a temperate class of antagonists, as the dreams of conservatism, or the impostures of pluralist sinecures in the Church.

1. The primary purpose of the passage is to: (A) Doubt the credulity of writers who question established knowledge (B) Discuss the revenues traditionally generated by the Papal sinecurist (C) Discuss the consequences of the affiliation of knowledge with skepticism (D) Critique the traditional methods of acquiring knowledge (E) Discredit old notions and traditional conservatism
2. Each of the following can be inferred from the passage EXCEPT: (A) Our learning is acquired with labor and anxiety.
(B) The Church has its share of sinecures.
(C) Traditional abuses have thrived under the onslaught of progress.
(D) Scepticism has had a concurrent presence with knowledge.
(E) Unlearning is an integral component of acquiring knowledge.
3. From the passage, it can be stated that the author views *skepticism*: (A) as

beneficial (B) with contempt (C) impassively (D) as having both positive and negative aspects (E) as the means to end the supremacy of sinecurists

Passage 50

Progress became a theme in European thought in about 1750. The thinkers of the Enlightenment wanted to replace the Biblical account of time (Genesis, Creation, Fall, Redemption) with a myth which put Man, not God, at the centre of the story. The narrative of human progress was understood to be both a material and a moral process; not just changing our technologies, but altering our instincts, and for the better.

We now live in ironic, anti-heroic times. Do we still believe in the story of progress? It sits in the attic of our minds like a glorious Victorian antique, as magnificent as a stuffed moose head and just as useless. Perhaps worse than useless. Modern political correctness has lodged a suspicion in our mind about the Ascent of Man. What do you mean, Man? What about Woman? And which Man? Surely not the European conquerors? And Ascent? Surely you're not implying that western civilisation is superior to everything that's gone before? And so on. The Ascent of Man may be an idea we had better do without.

Only 20 years ago, this did not seem so. That great educator and scientist, Jacob Bronowski, made it the title of his famous BBC documentary. For Bronowski, the Ascent of Man was the story of human evolution. It began over 4m years ago with the emergence of hominid species in Africa—furry, ape-like creatures who began the human ascent, about 1m years later, by standing on their hind legs. This released their hands to use tools, increasing their food production capacity, their brain size, and their superiority over other ape and animal competitors. There were an unknown number of hominid competitors, which were gradually reduced to two and then—100,000 years ago—to one: homo sapiens. Only this creature achieved language, and this gave him mastery of himself and nature.

As homo sapiens, we are the product not of one millennium, but of at least a thousand. We may look up at the sky through the lenses of a scientific world-view, but the brain which receives the signals is an organism imprinted with several million years of evolutionary terrors: of animals, strange signs in the skies and the omnipresence of imminent death.

1. The author mentions the thinkers of the Enlightenment in order to: (A) assert that the Bible was an impediment in the way of progress (B)

demonstrate that Man is superior to God (C) affirm that human progress is akin to mastery over the world (D) illustrate the transformation in man's approach towards the concept of 'progress'

(E) display Bronowski's exclusive perspective on things 2. According to the information in the passage, with which of the following statements would the author most likely agree?

(A) Man is superior to other living beings in certain aspects such as the ability to communicate using language.

(B) In modern times, it is preferable to support the anti-hero than the hero.

(C) Modern man does not believe in the story of progress.

(D) The European conquerors are partly responsible for the cynicism surrounding the story of progress.

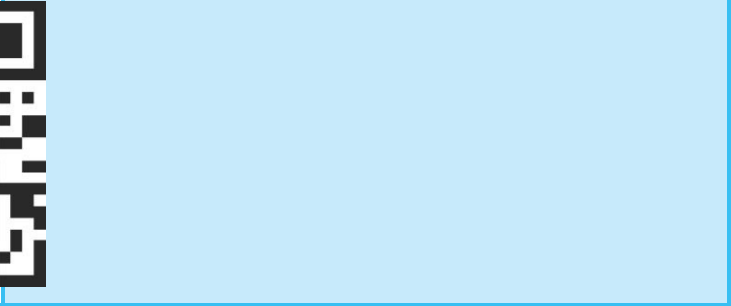
(E) The Biblical account of time put God at the center of the story.

3. What is the main purpose of the author in writing the passage?

(A) To criticize the Biblical account of time (B) To argue that the concept of 'Ascent of Man' is actually a myth propagated by scientists such as Bronowski (C) To describe how people's perception of the concept of 'Ascent of Man' has changed over time (D) To prove that the narrative of human progress was both a material and a moral process (E) To assert that homo sapiens are a product of several millennia 4. What is the function of the third paragraph in the passage?

(A) To argue in favor of the concept of human progress (B) To state the views of a renowned scientist (C) To provide a contrasting view of a concept discussed earlier in the passage (D) To conclude that man is the only creature capable of using language effectively (E) To demonstrate that the human brain has evolved over a period spanning thousands of years

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Passage 51

In considering the origin of species, it is quite conceivable that a naturalist, reflecting on the mutual affinities of organic beings, on their embryological relations, their geographical distribution, geological succession, and other such facts, might come to the conclusion that each species had not been independently created, but had descended, like varieties, from other species. Nevertheless, such a conclusion, even if well founded, would be unsatisfactory, until it could be shown how the innumerable species inhabiting this world have been modified, so as to acquire that perfection of structure and co adaptation which most justly excites our admiration.

Naturalists continually refer to external conditions, such as climate, food, etc., as the only possible cause of variation. In one very limited sense, this may be true; but it is preposterous to attribute to mere external conditions, the structure, for instance, of the woodpecker, with its feet, tail, beak, and tongue, so admirably adapted to catch insects under the bark of trees. In the case of the mistletoe, which draws its nourishment from certain trees, which has seeds that must be transported by certain birds, and which has flowers with separate sexes absolutely requiring the agency of certain insects to bring pollen from one flower to the other, it is equally preposterous to account for the structure of this parasite, with its relations to several distinct organic beings, by the effects of external conditions, or of habit, or of the volition of the plant itself.

1. What is the primary purpose of the author in writing the passage?
(A) To analyze the origin of species (B) To disprove a particular group of naturalists (C) To explore the effects of external conditions on evolution of species (D) To substantiate the existence of innumerable species on the planet (E) To examine the structure of different species
2. A naturalist is likely to consider for mutual affinities of organic beings, each of the following factors EXCEPT: (A) Geological succession (B) Geography (C) Biology (D) Volition (E) Co-dependence
3. Which of the following can be inferred from the information in the passage?
(A) Most naturalists believe that each species has been created independently of the others.

- (B) The unique characteristics of the mistletoe can, to a large extent, be explained as being the result of its external conditions.
- (C) The commonly accepted belief amongst naturalists about the origin of species is sufficient to explain the existence of all species.
- (D) The woodpecker was most likely created independently and has not descended from any other species.
- (E) The mistletoe cannot reproduce by itself but needs the assistance of other species.

4. The tone of the author can best be described as: (A) Critical (B) Impartial
(C) Cynical (D) Disbelieving (E) Exuberant

Passage 52

The sole use and sole object of existence is enjoyment or pleasure, which two words will here be treated as synonymous; happiness, also, though not quite identical in meaning, being occasionally substituted for them. Enjoyment, it must be observed, is of various kinds, measures, and degrees. It may be sensual, or emotional, or imaginative, or intellectual, or moral. It may be momentary or eternal; intoxicating delight or sober satisfaction. It may be unmixed and undisturbed, in which case, however short of duration or coarse in quality, it may in strictness be called happiness; or it may be troubled and alloyed, although of a flavour which would be exquisite if pure, and if there were nothing to interfere with the perception of it. Understood, however, in a sufficiently comprehensive sense, enjoyment or pleasure may be clearly perceived to be the sole object of existence. The whole value of life plainly consists of the enjoyment, present or future, which life affords, or is capable of affording or securing. Now, the excellence of all rules depends on their conduciveness to the object they have in view. The excellence of all rules of life must, therefore, depend on their conduciveness to the sole object which life has in view, viz., enjoyment. But the excellence of rules of life, or of conduct or modes of acting, would seem to be but another name for their morality, and the morality of actions obviously depends on their conformity to moral rules. Whence, if so much be admitted, it necessarily follows that the test of the morality of actions is their conduciveness to enjoyment.

1. What is the main purpose of the author in writing the passage?

(A) To define a term by giving examples (B) To put forward a point of view and explain its implication (C) To describe several interpretations of a belief (D) To present an unusual interpretation of a well-known fact (E) To evaluate two competing beliefs

2. The author of the passage would agree with each of the following EXCEPT: (A) Pleasure always leads to happiness.

(B) Pleasure can be of different types.

(C) Enjoyment is no different from pleasure.

(D) Unmixed enjoyment cannot strictly be called enjoyment.

(E) The sole purpose of life is the quest for happiness.

3. The passage provides information in support of which of the following assertions?

(A) An act of crime cannot be considered an immoral act if a person derives enjoyment from that act.

(B) The terms 'enjoyment' and 'happiness' can never be used interchangeably.

(C) Alloyed pleasure is not pleasure in the actual sense of the word.

(D) The morality of actions cannot solely be judged by their perceived enjoyment.

(E) The excellence of all rules of life depends on their morality.

Passage 53

For ages Logic has served as an introduction to Philosophy, that is, to Metaphysics and speculative Ethics. It is of old and honourable descent: a man studies Logic in very good company. It is the warp upon which nearly the whole web of ancient, medieval and modern Philosophy is woven. The history of thought is hardly intelligible without it.

As the science of proof, Logic gives an account of the general nature of evidence, deductive and inductive, as applied in the physical and social sciences and in the affairs of life. The general nature of such evidence: it would be absurd of the logician to pretend to instruct the chemist, economist and merchant, as to the special character of the evidence requisite in their several spheres of judgment. Still, by investigating the general conditions of proof, he sets every man upon his guard against the insufficiency of evidence. One application of the science of proof deserves special mention: namely, to that department of Rhetoric which has been the most developed, relating to persuasion by means of oratory, leader-writing, or pamphleteering. It is usually said that Logic is useful to convince the judgment, not to persuade the will: but one way of persuading the will is to convince the judgment that a certain course is advantageous; and although this is not always the readiest way, it is the most honourable, and leads to the most enduring results. Logic is the backbone of Rhetoric.

1. From the passage, each of the following can be inferred about Logic EXCEPT: (A) It influences the judgment of man.
(B) It is an integral part of Philosophy.
(C) Thought can hardly function without it.
(D) It is considered a science.
(E) It limits itself to social sciences.
2. According to the passage, why is logic limited only to the general nature of evidence?
(A) Because Logic is a general science (B) Because Logic looks at problems holistically (C) Because a Logician may not possess

specialist knowledge of different fields (D) Because Logic is only concerned with the special character of the evidence (E) Because Logic limits itself to investigating general conditions of proof 3. What is the meaning of the word 'readiest' as used in the passage?

- (A) Preferred (B) Easiest (C) Convincing (D) Long lasting (E) Morally correct

Passage 54

The history of the evolution of life, incomplete as it yet is, already reveals to us how the intellect has been formed, by an uninterrupted progress, along a line which ascends through the vertebrate series up to man. It shows us in the faculty of understanding an appendage of the faculty of acting, a more and more precise, more and more complex and supple adaptation of the consciousness of living beings to the conditions of existence that are made for them. Hence should result this consequence that our intellect, in the narrow sense of the word, is intended to secure the perfect fitting of our body to its environment, to represent the relations of external things among themselves—in short, to think matter.

But from this it must also follow that our thought, in its purely logical form, is incapable of presenting the true nature of life, the full meaning of the evolutionary movement. Created by life, in definite circumstances, to act on definite things, how can it embrace life, of which it is only an emanation or an aspect? Deposited by the evolutionary movement in the course of its way, how can it be applied to the evolutionary movement itself? As well contend that the part is equal to the whole, that the effect can reabsorb its cause, or that the pebble left on the beach displays the form of the wave that brought it there. In fact, we do indeed feel that not one of the categories of our thought—unity, multiplicity, mechanical causality, intelligent finality, etc.—applies exactly to the things of life: who can say where individuality begins and ends, whether the living being is one or many, whether it is the cells which associate themselves into the organism or the organism which dissociates itself into cells?

1. What is the main purpose of the author in writing the passage?

- (A) To discuss a puzzling situation (B) To clarify a confusion (C) To raise doubts about a commonly held belief (D) To discuss the history of a theory (E) To define a term
2. Which of the following can be inferred from the information in the passage?

- (A) There is no clarity at the moment on how intellect has been formed.
- (B) Our thoughts are also a part of the evolutionary process.
- (C) Certain categories of thoughts can be applied to specific aspects of

life.

- (D) Humans have most likely stopped evolving.
- (E) Thoughts cannot explain evolution.

3. What is the function of the lines '*As well contend...brought it there*'?

- (A) To further emphasize the confusion of thoughts explaining evolution while also being part of evolution
- (B) To introduce multiple categories of thoughts
- (C) To conclude that thoughts cannot be used to explain evolution
- (D) To display how intellect has been formed
- (E) To state that it may indeed be possible for our thoughts to explain evolution

Passage 55

The most casual observer of Nature recognizes in almost every instance that comes under his notice in every-day life, without the aid of logical definition, the broad distinctions between an animal, a plant, and a stone or mineral. To him, the old definition that an animal is possessed of life and locomotion, a plant of life without locomotion, and a mineral deficient in both, seems to be sufficient, until some day he travels beyond the circuit of diurnal routine, and encounters a sponge or a zoophyte, which possesses only one of his supposed attributes of animal life, but which he is assured is nevertheless a member of the animal kingdom.

Such an encounter usually perplexes the neophyte at first, but rather than confess his generalizations to have been too gross, he will tenaciously contend that the sponge must be a plant, until the evidence produced is so strong that he is compelled to desert his position and seek refuge in the declaration that one kingdom runs into the other so imperceptibly that no line of demarcation can be drawn between them. Between these two extremes of broad distinction, and no distinction, lies the ground occupied by the scientific student, who, whilst admitting that logical definition fails in assigning briefly and tersely the bounds of the three kingdoms, contends that such limits exist so positively, that the universal scientific mind accepts the recognized limit without controversy or contradiction.

1. What is the primary purpose of the first paragraph of the passage?

- (A) To explain the differences between animals, plants and minerals
 - (B) To introduce an exception to acknowledged characteristics of animals, plants and minerals
 - (C) To conclude how neophytes can, at times, be wrong in their perceptions
 - (D) To clarify to the common man the characteristics of a sponge and a zoophyte
 - (E) To redefine the old broad distinctions between animals, plants and stones
2. The author would most probably agree with each of the following about neophytes EXCEPT: (A) They are generally unaware that exceptions exist (B) When presented with proof, they are open to acceptance (C) They generally do not travel outside their daily routine (D) They justify their position

vehemently (E) They do not agree with the scientific student 3.
According to the passage, which of the following is most probably NOT true of a zoophyte?

- (A) It is capable of movement (B) It is a living being (C) It is capable of movement and is also a living being (D) It does not contain chlorophyll as plants do (E) It is not an animal

Passage 56

What is patriotism? Is it love of one's birthplace, the place of childhood's recollections and hopes, dreams and aspirations? Is it the place where, in childlike naivety, we would watch the fleeting clouds, and wonder why we, too, could not run so swiftly? The place where we would count the milliard glittering stars, terror-stricken lest each one "an eye should be," piercing the very depths of our little souls? Is it the place where we would listen to the music of the birds, and long to have wings to fly, even as they, to distant lands? Or the place where we would sit at mother's knee, enraptured by wonderful tales of great deeds and conquests? In short, is it love for the spot, every inch representing dear and precious recollections of a happy, joyous, and playful childhood?

If that were patriotism, few American men of today could be called upon to be patriotic, since the place of play has been turned into factory, mill, and mine, while deafening sounds of machinery have replaced the music of the birds. Nor can we longer hear the tales of great deeds, for the stories our mothers tell today are but those of sorrow, tears, and grief.

What, then, is patriotism? "Patriotism, sir, is the last resort of scoundrels," said Dr. Johnson. Leo Tolstoy, the greatest anti-patriot of our times, defines patriotism as the principle that will justify the training of wholesale murderers; a trade that requires better equipment for the exercise of man-killing than the making of such necessities of life as shoes, clothing, and houses; a trade that guarantees better returns and greater glory than that of the average workingman.

Gustave Herve, another great anti-patriot, justly calls patriotism a superstition—one far more injurious, brutal, and inhumane than religion. The superstition of religion originated in man's inability to explain natural phenomena. That is, when primitive man heard thunder or saw the lightning, he could not account for either, and therefore concluded that back of them must be a force greater than himself. Similarly he saw a supernatural force in the rain, and in the various other changes in nature. Patriotism, on the other hand, is a superstition artificially created and maintained through a network of lies and falsehoods; a superstition that robs man of his self-respect and dignity, and increases his arrogance and conceit.

1. The primary purpose of the passage is to: (A) provide contrasting definitions of a term (B) advocate in favor of a new definition for an old term (C) criticize a group of people for the incorrect interpretation of a term (D) evaluate two definitions of a term (E) state that an earlier definition of a term may not apply anymore and search for an alternative definition
2. The passage suggests which of the following about anti-patriots?
 - (A) They believed that patriotism was no different from murdering someone
 - (B) They believed that all patriots were scoundrels
 - (C) They believed that making a shoe was better than being a patriot
 - (D) They primarily defined patriotism in the negative sense
 - (E) They believed that patriotism was an artificially created superstition
3. The passage does NOT mention which of the following about patriotism?
 - (A) Patriotism may be the love for one's birthplace.
 - (B) The earlier definition of patriotism would not apply to many modern Americans.
 - (C) Leo Tolstoy was the greatest anti-patriot of all times.
 - (D) People have contrasting views on patriotism.
 - (E) Patriotism can in some way be used to justify mass killing of people.
4. The tone of the passage towards anti-patriots can best be described as: (A) Critical (B) Laudatory (C) Cynical (D) Neutral (E) Sarcastic

Passage 57

The word Inference is used in two different senses, which are often confused but should be carefully distinguished. In the first sense, it means a process of thought or reasoning by which the mind passes from facts or statements presented, to some opinion or expectation. The data may be very vague and slight, prompting no more than a guess or surmise; as from the trick of a man's face entertain some prejudice as to his character. Or the data may be important and strongly significant, like the footprint that frightened Crusoe into thinking of cannibals, or as when news of war makes the city expect that Consols will fall. These are examples of the act of inferring, or of inference as a process; and with inference in this sense Logic has nothing to do; it belongs to Psychology to explain how it is that our minds pass from one perception or thought to another thought, and how we come to conjecture, conclude and believe. In the second sense, 'inference' means not this process of guessing or opining, but the result of it; the surmise, opinion, or belief when formed; in a word, the conclusion: and it is in this sense that Inference is treated off in Logic. The subject-matter of Logic is an inference, judgment or conclusion concerning facts, embodied in a proposition, which is to be examined in relation to the evidence that may be adduced for it, in order to determine whether, or how far, the evidence amounts to proof.

Logic is the science of Reasoning in the sense in which 'reasoning' means giving reasons, for it shows what sort of reasons are good. Whilst Psychology explains how the mind goes forward from data to conclusions, Logic takes a conclusion and goes back to the data, inquiring whether those data, together with any other evidence (facts or principles) that can be collected, are of a nature to warrant the conclusion. If we think that John Doe is of an amiable disposition, that water expands on freezing, or that one means to national prosperity is popular education, and wish to know whether we have evidence sufficient to justify us in holding these opinions, Logic can tell us what form the evidence should assume in order to be conclusive. But whatever facts constitute the evidence, they must, in order to prove the point, admit of being stated in conformity with certain principles or conditions; and of these principles or conditions Logic is the science. It deals, then, not with the subjective process of inferring, but with the objective grounds that justify or discredit the inference.

1. What is the primary purpose of the passage?

- (A) To explain the different connotations of inference
- (B) To discuss how inference lays the foundation for Logic to work on
- (C) To critique the commonly held belief that Logic works on Psychology alone
- (D) To establish a relationship between Logic and Psychology
- (E) To point out the role of Psychology in the art of inference

2. Which of the following best describes the relationship between Psychology and Logic?

- (A) Logic is superior to Psychology.
- (B) Psychology and Logic both are types of Inferences.
- (C) Logic helps us evaluate whether the evidence used is sound and Psychology helps us evaluate whether the conclusion arrived at is sound.
- (D) Psychology helps explain the thought process in arriving at a conclusion whereas Logic helps validate whether this thought process is correct.
- (E) Logic is a more accurate science than Psychology because the latter is based on the use of assumptions.

3. As described in the passage, each of the following could be an example of Inference in terms of its first connotation, EXCEPT: (A) A man taking shelter under a tree upon noticing dark clouds in the sky (B) A child dropping a glass jar that shatters into pieces (C) A child smiling when he sees his mother come towards him with a box of chocolates (D) A driver bracing himself against the seat on noticing that the car's brakes have failed (E) A dog wagging its tail at the smell of food

4. The passage states which of the following about Logic?

- (A) Logic is often embodied in a proposition.
- (B) Logic helps explain how we arrive at a conclusion from some evidence.
- (C) Logic is a subjective form of Inferring.
- (D) Logic can help evaluate the veracity of a conclusion.
- (E) Logic helps us arrive at valid conclusions.

Passage 58

Metaphysics, or the attempt to conceive the world as a whole by means of thought, has been developed, from the first, by the union and conflict of two very different human impulses—one urging men towards mysticism, and the other urging them towards science. Some men have achieved greatness through one of these impulses: in Hume, for example, the scientific impulse reigns quite unchecked, while in Blake a strong hostility to science co-exists with a profound mystic insight. But the greatest men who have been philosophers have felt the need both of science and of mysticism: the attempt to harmonise the two was what made their life, and what always must, for all its arduous uncertainty, make philosophy, to some minds, a greater thing than either science or religion.

Before attempting an explicit characterisation of the scientific and the mystical impulses, I will provide examples of two philosophers whose greatness lies in the very intimate blending of science and mysticism which they achieved. The two philosophers I mean are Heraclitus and Plato. Heraclitus, as everyone knows, was a believer in universal flux: time builds and destroys all things. From the few fragments that remain, it is not easy to discover how he arrived at his opinions, but there are some sayings that strongly suggest scientific observation as the source. In Plato, the same twofold impulse exists, though the mystic impulse is distinctly the stronger of the two and secures ultimate victory whenever the conflict is sharp.

1. According to the information in the passage, which of the following can be concluded about Plato?
 - (A) For Plato, both the scientific and the mystical impulses were equally important.
 - (B) Plato and Heraclitus had opposing philosophies.
 - (C) Plato relied on the mystical impulse when in doubt.
 - (D) Plato did not believe in the concept of universal flux.
 - (E) When in conflict, Plato used his knowledge of both the mystical and the scientific impulses to resolve the same.
2. What is the overall purpose of the passage?

- (A) To assert that the greatest philosophers are those who have achieved the perfect blend of the mystical and scientific impulses
(B) To discuss the history of metaphysics (C) To explain why philosophy is superior to science or religion (D) To provide examples of philosophers who have achieved greatness either through only mystic or scientific impulses or through an amalgam of both (E) To praise philosophers who have achieved a perfect blend of science and mysticism
3. Each of the following can be inferred from the passage EXCEPT: (A) Blake and Hume were both inclined more towards mysticism than towards science.
- (B) Metaphysics comprises the interplay of the scientific and the mystical impulses.
- (C) There is no real literary proof of how Heraclitus arrived at his opinions.
- (D) Plato and Heraclitus were similar in some aspects.
- (E) Heraclitus was most likely inclined towards the scientific impulse.

Passage 59

One of the commonest forms of madness is the desire to be noticed, the pleasure derived from being noticed. Perhaps it is not merely common, but universal. In its mildest form it doubtless is universal. Every child is pleased at being noticed; many intolerable children put in their whole time in distressing and idiotic effort to attract the attention of visitors; boys are always “showing off”; apparently all men and women are glad and grateful when they find that they have done a thing which has lifted them for a moment out of obscurity and caused wondering talk. This common madness can develop, by nurture, into a hunger for notoriety in one, for fame in another.

It is this madness for being noticed and talked about which has invented kingship and the thousand other dignities, and tricked them out with pretty and showy fineries; it has made kings pick one another’s pockets, scramble for one another’s crowns and estates, slaughter one another’s subjects; it has raised up prize-fighters, and poets, and village mayors, and little and big politicians, and big and little charity-founders, and bicycle champions, and bandit chiefs, and frontier desperadoes, and Napoleons. Anything to get notoriety; anything to set the village, or the township, or the city, or the State, or the nation, or the planet shouting, “Look—there he goes—that is the man!”

1. What is the passage primarily concerned with?

- (A) Providing conflicting definitions of a phrase
 - (B) Discussing a human desire and its impact
 - (C) Analyzing the positive and negative aspects of a phenomenon
 - (D) Arguing that all famous men have one thing in common
 - (E) Concluding that people will do anything to get noticed
2. Each of the following can be concluded from the passage EXCEPT:
- (A) The desire to be noticed is a common desire amongst people.
 - (B) Negative acts can at times be a means to attract attention.
 - (C) The desire to be noticed does not only have negative effects.
 - (D) In the past, kings have tricked their subjects using the desire to get noticed.
 - (E) At least some people would prefer to be noticed for the wrong

reason than not be noticed at all.

3. Which of the following would the author most likely agree with, based on the information in the second paragraph?

- (A) Charities are not always founded out of purely altruistic motives.
- (B) The desire to be noticed can be a motivator for children as well.
- (C) Bicycle champions want to become notorious.
- (D) There would be no wars if people did not want to become famous.
- (E) The desire to be noticed can be characterized as madness.

Passage 60

Nietzsche wrote the rough draft of “The Case of Wagner” in Turin, during the month of May 1888; he completed it in Sils Maria towards the end of June of the same year, and it was published in the following autumn. “Nietzsche *contra* Wagner” was written about the middle of December 1888 but, although it was printed and corrected before the New Year, it was not published until long afterwards owing to Nietzsche’s complete breakdown in the first days of 1889.

In reading these two essays we are apt to be deceived, by their virulent and forcible tone, into believing that the whole matter is a mere cover for hidden fire, a mere blind of aesthetic discussion concealing a deep and implacable personal feud which demands and will have vengeance. In spite of all that has been said to the contrary, many people still hold this view of the two little works before us and, as the actual facts are not accessible to everyone, and as rumours are more easily believed than verified, the error of supposing that these pamphlets were dictated by personal animosity, and even by Nietzsche’s envy of Wagner in his glory, seems to be a pretty common one.

Another very general error is to suppose that the point at issue here is not one concerning music at all, but concerning religion. It is taken for granted that the aspirations, the particular quality, the influence, and the method of an art like music, are matters quite distinct from the values and the conditions prevailing in the culture with which it is in harmony, and that however many Christian elements may be discovered in Wagnerian texts, Nietzsche had no right to raise aesthetic objections because he happened to entertain the extraordinary view that these Christian elements had also found their way into Wagnerian music.

To both of these views there is but one reply—they are absolutely false.

1. From the passage it can be inferred that the author viewed Nietzsche as:
(A) A revengeful person (B) A deceitful individual (C) A misunderstood person (D) A literary genius (E) An envious person
2. Each of the following can be inferred from the passage EXCEPT: (A) The works of Nietzsche mentioned in the passage had a negative tone.
(B) According to some people Nietzsche envied Wagner.

- (C) Nietzsche criticized Wagner for including religion in his texts.
- (D) Wagner's literary works were not entirely devoid of Christian elements.
- (E) A lot of people have, over the years, disagreed with the negative perception of Nietzsche created by his two works on Wagner.

3. Why do some people continue to have a negative perception of Nietzsche with regards to his works mentioned in the passage?

- (A) They feel his language is very rude and demeaning
- (B) They have chosen to believe rumours rather than verify the facts for themselves
- (C) They have become biased by the personal animosity between Nietzsche and Wagner
- (D) They are against the mixing of music with religion
- (E) They found Nietzsche's comments blasphemous

6.4 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

- P 1** – 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
- P 2** – To explain why the life of the pirates needs to be looked at from a different point of view as well
- P 3** – 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.

Passage 2

Topic

Women's right to vote

Scope

Discussion of why women should be given the right to vote

Passage Map

- P 1** – Talks about one reason why women should be given the right to vote
- P 2** – Provides another reason why women should be given the right to vote
- P 3** – 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

Passage 3

Topic

Rembrandt's works

Scope

The poor quality of the color reproductions of Rembrandt's works

Passage Map

- P 1** – To state that the color reproductions of Rembrandt's works are of extremely poor quality
- P 2** – To provide some specifics as to what exactly is wrong with reproductions of Rembrandt's works
- P 3** – To provide his solution to the problem of accurately reproducing Rembrandt's color works

1. **Answer: D**

Explanation:

The writer goes as far as to term the reproductions 'wrong' in black and white as well as colour due to their inability to capture the light and shade of the original work. Hence, **option (D) is the correct answer.**

- (A) The author does not even take black and white reproductions into consideration as stated in the last line of the first para.
- (B) Misrepresentation is the wrong word; the author implies that the colors of the original work haven't been replicated well enough in the copies, not that the works have been misrepresented.
- (C) The passage never states this. For all you know, the author may have visited St Petersburg for personal reasons.

(E) The public reaction/opinion is not discussed in the passage.

2. Answer: C

Explanation:

The author begins the passage by mentioning a problem he has with Rembrandt's color reproductions—that they are of extremely poor quality—and he goes on to explain his point by using the example of the Slav Prince. Hence, **(C) is the correct answer.**

(A) Opposite. The author, in fact, considers the Slav Prince a masterpiece.

(B) While the author does state this, this is not the reason he mentions the Slav Prince.

(D) This is probably the gist of the entire passage but our answer has to be specifically from the point of view of the Slav Prince.

(E) The problem is not that Rembrandt used the wrong colors but that imitators/facsimile creators have never been able to recreate those colors in their works.

3. Answer: E

Explanation:

The writer clearly mentions that he saw the Slav Prince at The Hermitage. Hence, **(E) is the correct answer.**

(A) Purely a personal observation of the author.

(B) The author calls it a masterpiece but never compares it with Rembrandt's other works.

(C) The passage does not state this either. There may be another painting by Rembrandt that has been reproduced more times than the Slav Prince.

(D) It is not the colors of this painting but of its reproductions that can be improved through color printing.

Passage 4

Topic

Law of Nations

Scope

Discussion of how the Law of Nations is arrived at using the principles of right and wrong

Passage Map

- P 1** – States that Law of Nations is founded on the principles of right and wrong and that these principles are not subject to individual whims but are decided by public opinion
- P 2** – Explains how public opinion on different principles can be ascertained—by comparing past views with present views

1. Answer: D

Explanation:

The answer can be found towards the end of P1—*These are not left to the individual reason of the interpreter of the law for the time being, but are to be decided by the public opinion of the civilized world, as it stands at the time when the case arises.* **(D)** can be best inferred from this and **should be the correct answer.**

- (A) The passage never states this.
- (B) The use of *only* makes this an extreme option.
- (C) In fact, it is public opinion that is the basis for these principles as stated in P1.
- (E) Nations must, in fact, agree with these principles.

2. Answer: B

Explanation:

The answer can be found in the lines—*How is that public opinion to be ascertained? The answer is—By ascertaining the “differences” in opinion between the present and the past.* Now if public opinion from

the past were not available with certainty, then it would become difficult to ascertain public opinion. **(B)** states this best and **should be the correct answer**.

- (A) This is actually a good thing because it is by comparing the differences in views that public opinion is arrived at.
- (C) Judicial decisions are just one of the sources of past public views. There are other sources as well such as theoretical writing and history.
- (D) This is not mentioned anywhere in the passage.
- (E) This is a distortion of the word 'intelligence' from P2. The passage does not use this word to convey the idea that everybody has to be intelligent for public opinion to be ascertained.

3. Answer: C

Explanation:

The answer can be found in the line—*In the mass of instances it will agree, as progress on such points is at all times slow.* **(C)** states this best and **should be the correct answer**.

- (A) The question is concerned with the points of agreement and not the points of disagreement.
- (B) This is true for points of disagreement.
- (D) This is not stated anywhere in the passage.
- (E) This does not explain why modern intelligence is likely to agree with the past views in most cases.

Passage 5

Topic

The seasoning of wood

Scope

Discussion of the difficulties involved in and the importance of seasoning of wood

Passage Map

- P 1** – Talks about the difficulties involved in the seasoning of wood
P 2 – Talks about the importance of seasoning of wood

1. Answer: C

Explanation:

The answer can be found in the sentence—*well aware of the difficulties encountered in properly seasoning or removing the moisture content without injury to the timber*. Thus, **(C) is the correct answer**.

- (A) We need to explain the difficulty involved in seasoning of wood and not provide its definition.
- (B) This highlights the importance of seasoning of wood but does not provide a difficulty in the process.
- (D) This option is a trap. It is seasoned wood that is susceptible to atmospheric conditions and not unseasoned wood.
- (E) This is not mentioned anywhere in the passage.

2. Answer: D

Explanation:

(D) summarizes the contents of the passage the best and **should be the correct answer**.

- (A) The author never advocates anything in the passage.
- (B) While the author does mention some of these processes, the passage is not concerned with evaluating these processes.

- (C) The renewed interest mentioned in P2 of the passage is not in the seasoning of wood but in the operation of kiln drying.
- (E) The author does not recommend anything in the passage.

3. **Answer: E**

Explanation:

The answer can be found in the sentence—*Within recent years, however, considerable interest has been awakened among wood-users in the operation of kiln-drying*. Thus, **(E)** can be inferred from the passage and **should be the correct answer**.

- (A) The passage, in fact, states the opposite at the beginning of P1.
- (B) While the passage does not mention losses involved in air-drying, we do not know whether these losses incur because of the process itself being more expensive or because of some other reason.
- (C) The passage states the opposite at the end of P1.
- (D) The last sentence of P2 states the opposite.

Passage 6

Topic

The passing away of the Queen mother

Scope

The events surrounding the death of the Queen Mother with emphasis on the importance of a ceremonial armband

Passage Map

- P 1** – To state that the Queen Mother has passed away and that some sections of the media have been criticized for their coverage of the same
- P 2** – To provide some background of the author—he is most likely a naval officer; author not too happy at being charged a huge sum of money for the mourning band that compulsorily had to be worn by everyone
- P 3** – To provide some details of the royal funeral—some of the people who attended the same and how all the formalities were meticulously observed

1. Answer: C

Explanation:

The question is asking you about the perception of people *before* the queen mother's death. In the first paragraph, the lines '*...the formerly reverential BBC attracted criticism because its newscasters did not wear black ties*' clearly imply that formerly (until the queen's death) people used to rever or respect the BBC, it is only after the queen's death that the BBC was criticized. Hence, **(C) should be the answer.**

2. Answer: A

Explanation:

The lifestyle of the ‘Grand mum’ can be discerned from the opening lines of the passage—‘*racehorse loving, gin and tonic drinking*’. Such a lifestyle can hardly be called ‘Conservative’ or ‘Philanthropic’. Again, there is nothing in the passage to suggest that the Queen’s life was inspiring. It was also not sedentary because ‘race horse loving’ gives the opposite sense. ‘Extravagant’ is the best word to describe her lifestyle. Hence, **the answer should be (A)**.

3. **Answer: A**

Explanation:

From the overall text of the second paragraph, it is obvious that the author considered it improper to be forcibly charged for a ceremonial armband. He was further unhappy at the price of the armband, which was more than his daily pay at that time. Thus, **(A) should be the correct answer**.

- (B) While this fact is mentioned in the previous line in the passage, this is not the reason why the author addresses Messrs Gieves as thieves.
- (C) The author is implying that the armbands were expensive and not that he was underpaid.
- (D) There is nothing in the passage to suggest that the author was miserly.
- (E) This could be true but again is not the reason why the author addresses Messrs Gieves as thieves.

4. **Answer: C**

Explanation:

The entire passage stresses on the importance of wearing the black armband for the King and Queen’s funerals. Thus, **(C) should be the correct answer**.

- (A) The BBC was disrespectful but we cannot conclude this for all channels.

- (B) The passage never states the age of the queen mother, just that she was widowed 50 years ago.
- (D) According to the last para, Louis Mountbatten was actually a cousin of George VI.
- (E) This cannot be inferred because we don't know how much armymen were paid at the time of the Queen Mother's death. In fact, the passage doesn't even tell us whether the author was an armyman or not.

Passage 7

Topic

The Japanese dancing mouse

Scope

Describe the unique dancing ability of the Japanese dancing mouse and also describe its colors.

Passage Map

P 1 – Provides one individual’s description of two kinds of mice—Chinese climbing mice and Japanese dancing mice and goes on to describe the unique dancing ritual of the Japanese dancing mice.

1. **Answer: E**

Explanation:

Don’t be confused into thinking that the passage makes no mention of the colors of the Japanese dancing mouse. The passage describes the colors of the Chinese climbing mice and then goes on to state that the Japanese dancing mice, which perfectly justify their appellation, also occur in all the described colors. Thus, all the colors that are found on Chinese climbing mice are also found on Japanese dancing mice. Red is the only color that is not mentioned in the passage, **making (E) the correct answer.**

2. **Answer: B**

Explanation:

The answer can be found in the line—*It is true that the first are distinguished only by their different colors, for their climbing accomplishments are not greater than those of other mice.* Thus, **(B) is the correct answer.**

3. **Answer: C**

Explanation:

The passage states—*It is a known fact that we also have white, black,*

and yellow mice and occasionally pied ones. Don't be confused into thinking that this is only true for the Chinese climbing mice because the passage clearly states that the colors are the same on both the types of mice. Thus, **(C) is the correct answer.**

- (A) This is contradicted by the last sentence of the passage—*Sometimes two or, more rarely, three mice join in such a dance.*
- (B) The passage states about Chinese climbing mice—*Tricolored mice seem to be very rare. Rare does not, however, mean none.*
- (D) This is contradicted by the opening sentence of the passage.
- (E) This is not stated anywhere in the passage. For all we know, these could be bred in other countries as well.

Passage 8

Topic

Mechanics

Scope

The definition of Mechanics using the concepts of position and space.

Passage Map

- P 1** – To state that it is sinful to describe mechanics as ‘*how bodies change their position in space with time*’
- P 2** – To explain the problem associated with defining mechanics in the above manner. The basic idea is that the concept of space is never absolute but varies depending on a person’s position

1. Answer: D

Explanation:

The first para clearly suggests that the author considers it a sin to define ‘mechanics’ the way it has been defined in the first line of the paragraph. Hence, **(D) should be the correct answer.**

- (A) Opposite as explained above.
- (B) The author isn’t limiting himself to merely reflecting; he clearly has a negative view of the definition.
- (C) This only comes up in the second paragraph.
- (E) This may or may not be the case. The author could very well be an inquisitive Physics student (*By the way, the author is indeed a physics expert if there ever was one—Albert Einstein*).

2. Answer: E

Explanation:

The experiment described in the question is very similar to the one described in the passage so look for the option that matches the conclusion of the experiment in the passage. **(E) clearly follows from this as the correct answer.**

- (A) Opposite. According to the experiment in the passage, to a person in the vehicle the stone should appear to fall in a straight line.
- (B) The passage does not suggest anything about how an object should appear to a person sitting in another vehicle.
- (C) Opposite. To this person the stone should appear to fall in the shape of a parabola.
- (D) Such an outcome is not supported by the information in the passage.

3. **Answer: B**

Explanation:

The entire gist of the passage is that certain concepts in physics are relative and cannot be described in absolute terms. **(B)** follows best from this and **is the correct answer**.

- (A) Sounds logical but is not supported by the passage.
- (C) The fact that a term can be interpreted differently by different people does not really imply that it is vague. A term can be called vague when a person finds it confusing or unclear but in this case the observers are very clear on what they are observing (straight line or parabola); it's the observations themselves that are different based on the positions of the individuals.
- (D) The passage does not concern itself with the history of anything.
- (E) Opposite. The passage suggests that scientists should actually do this and not 'refrain' from doing this.

Passage 9

Topic

Good writing

Scope

The importance and everlasting nature of good writing

Passage Map

P 1 – To describe the uses and importance of good writing

P 2 – To further emphasize P1 by stating that good writing lasts even after the person who wrote it has been long gone

1. Answer: E

Explanation:

In the last para, the author has mentioned ‘*the facts of history*’ being recorded by the pen; however, he has not specifically mentioned any hardships of war being written down. Hence, **(E) is the correct answer.**

(A) Can be inferred from the second para—‘*The pen has traced the record of noble and useful lives...*’

(B) Can be inferred from the last part of the first para

(C) Can be inferred from the opening sentence of the second para

(D) Can be inferred from the opening lines of the passage

2. Answer: C

Explanation:

The author has mentioned in the last paragraph the implications of *not* having a recorded (written) history of events in the world, *spent in humanity’s cause*—‘*would all perish*’. It can thus be safely inferred that **(C) is the correct answer.**

(A) The author cites examples of areas of application of the art of writing—he has not discussed the art per se.

- (B) The passage is focused on the importance of writing in different fields. It does not focus solely on the fields in which writing is important.
- (D) While this is definitely true, it does not encompass certain aspects of writing such as its usefulness to commerce.
- (E) The passage states that writing has helped us become aware of our history, it never traces the history of writing itself.

3. Answer: A

Explanation:

The sense of servitude is what the author is trying to convey by using this phrase; the fact that the pen faithfully records all happenings in a man's life also conveys the relationship of a master and a loyal servant. Hence, **(A) is the correct answer.**

- (B) The author is not trying to identify where the pen fits in a man's life—he is exemplifying its role. This fact also does not bring out the servitude aspect as A does.
- (C) Extreme. At no point is it suggested that man cannot function without the existence of the pen.
- (D) While this may be true of the overall passage, the stress of the quoted phrase has to be on the master-servant relationship.
- (E) The passage never states or suggests that man *rules* writing.

Passage 10

Topic

Ralph Waldo Emerson

Scope

Discussion of the personality of Ralph Waldo Emerson from his school days to his role and actions as a preacher.

Passage Map

- P 1** – To discuss the early life of Ralph Waldo Emerson from his schooldays to the time he spent at Harvard
- P 2** – To discuss Emerson’s role as a preacher and describe some specific aspects of the same

1. Answer: D

Explanation:

The passage, on the whole, is discussing the life of Ralph Waldo Emerson from his school days to his time at Harvard to finally the time when he was made a minister. **(D)** states this best and **should be the correct answer**.

- (A) The author is not exactly praising Emerson. He calls him ‘not original’ and ‘unsuccessful’ in the passage so the main purpose of the passage can’t be to praise Emerson.
- (B) Too specific to be the correct option. The passage is doing more than just this.
- (C) Again, this is just one specific instance mentioned in the passage.
- (E) Same as C above. The main purpose of the passage is much more than just to do this.

2. Answer: E

Explanation:

The opening lines of the passage state that Emerson was born in 1803 and the passage subsequently states that he became a minister in 1826,

that is, when he was 23 years of age, so **(E) is the correct answer.**

- (A) Opposite. The first line of the second para states that he did work as a teacher for some time.
- (B) The passage mentions no such thing.
- (C) Opposite. The second para says that his sermons were ‘couched in spiritual language’.
- (D) ‘Hated’ is too strong a word; the passage does not convey such an extreme connotation.

3. **Answer: C**

Explanation:

The author clearly states that Ralph Waldo Emerson was not as successful at other pastoral duties (as he was at delivering sermons), so obviously he will never agree with **(C), the correct answer.**

- (A) The author will agree with this, as he states this in the opening lines of the passage.
- (B) Out of Scope. The author may or may not agree with this. (The last line of the passage states the opinion of the ‘sexton’ and not that of the ‘author’).
- (D) Out of Scope. The author may or may not agree with this.
- (E) The author will agree with this, as per the information in the first para.

Note: A lot of students interpret questions such as this one as questions in which they need to find four options that the author of the passage would agree with and the fifth would be the answer, but this approach can land you in trouble. There could be some options that are out of scope, then these cannot be the answer because we do not know whether the author would agree with these or not. The answer will be something that is clearly the opposite of whatever has been stated by the author in the passage.

4. **Answer: A**

Explanation:

The first para clearly states that people were most impressed with Emerson's great maturity of mind. Hence, **(A) should be the correct answer.**

- (B) While this is what the quoted line states, the question is WHY the author states this and not WHAT he states.
- (C) This fact has no connection with the quoted line.
- (D) This was a positive quality of Emerson and not a flaw.
- (E) This point is in addition to Emerson's faultless conduct at Harvard and not a description of the same.

Passage 11

Topic

Special Feature Articles

Scope

Why newspapers and other forms of written media have increasingly started using Special Feature Articles

Passage Map

P 1 – How SFAs have evolved from the different treatment being given to news by newspapers over the years.

Note that the author’s tone is neutral and not negative—he never states whether the increased use of Special Feature Articles is good or bad.

1. Answer: B

Explanation:

- (A) Option I is a little tricky because the passage does state that Special Feature Articles were designed to attract a class of readers that was not reached by older periodicals. However, this does not mean that the Special Feature Articles were not meant to be read by other groups of people. The last line of the passage also states that the Special Feature Article is targeted at the average American reader. So, option I cannot be inferred.
- (B) The author clearly states that the newspapers’ editors tried to apply to Special Feature Articles those same methods that had worked on other articles earlier. Hence, option II can definitely be inferred.
- (C) This is too general a statement. There is nothing in the passage to suggest that Special Feature articles are per se sensationalist in nature. Thus, Option III cannot be inferred. So **the correct answer is option II only, that is (B).**

2. Answer: D

Explanation:

The passage has traced the rise of special feature articles from daily newspapers and sensational papers to its popularity-induced inclusion in the Sunday editions of newspapers.

The passage also talks of the preference for them by the ‘*average American*’, making **(D) the correct answer**.

- (A) The author does not make any comparisons. In fact, he states that all the newspapers are probably making use of Special Feature Articles.
- (B) The passage does much more than just mention this fact.
- (C) The passage talks of the popularity and components of special feature articles. It is not a study of alternate news reporting.
- (E) The author never advocates anything in the passage. He has a neutral tone.

3. **Answer: C**

Explanation:

The author has mentioned in the first para how daily newspapers had almost perfected the knack of retaining reader interest by writing in an interesting manner to attract the average man and woman. Hence, **(C) is the correct answer**.

- (A) The age group of readers for daily newspapers is not mentioned.
- (B) The passage specially mentions ‘*so-called sensational papers*’ doing so. The daily newspapers are not mentioned as doing so.
- (D) The passage never states this anywhere.
- (E) The author has mentioned the Sunday edition carrying these articles—not the daily editions.

Passage 12

Topic

Scope/Passage Map

The passage discusses what science means to an ordinary person and how the realm of science actually extends much beyond this definition.

1. Answer: D

Explanation:

The author never states that people think of science incorrectly. He merely states that there are several other aspects of science which are equally important and that these would be the subject of his discussion. Thus, **(D) is the correct answer.**

- (A) The passage doesn't provide *several* definitions of science.
- (B) The author never states that this view is incorrect but that this may be just one aspect of science.
- (C) The author never mentions investment in scientific research.
- (E) The author merely states that he would like to discuss these; he never actually explains these aspects in the passage.

2. Answer: C

Explanation:

The passage states that an ordinary reader of newspapers is more concerned with the end results of science. The passage also mentions that anything that provides man control over the forces of nature is considered a scientific accomplishment. **(C) follows best from this and is the correct answer.**

- (A) Opposite. The passage states that he is unaware of this.
- (B) He is ignorant of other aspects of science but that does not mean he is ignorant of scientific developments.
- (D) The passage mentions 'sensational triumphs' but this does not necessarily translate into a sensationalist view of science.
- (E) The passage never mentions his outlook of the world.

3. Answer: C

Explanation:

In the middle of the passage, the author states that the end results of science are fleeting in nature and will eventually be replaced with newer results; it is actually the scientific knowledge on which these results are based that is everlasting. So the author would never agree with **(C)**, **the correct answer**.

- (A) The author would agree with this since this is the main thesis of the passage.
- (B) The author states this in the passage.
- (D) The last line of the passage states this.
- (E) The author states this in the passage as well.

Passage 13

Topic

The Early Man

Scope

Discussion of the kind of life that was led by the Early man

Passage Map

- P 1** – Talks about how we know very little about the Early Man but anthropologists have been able to draw some conclusions about him based on the bones and other remains that have been discovered over time.
- P 2** – Provides information about the physical appearance of Early Man.
- P 3** – Provides information about the dwelling place and food habits of Early Man.
- P 4** – Provides information about communication amongst the Early Man and how language probably originated.

1. **Answer: B**

Explanation:

The passage primarily talks about how Early Man looked and gives some details about his food and communication habits. **(B)** states this best and **should be the correct answer**.

- (A) While the author does mention this in the last paragraph, this is not the purpose of the entire passage,
- (C) While the author does mention modern day pygmies in the passage, to compare them with the Early Man is not the purpose of the passage.
- (D) The author discusses the views of anthropologists in general and not of some anthropologists. Also, their views are not about the origin of Early Man but about his appearance and his behavior or habits.
- (E) While this is mentioned in the passage, it is not the purpose of the entire passage.

2. Answer: D

Explanation:

The answer can be found in the line—*These lay buried amidst the broken skeletons of other animals that have long since disappeared from the face of the earth.* Thus, it can be inferred that there were some other animals as well from the time of the Early Man that have now become extinct. **(D)** states this best and **should be the correct answer.**

- (A) Incorrect, as can be inferred from the line—*The great-great-grandfather of the human race was a very ugly and unattractive mammal.*
- (B) This is a trap answer choice. While we know this information to be true, the passage never states this anywhere.
- (C) Incorrect, as can be inferred from the line—*He had seen no fire except the flames of the rumbling volcanoes.*
- (E) The bones have been found in ancient soil but not in the molten earth's crust, where they would have melted in any case.

3. Answer: A

Explanation:

The answer can be found in the line—*In due time he learned that he could use this guttural noise to warn his fellow beings whenever danger threatened and he gave certain little shrieks which came to mean “there is a tiger!” or “here come five elephants.”* **Option (A)** conveys this thought best and **should be the correct answer.** The other options are not mentioned anywhere in the passage.

Passage 14

Topic

The science of Cookery

Scope

Scientific principles should be applied to cookery because food has an impact on the basic physical and mental functioning of human beings.

Passage Map

- P 1** – To explain the importance of food beyond just good taste.
- P 2** – To highlight the importance of cooking food from the point of view of the knowledge of what type of food is the best for our bodies.
- P 3** – To suggest that scientific principles be applied to cookery so as to get the best results in terms of improved human physical and mental health.

1. Answer: E

Explanation:

The author has consistently, throughout the passage, talked of the importance of a scientific approach towards diet. He has also provided examples of how a poorly managed diet can harm humans and concludes by reiterating the same. Hence, **option (E) is the correct answer.**

- (A) The passage never goes into the discussion of the intricacies of cooking.
- (B) The author is critical of the human tendency to ignore healthy diet in favor of taste and convenience; however, he does not devote the whole passage to this fact.
- (C) The passage makes no mention of this fact.
- (D) While the author does mention this, it is not the primary purpose of the entire passage.

2. Answer: D

Explanation:

The decision making ability of the humans is not discussed in the passage nor can it be inferred. Hence, **option (D) is the correct answer.**

- (A) mentioned in the first para
- (B) mentioned in the first para
- (C) can be inferred from the first para
- (E) can be inferred from the first para

3. Answer: D

Explanation:

The usage of the word ‘rarely’ makes the sentence a negative one—where, in the second para, the author specifically mentions, mostly in negatives, ‘*the common method...quite inexplicable*’. Hence, **(D) is the correct answer.**

- (A) Inferred from the first para; ‘*The brain and other organs of the body...in any capacity*’.
- (B) The author mentions, towards the end of the first para, how most people ignore the question of what food is good for them, instead paying more attention to what they like to eat or which is more convenient.
- (C) In the last para as well as the first, the author has repeatedly stressed how cooking is a science.
- (E) Inferred from the third para, where the author has reiterated the need for a scientific approach to cookery.

4. Answer: C

Explanation:

The author has summarized his main agenda in the last paragraph when he states that cookery would cease to be a problem if it were based on scientific principles. So obviously he does not believe that this is the case. Hence, **(C) is the correct answer.**

- (A) While this is true, this may not necessarily be a bad thing as long as the cook also follows scientific principles.

- (B) Again, the problem is that the recipes are not based on scientific principles.
- (D) This is not the problem but the effect of the problem.
- (E) The passage never states this fact.

Passage 15

Topic

Colonial Window designs

Scope

The passage discusses colonial window designs that were recreated by American carpenters and concludes that such windows lend character to a house.

Passage Map

- P 1** – To state that even though American carpenters picked up colonial window designs from the English, they did not blatantly copy these designs but rather introduced some aspect of their earnestness into the same.
- P 2** – To praise the craftsmen who have built these windows and state that these windows can still be found in houses in certain parts of the country.
- P 3** – To conclude that these windows add character to any house as long as the house has a colonial design and that the revival of interest in these windows can partly be attributed to the revival of interest in colonial houses.

1. **Answer: B**

Explanation:

The last line of the first para states that the English windows were much more refined than the American ones. Hence, **(B) should be the correct answer.**

- (A) The author states that they were never blatantly copied.
- (C) The author states that some of these windows were occasionally clumsy.
- (D) This might be true of the English windows but not of the American ones.
- (E) The second para states that they are found in several other areas as well.

2. **Answer: D**

Explanation:

At the end of the first para, the author states that the American windows are not an imitation because of the occasional clumsiness in their design. Hence, **(D) should be the correct answer.**

- (A) While this is true, the author does not use this fact to prove that American windows were not copies.
- (B) The author highlights no such fact.
- (C) The passage never discusses any such craftsmen.
- (E) The passage never states this either.

3. **Answer: C**

Explanation:

The author states in the last para that *colonial* windows can make any house with a colonial design look good. Hence, he would not agree with **(C), the correct answer.**

- (A) The author makes this point at the beginning of the passage itself.
- (B) This can also be inferred from the passage.
- (D) This can be inferred from the last line of the first para.
- (E) The author refers to the craftsmens' *remembrances* and *remembered motives* while describing how they constructed these windows. This shows that the craftsmen did indeed use their memory to design these windows.

4. **Answer: B**

Explanation:

The first paragraph states that the reason for the lasting success of these windows in America are the perfect proportions of these windows. Hence, **(B) should be the correct answer.**

- (A) The author actually states that the English windows were more refined than the American ones.

- (C) The passage never mentions 'wood' anywhere.
- (D) The second para actually states that these windows had a very well-balanced design.
- (E) Again, the second para implies that these windows blended with the exteriors and interiors of a house very nicely, so they definitely did not stand out.

Passage 16

Topic

Beowulf

Scope

The background for the author's translation of Beowulf.

Passage Map

- P 1** – To state that Beowulf has been translated by several authors, each of whom has changed some defining aspect of the original.
- P 2** – To provide an outline of the thought process behind the author's translation of Beowulf.
- P 3** – To explain how the author plans to satisfy both classes of readers—the scholar and the literature student.

1. Answer: C

Explanation:

In the first para, the author questions whether it was proper on the part of some translators to convey the grave and solemn speeches in a light and airy manner. Thus, these translators have clearly reduced the gravity or seriousness of Beowulf's speeches. **(C)** states this best and is **the correct answer**.

- (A) Opposite. The opening lines clearly state that Beowulf has always been considered a great 'poem'. Even if the lines had stated that Beowulf was an ordinary poem, it would still remain a poem and not become prose.
- (B) The passage never states this.
- (D) There is nothing in the passage to suggest this. In fact, Beowulf in its original form does most likely appeal to Anglo-Saxon scholars.
- (E) The author uses the terms 'bold and venturesome' in the last paragraph to refer to his translation of the Beowulf and not to the original Beowulf.

2. Answer: E

Explanation:

In the opening lines of the third para, the author states that his work is intended to appeal to two classes of readers. He then goes on to explain how his work will do so. **(E)** captures this best and **is the correct answer**.

- (A) While this is mentioned in the third para, the author has written this entire paragraph just to put forward this request. He has a broader agenda.
- (B) This is one part of the third paragraph but there are more aspects to that paragraph than just this.
- (C) Again, this is only a part of the third para, not that the author does much 'explaining' anyway.
- (D) This is mentioned in the second paragraph and not in the third.

3. Answer: D

Explanation:

The answer is contained in the second sentence of the second paragraph where the author states that following the original work very closely would make his translation too prose or 'uninteresting' to a 'modern' ear. Thus, the author wants to keep things interesting for modern readers. **(D)** states this best and **is the correct answer**.

- (A) Opposite. The author has not deviated too much from the original for this purpose. In any case, this is mentioned in the third para and not in the second.
- (B) The author does not mention this as the reason in the second paragraph.
- (C) Don't get tricked by the use of 'prose' in this option. This was not the reason why the author did what he did.
- (E) This may have been part of the passage but is not mentioned by the author in the second para as the reason. This point is actually mentioned in the first para and is probably the reason why the author chose to come up with a translation in the first place but

not necessarily why the author chose to follow the original work approximately and not accurately.

4. **Answer: B**

Explanation:

In the opening lines of the 3rd paragraph, the author clearly states that he hopes to please the Anglo-Saxon scholar by faithfully adhering to the original work *i.e.* he does not make too many changes to the original. **(B)** states this best and **is the correct answer**.

(A) While this is mentioned in the first paragraph and may have been one of the factors the author uses to please the Anglo-Saxon scholars, there is nothing to suggest that this was the only factor.

(C) Same as A.

(D) Opposite. This is how the author intends to please the students of English literature.

(E) This is not mentioned by the author as the reason how he intends to please the Anglo-Saxon scholar.

Passage 17

Topic

The American Housekeeper

Scope

The passage states that the job of an American housekeeper is a difficult one and describes one difficulty associated with this job.

Passage Map

- P 1** – To state that the American housekeeper’s job is one of the most difficult ones for a woman and that it would become easier if one took some time to acquaint oneself with the more important aspects of the same.
- P 2** – To describe one difficulty associated with the job of a housekeeper—taking it for granted that one requires natural instinct for this job and that training would not be of much help.

1. Answer: C

Explanation:

In the context of the passage, the purpose of the quoted lines is to state that one could avoid the dangers associated with a housekeeper’s job if one has a good understanding of the same beforehand. **(C)** states this best and **should be the correct answer**.

2. Answer: E

Explanation:

The passage does not mention that a housekeeper needs to buy groceries, so **(E) should be the correct answer**.

- (A) The second para states that food is wasted by ignorance about the needed amount of food.
- (B) ‘Moth infestation’ is mentioned as a problem in the second para.
- (C) Again mentioned in the second para.
- (D) Clearly implied in the second para.

3. Answer: A

Explanation:

The opening lines of the second para compare housekeeping with any other skill and state that it can be improved through training. Hence, **(A) should be the correct answer.**

- (B) The first para states that housekeeping can be a test of one's temper but this does not necessarily imply that it can make one short-tempered.
- (C) The first lines of the second para state the opposite.
- (D) Opposite as described in C above.
- (E) The passage does not mention this anywhere. In fact, the passage mostly ascribes housekeeping tasks to women.

Passage 18

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

- P 1** – Highlights how the layman knows very little about the profession of engineering.
- P 2** – Explains how engineering played a role in starting and more importantly ending the world war.
- P 3** – States that while engineering can be put to both good and bad uses, it is mostly used for the good things.
- P 4** – 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.
- (E) This is an extreme option that is not supported by the passage. The world war could still have ended because of some other reason.

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.**

Passage 19

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

P 1 – 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 Cromwell 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—*his 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.

Passage 20

Topic

Blaise Pascal's life

Scope

The reasons why Pascal's life should be studied by every generation

Passage Map

- P 1** – To create a background for P2. The use of the phrase 'it might seem' at the beginning of P1 clearly suggests that whatever might seem to be the case will actually not be the case. The first sentence of P2 confirms this fact
- P 2** – To explain why Pascal's life needs to be studied by every generation

1. Answer: D

Explanation:

In keeping with the main idea of the passage, as inferred from para 2, the author considers Pascal's ideas and discoveries contemporary. He is of the opinion that the new perspective that every generation brings with it, allows it to study Pascal in a new manner and rediscover him. Hence, **(D) is the correct answer.**

- (A) The passage never mentions any such unfair presentation.
- (B) Pascal's lifestyle is mentioned only as an example of his living standards; nowhere is it implied that Pascal should be studied because of his lifestyle.
- (C) The author assumes this knowledge as accepted and known by all generations. '*The details of his...to the finest particular*'.
- (E) While this is true from the passage, this is not the reason why the

author wants Pascal to be studied by every generation.

2. Answer: C

Explanation:

The passage talks extensively of Pascal's achievements and cites relevant examples too. It does mention his lifestyle but goes on to reiterate the fact that his way of living was 'a life as any cultivated... model of probity and virtue.' Hence, **(C) is the correct answer.**

- (A) Para 1 talks of the French critics who have spent considerable time and effort in critiques of Pascal's work.
- (B) Inferred from para 2 where the author mentions Pascal's sojourn to the gambling table as mere research.
- (D) Inferred from para 2, 'But Pascal...attitude towards it.'
- (E) Inferred from end of para 2; the author has equated Pascal's lifestyle to that of any other gentleman of independent means of his time.

3. Answer: A

Explanation:

The opening lines of the passage clearly state that Pascal's fame is founded on two major works. Thus, it is reasonable to conclude that these works will comprise his major body of work. This is not to say that he did not do any other work but that the other works were probably not as significant as these two. Hence, **(A) is the correct answer.**

- (B) The passage never states whether he was fond of gambling or not; however, it does state that he used to indulge in gambling.
- (C) The passage never mentions these other interests. There is nothing in the passage to indicate that his religious or theological views were his interests. The example of gambling also links back to his interest in mathematics.
- (D) His religious views are not described in the passage.
- (E) There is nothing in the passage to suggest this either. For all we

know, he may have had a very common style of writing.

Passage 21

Topic

The American Bison

Scope

The range of the American Bison

Passage Map

- P 1** – To describe the range of the American Bison and suggest that the activities of man had a negative impact on the same
- P 2** – To discuss what would have happened had man not interfered in the habitat of the bison

1. Answer: C

Explanation:

The entire passage is primarily concerned with discussing the range or spread of the American bison, so **(C) should be the correct answer.**

- (A) ‘Ecology’ is too broad a term and, though the author does mention this in passing, this is not the main purpose of the passage.
- (B) *Conservation* is never discussed in the passage.
- (D) Too specific to be the main purpose of the passage.
- (E) As explained above, the main purpose is not to make any such comparison.

2. Answer: D

Explanation:

It is not stated anywhere in the passage that the bison population fell drastically at any time. Hence, **(D) is the correct answer.**

- (A) This is implied by the last line of the first para.
- (B) This is mentioned in the second para.
- (C) This is implied by the last line of the first para.
- (E) This is implied by the second line of the second para.

3. **Answer: B**

Explanation:

The lines in the last paragraph '*would have developed still longer hair*' imply that the bison was already a long-haired animal. Hence, **(B) is the correct answer.**

(A) The passage never states this.

(C) The passage does mention the Indian Gaur but not in this context.

(D) & (E) The passage never states either of these.

Passage 22

Topic

Consumption of alcohol by pregnant women

Scope

The harmful effects of alcohol consumption by pregnant women on their fetuses

Passage Map

- P 1** – To highlight the negative effects of alcohol consumption in pregnant women
- P 2** – To explain why the alcohol consumed is much more dangerous for the fetus than for the mother
- P 3** – To conclude that pregnant women should completely avoid the consumption of alcohol

1. Answer: A

Explanation:

Inferred from the opening lines of para 2. The author has used the words ‘almost simultaneously’ allowing for a gap; albeit a fraction of time. Hence, **(A) is the correct answer**.

- (B) As inferred from para 2; ‘the fetus liver...is much slower’.
- (C) As inferred from para 2; ‘eventually, the alcohol...is slow’.
- (D) As inferred from para 3; ‘research has...the fetus’.
- (E) As inferred from para 2; ‘eventually...is slow’.

2. Answer: D

Explanation:

The passage clearly states that the problem of Fetal Alcohol Syndrome arises because the fetus' liver is slower in removing alcohol than the mothers' liver. If the fetus' liver were as efficient as the mother's liver, then this problem would probably never arise. Hence, **(D) is the correct answer.**

- (A) The problem is not how quickly the alcohol is absorbed into the mothers' bloodstream but how slowly the fetus' liver eliminates it.
- (B) Toxicity of alcohol is not mentioned in the passage.
- (C) If the mothers' liver were less efficient then damage would probably be caused to the mother as well as to the fetus.
- (E) The passage does not suggest that immunity has anything to do with the Fetal Alcohol Syndrome.

3. Answer: C

Explanation:

The second paragraph is clearly describing the process by which Fetal Alcohol Syndrome is caused. **(C)** states this verbatim and **should be the correct answer.**

- (A) This is the purpose of the entire passage and not just of the second paragraph.
- (B) The passage is concerned with fetuses and not with infants. In any case, the harmful effects are mentioned in the third paragraph.
- (D) While this is mentioned in the second paragraph, the main purpose is more than just to state this fact.
- (E) Same as D.

Passage 23

Topic

America in the 1600s was a land of opportunities for migrant workers

Scope

Discussion of why workers migrated to America by looking at the specific example of Virginia—what factors made Virginia a suitable location for workers to improve and advance their lot

Passage Map

- P 1** – Talks about how migrant workers from Europe have been praising the opportunities available to them in America.
- P 2** – Provides further support for P1 by stating the accounts of two travellers—Welby and Fearson.
- P 3** – Provides a reason as to why workers had a favourable bargaining position, with the specific example of Virginia.
- P 4** – Arrives at a conclusion about land holdings in Virginia—that they were dominated by the middle class and not by rich landlords.

1. **Answer: A**

Explanation:

The author starts P2 by talking about pamphlets that were intended to encourage migration to America. He uses the accounts of Welby and Fearson to further strengthen the message in these pamphlets—that America indeed was a land of opportunities and success for labourers. **(A)** states this best and **should be the correct answer**.

(B) The author’s agenda in talking about Welby and Fearson was more than just to highlight the high wages.

- (C) If anything, the author wants to strengthen this conclusion by mentioning the examples of Welby and Fearson.
- (D) The author mentions this point about land being cheap and labour being dear later in the passage.
- (E) Amongst other things, the author uses the accounts of Welby and Fearson to arrive at a conclusion for America in general and not just for Virginia.

2. Answer: D

Explanation:

The answer can be found in the opening sentence of P3—*In Virginia, as in other colonies... newcomer his chance to rise.* Thus, dearness of labour and cheapness of land were the two reasons for the migrants' success. **(D)** mentions one of these and **should be the correct answer.**

- (A) It is the cheapness of land and not its huge supply that is mentioned in the passage.
- (B) Labor was in fact dear, that is, expensive.
- (C) This is not mentioned anywhere in the passage.
- (E) The passage clearly states that land prices were cheap, which allowed these workers to eventually buy some land of their own.

3. Answer: C

Explanation:

The key thing in this question is the use of the word *incorrect statement*. So, you need to identify something that was not true of Virginia in the eighteenth century. C gives you one such statement because the last sentence of the passage clearly states that the opposite of this was true. Thus, **(C) is the correct answer.**

- (A) This is true, as mentioned in the first sentence of P3.
- (B) This is the underlying theme of the entire passage.
- (D) This is also true from the last paragraph.
- (E) True, once again, from the last paragraph.

4. **Answer: B**

Explanation:

Option (B) can clearly be inferred from the information in P3 —*Indentured workers met his needs in part*—and **should be the correct answer**.

(A) P3 states the opposite.

(C) The passage states no such thing anywhere. If the American workers walked with a more erect posture, it had more to do with their economic and social conditions and not any physical superiority.

(D) The first sentence of P4 states the opposite.

(E) The first sentence of P3 states that what was true for Virginia was also true for other American colonies.

Passage 24

Topic

Beethoven

Scope

Discussion of how Beethoven's music was different from that of most other musicians with emphasis on the intellectual or philosophical aspects of the same

Passage Map

- P 1** – Provides an introduction to Beethoven and how philosophy was an important aspect of his music.
- P 2** – Provides a background of how most musicians used to behave in Beethoven's time and how Beethoven was different.
- P 3** – Emphasizes that to enjoy Beethoven's music, one has to invest one's time and intellect. True enjoyment of Beethoven's music needs the listener to pay a price in terms of intense mental activity.

1. Answer: D

Explanation:

Be careful, the question is asking about Bach and not about Beethoven. The answer is clear in the first sentence of P2 in the part within brackets—*Up to Beethoven's time, musicians in general (Bach is always an exception) performed their work without the aid of an intellect for the most part.* Thus, Bach clearly made use of intellect in his work, making **(D) the correct answer.**

- (A) The passage refers to Bach as a mathematician purely in an allegorical manner and not in the literal sense of the word.
- (B) In fact, Beethoven did this, as mentioned in P2.
- (C) This is again true of Beethoven's music.
- (E) This was true of musicians of that time in general but Bach was an exception as is mentioned in the first sentence of P2.

2. Answer: B

Explanation:

The answer can be found in the line—*His entire life was a protest against the pretensions of birth over mind.* **(B)** states this best and **should be the correct answer.**

- (A) While Beethoven incorporated philosophy in his music, he did not protest against others' ignoring this.
- (C) Beethoven, in fact, supported this.
- (D) Beethoven supported this as well.
- (E) While this is mentioned in P3, this was not something Beethoven protested against.

3. **Answer: D**

Explanation:

The author's agenda in the entire P3 is to highlight how a listener needed to expend effort in order to truly enjoy Beethoven's music. **(D)** states this best and **should be the correct answer.**

- (A) These differences may have been highlighted in the earlier paragraphs of the passage but the purpose of P3 is definitely not to do so.
- (B) This option totally ignores the effort that has to be expended on the part of the listeners to enjoy Beethoven's music.
- (C) The author never criticizes any aspect of Beethoven's music in the passage.
- (E) Nothing is being evaluated in P3.

Passage 25

Topic

Conservation of Nature

Scope

Negative impact of man's activities on nature.

Passage Map

- P 1** – To state that it is one of the foremost duties of man to preserve animal and plant life
- P 2** – To provide an analogy of the same with reference to great works of art
- P 3** – To state that nature is being destroyed most rapidly in the United States and give some examples of the same
- P 4** – To state that this destruction of natural flora and fauna is ebbing but still a lot of effort needs to be put in to halt this completely

1. Answer: D

Explanation:

The passage states that 'several mammals are on the *verge* of extermination' so they haven't *yet* become extinct. Hence, **(D) is the correct answer.**

A. Can be inferred from the last lines of the first para.

B, C & E: Can be inferred from the third para.

2. Answer: B

Explanation:

The line '*an earthly paradise is being turned into an earthly Hades*' contrasts an earthly paradise with an earthly Hades, so Hades most likely is the opposite of paradise, that is, Hell. So, **(B) should be the correct answer.**

3. Answer: A

Explanation:

Option (A) fits best with the overall theme of the passage and is, therefore, **the correct answer**.

- (B) The author never makes any *suggestions* in the passage.
- (C) While the passage does imply this, the main idea is much broader than just this.
- (D) The particular group of people can be US citizens but again the passage talks about mankind as a whole (and not just Americans) harming nature so this option becomes too specific.
- (E) The author does this towards the end of the passage but this is not the primary purpose because the author concludes by saying that still a lot needs to be done to prevent animal life from vanishing.

4. **Answer: C**

Explanation:

- (C) clearly follows as the correct answer** from the opening lines of the last paragraph.
- (A) The author states that the environmental degradation is perhaps the worst in the *United States* and not in the entire North America.
- (B) 'Halted' is the wrong word, the degradation may have been slowed down but it has definitely not been halted.
- (D) There is no information in the passage to support this conclusion.
- (E) No such order of importance is given in the passage.

Passage 26

Topic

How are wages of laborers determined

Scope

An illustration highlighting how economic advantages within certain industries affect wage rates.

Passage Map

P 1 – To explain how wages are determined within industries

P 2 & P 3 – To explain how wages vary in relation to the economic advantages that certain industries in a country have over foreign countries

1. **Answer: B**

Explanation:

The author mentions at the end of the second paragraph that no employer or firm will be able to exploit the opportunities present in groups C and D unless the government provides them with some aid to compensate for the low economic advantages. Thus, **(B) is the correct answer.**

(A) Extreme option. If even after the population increase, the increased population can be absorbed in group A, then this will not lead to lower wages.

(C) The author merely uses the example of a political party in the third paragraph. He does not say that this is necessarily the case. Even if this is the case, the political party merely decided which activities to undertake, and not the wage rate as such.

- (D) Charging high duties is not a way of wage regulation; it can, in fact, have negative consequences as explained in the passage.
- (E) This is on the same lines as option A. The passage never states that population size is the only determinant of wage rate. There could be other factors as well.

2. Answer: C

Explanation:

The last sentence of the third paragraph clearly shows that workers in groups A and B could be at a disadvantage were the government to decide which economic opportunities should be exploited by these workers. Thus, **(C) is the correct answer.**

- (A) Since the government will impose duties on these products, their prices will actually increase.
- (B) There will be no impact on the prices of these products.
- (D) There is nothing in the passage to suggest this.
- (E) Most likely, the wage rates will decrease because we are now exploiting opportunities in groups C and D. The wage rates would be highest if we only exploited opportunities in group A or, at the most, group B.

3. Answer: A

Explanation:

As can be inferred from para 2, the author has specifically mentioned the relationship between population and the wages the workers would earn. It is only with increase in population that other groups are even considered. Hence, **(A) is the correct answer.**

4. Answer: B

Explanation:

The author has, in para 1, mentioned the relationship between wages and the least productive unit of labor. He then goes on to explain the impact that population has on the groups, the effect of legislation on

them as well as the earning capacity. Hence, **(B) is the correct answer.**

(A) & (C) The author has limited himself to analyzing a situation the government might create by changing priorities—the role of the government or its policies are not discussed in isolation.

(D) The author has confined himself only to the discussion of how wages are determined.

(E) As inferred from para 1, '*In any country...disadvantages*'.

Passage 27

Topic

Emma Goldman

Scope

A person's work should be appreciated in his or her lifetime.

Passage Map

The passage uses the example of Emma Goldman and certain other distinguished personalities to assert that a person's work should be appreciated in the lifetime of that person and not after the person has long been dead.

1. Answer: B

Explanation:

The author is primarily stating that people should be given credit for their achievements when they are alive. Thus, **(B) is the correct answer.**

(A), (C), and (D) are too specific; the author has a broader agenda. The use of 'every' in (E) makes this option extreme. Also, the author has a slightly different agenda than just merely stating this fact; the author is actually arguing against this fact.

2. Answer: D

Explanation:

The author mentions the President of another country to give an example of a situation in which the work of a person was appreciated after his death. Hence, **(D) is the correct answer.**

(A) The use of 'every' makes this extreme.

(B) and (E) The author is not specifically concerned with the case of Pierre Proudhon. He is stating a more general observation.

(C) The passage makes no claim about 'all' countries.

3. Answer: C

Explanation:

(C) clearly follows as the correct answer from the last line of the passage.

- (A) The press is definitely responsible but there is nothing in the passage to suggest that the press is 'primarily' responsible.
- (B) The author never says that all of these personalities have a street named after them, just that some of them do so Emma Goldman may or may not have a street named after her.
- (D) Not supported by the information in the passage.
- (E) Extreme. The first part of the passage clearly states that people do have an understanding of the real Emma Goldman despite all that was written about her in the media.

Passage 28

Topic

The science of Astronomy

Scope

Discussion of why Astronomy is the most highly developed of all sciences

Passage Map

- P 1** – Talks about how Astronomy has received far more attention from kings and other important people than any other science such as Physics.
- P 2** – Provides one possible reason for the disproportionate importance that people pay to Astronomy.

1. Answer: A

Explanation:

The first paragraph provides evidence that shows how Astronomy is more popular than some of the other more useful sciences such as Physics. The second paragraph gives one reason for this popularity.

Option (A) states this best and **should be the correct answer**.

- (B) The author never states that this is unfair
- (C) The author had a broader agenda than to do just this
- (D) The author isn't really concerned with how funds are being used
- (E) The author never advocates anything in the passage.

2. Answer: C

Explanation:

The answer is clear in the lines—*Indeed it should be so, since no other science has ever received such support from royalty, from the state and from the private individual.* **(C)** states this best and **should be the correct answer**.

- (A) While this is a fact, the passage does not use this to explain why Astronomy is the most developed of all sciences.

- (B) This is mentioned in P2 as an explanation for the difference in importance attached to astronomy and to other sciences. This does not, however, explain why astronomy is the most developed of all sciences.
- (D) Again this is mentioned in P2 and, while this may explain the popularity of Astronomy, it is not the reason why Astronomy is the most developed of all sciences
- (E) This is a distortion of the thoughts mentioned in P2.

3. Answer: D

Explanation:

The correct answer can be found in the line—*The telephone, the electric transmission of power, wireless telegraphy and the submarine cable are instances of immense financial returns derived from the most abstruse principles of physics.* Thus, **D is the correct answer.**

- (A) Opposite as stated in this line—*there is no doubt that in recent years astronomers have had granted to them greater opportunities for carrying on large pieces of work than have been entrusted to men in any other department of pure science*
- (B) The author, in fact, states the opposite in P2.
- (C) Opposite, as stated in the last two sentences of P2
- (E) Opposite as stated in the line—*A practical man, who has spent all his life in his counting room or mill, is sometimes deeply impressed with the vast distances and grandeur of the problems of astronomy*

Passage 29

Topic

Women's suffrage

Scope

Giving women Suffrage Rights will not help cleanse the political system.

Passage Map

The author states that she is against the popular view that if women were to get the right to vote then this would help cleanse the poison in the political system.

1. **Answer: B**

Explanation:

The author is stating that giving women the right to vote will not lead to a purification of the political system. **(B)** states this best and **is the correct answer**.

- (A) The author is not just discussing the implications of a change but actually arguing that one of the implications will not take place.
- (C) The author is not *exploring* any definitions in the passage.
- (D) The author does not make any comparisons in the passage.
- (E) The author doesn't *clarify* any ambiguity in the passage.

2. **Answer: B**

Explanation:

This line follows from the author's statement that most people view a woman as either an angel or a devil whereas he just wants a woman to be treated as a human. **(B)** states this best and **is the correct answer**.

- (A) Though this is true for the overall passage, this is not implied by the quoted lines.
- (C) Again true for the passage but not for the quoted lines.
- (D) Not suggested by the passage.
- (E) Not suggested by the passage.

3. **Answer: D**

Explanation:

The last line of the passage states that '*most ardent suffragists would hardly maintain such a folly*'. The folly here refers to the notion that giving women the right to vote would solve all the problems that the political system faces. So, if the most ardent suffragists do not agree with this notion, **the correct answer has to obviously be (D)**.

- (A) Opposite, as explained above.
- (B) This may sound logical on its own but there is nothing in the passage to support this view.
- (C) Opposite, as explained above.
- (E) Opposite. The author is, in fact, against woman suffrage because of the reason highlighted in the passage.

Passage 30

Topic

Astronomy

Scope

The importance of astronomy.

Passage Map

P 1 – To describe how stars have lasted all through time

P 2 & P 3 – To explain the importance of astronomy and to conclude how great exponents of astronomy have made us aware of the bigger universe of which our world is just a small part

1. Answer: B

Explanation:

The passage never speaks about astronomy helping predict people's future. Some students may confuse astronomy with astrology and assume this option to be stated in the passage. Obviously, this will be wrong. Hence, **(B) is the correct answer.**

(A) Stated in the opening lines of the second para.

(C) Can be inferred from the closing sentence of the first para and also from the second sentence of the second para.

(D) Mentioned by the author in para 3—'*the veil...of the thinker*'.

(E) The author has named various scientists in para 3 who have made it their mission to study the stars.

2. Answer: D

Explanation:

This is a tricky question because a lot of the options, such as E, are correct but are not supported by the passage. The last sentence of the second para states that it would be a naïve error to believe that our humanity was the goal of creation and that astronomy has helped rid us of this belief. Thus, **(D) is the correct answer.**

- (A) The passage never goes into this discussion. (In case you are curious, most stars do emit light on their own).
- (B) While this is true, the passage never states this or disagree with this fact.
- (C) Astronomy has actually proved this fact so this cannot be an incorrect notion.
- (E) Same as (B).

3. Answer: D

Explanation:

The author, in paras 1 and 2, talks about the importance of astronomy as a science. He then goes on to enumerate how astronomy has brought about changes in the perception of mankind. Hence, **(D) is the correct answer.**

- A) The author has referred only to the metamorphic ‘eye’ that the stars have kept on mankind—through the ages. He has not discussed any properties of the same.
- (B) Astronomy has merely been mentioned as an ancient science—no attempt has been made to study its history or progression through the ages.
- (C) Scientists have been named for their contributions to this field—their work hasn’t really been analyzed.
- (E) The passage does not speak of any such impact.

Passage 31

Topic

Books about scenic wonders

Scope

Reading exaggerated descriptions of Natural Wonders can distort one's perception of the same.

Passage Map

- P 1** – To state that one tends to get biased in one's views of a natural wonder if one has read books about the same because at times the writers of the books tend to get carried away and exaggerate certain features of the wonder. Also mentions Niagara Falls as an example.
- P 2** – To describe how two people initially exaggerated the height of the Niagara Falls and how a third person eventually came up with a more reasonable estimate
- P 3** – To describe how the sound of the Falls has been similarly exaggerated

1. Answer: A

Explanation:

(A) looks the best from the opening lines of the passage and **is the correct answer**.

(B) This is only the purpose of the second paragraph of the passage.

(C) Again, this is with specific reference to the Niagara Falls but the author's idea is to use Niagara Falls as an example to arrive at a broader conclusion about natural wonders in general.

(D) This is only the purpose of the third paragraph.

(E) The author is doing more than just marvelling.

2. Answer: D

Explanation:

(D) clearly follows from the last line of the second paragraph and **is the correct answer**.

- (A) There is no comparison of the Niagara Falls with other natural waterfalls in the passage.
- (B) ‘Lied’ is not the correct word since Hennepin most likely believed that he was stating the truth. Incorrect estimation is not necessarily the same thing as lying.
- (C) This is true but of no relevance to the height of the Niagara Falls.
- (E) The passage never suggests that the height of the Falls actually ‘reduced’. The fact is that the height had actually been exaggerated by some people.

3. Answer: D

Explanation:

The third para states that a person standing at the bottom of the Falls would hear a thunderous sound—it is above the Falls that a person would experience complete silence. Thus, **(D)** cannot be true and **is the correct answer**.

- (A) is mentioned in the third paragraph
- (B) is implied by the opening lines of the passage
- (C) is implied by the third para
- (E) is implied by the first para and is a theme discussed throughout the passage

4. Answer: E

Explanation:

We can start by looking for the option that agrees with the information in the passage, that is, an option that will not come as a surprise to anyone who has understood the passage. Alternatively, we could try to find four options that a person who has read the passage would be surprised at, that is, four things that are contrary to what is mentioned in the passage. The fifth option will be our answer. Either way, we will arrive at **(E) as the correct answer**. The last para mentions a river and the *Niagara Falls* clearly have to be a part of this river.

- (A) This would be surprising because the passage agrees with the view

that the height of the Falls is closer to 150 feet.

- (B) Again, the third para states that there are no mountains in the immediate vicinity of the Falls so this will be a surprising fact.
- (C) The third para states that there is a thunderous noise at the base of the Falls.
- (D) The third para states that there is complete silence above the Falls.

Passage 32

Topic

Good Sense

Scope

The use of good sense in different measures by different men.

Passage Map

- P 1** – To explain that everyone possesses good sense in equal measure and the differences in the use of this good sense amongst different people arise from the different ways in which different people conduct their thoughts
- P 2** – To highlight the importance of applying the human mind, to situations, in the correct measure

1. Answer: E

Explanation:

The author, in para 1, mentions that diversity of opinions are ‘solely’ because ‘we conduct our thoughts along different ways’. The author also states that everybody possesses good sense in the same measure. Then, **(E)** obviously cannot be concluded from the passage and **is the correct answer**.

- (A) The author starts the passage by stating this fact.
- (B) The author has clearly stated in para 1 that good sense testifies to the power of ‘distinguishing truth from error’.
- (C) The author has mentioned in para 1 how, of all the qualities in men, this is the one which is ‘most equally distributed’.
- (D) This can be inferred from the last line of the first para and also from the opening lines of the second para.

2. Answer: B

Explanation:

The author has stated in the second paragraph that it is not enough to

have a vigorous mind because even people possessing such great minds are open to aberrations, that is, they can also make mistakes. Hence, **(B) is the correct answer.**

- (A) The second para actually states the opposite.
- (C) The last part of the first para clearly states that this is not the case.
- (D) The passage never discusses the pursuit of truth.
- (E) Extreme option. While some great minds may do this, we cannot say this of most great minds.

3. **Answer: E**

Explanation:

The author has, through the passage, explained the term ‘good sense’ and also discussed how different people use it differently, depending on their train of thoughts. Hence, **(E) is the correct answer.**

- (A) The author has not categorized any specific advantage or disadvantage as such.
- (B) Out of scope—the passage is discussing good sense and not the workings of the human mind.
- (C) At no point has the author actively urged the reader to ‘use’ good sense—he has merely discussed it.
- (D) Same as B.

Passage 33

Topic

The conformation of the Alps

Scope

To evaluate two theories about the formation of the Alps.

Passage Map

- P 1** – To state that two theories have been put forward to explain the formation of the Alps—the erosion theory and the fracture theory. The author has heard that the fracture theory is supposedly the better one and is visiting a site to verify the same
- P 2** – To state that after initially agreeing with the fracture theory the author later disagrees with it because of evidence such as the shape of pebbles that he found at the site and the nature of stratification present in a cross section of the mountain, all of which point to the theory of erosion

1. Answer: D

Explanation:

(D) is the correct answer because the author is not just providing two alternative theories but clearly agreeing with the theory of erosion.

- (A) As explained above, the author is doing more than just *discussing* the two theories—he is also giving his preference for one.
- (B) The author never *proposes* any further study in the passage.
- (C) The author doesn't make any predictions in the passage.
- (E) The author does not outline *several* hypotheses but only two of them. Also, a mountain cannot really be described as a phenomenon.

2. Answer: A

Explanation:

In this line, the author states that the initial signs suggested that the

theory of fracture was correct but later on in the paragraph he disagrees with the same and goes with the theory of erosion instead. Thus, **(A) should be the correct answer.**

- (B) Opposite. The author actually goes on to agree with the theory of erosion.
- (C) As explained above, this is definitely not a neutral observation made by the author.
- (D) The author didn't really have any initial belief. He had heard that the theory of fracture was correct and had gone to the site to verify the same.
- (E) The author is not conducting any experiment in the passage.

3. **Answer: D**

Explanation:

(D) is the only option that is supported by the passage, making it **the correct answer**. The author is definitely relying on the stratification present in a vertical cross section of the Alps to conclude that the theory of erosion is actually correct.

- (A) The passage doesn't state this anywhere. For all we know, some new evidence could always come up that could challenge the theory of erosion.
- (B) The author also found rolled pebbles and stones, which he considered signs of river action.
- (C) Opposite—this is actually true according to the hypothesis of erosion.
- (E) According to the last part of the first para, Via Mala is the name of the chasm; the name of the river is Hinter-Rheine.

4. **Answer: C**

Explanation:

The author uses the rolled stones as evidence to conclude that these must have been deposited by a river. Hence, he assumes that nothing else could have led to the deposition of these stones at this site, that is,

(C) is the correct answer.

- (A) The consistency of appearance is of no consequence to the author's argument.
- (B) This may or may not be true but doesn't necessarily have to be true for the author's argument to be correct.
- (D) Vertical stratification has no connection with concluding something about the stones.
- (E) This is an inference and not an assumption.

Passage 34

Topic

Hacker slang and Linguistics

Scope

How hackers' slang is a manifestation of linguistic evolution, in that it even challenges some traditionally accepted assumptions

Passage Map

- P 1** – To explain the connection between hackers' love for wordplay and linguistic evolution
- P 2** – To describe an assumption related to linguistics that hackers seem to break by their unique use of words and phrases

1. Answer: C

Explanation:

The last part of the second para states that hackerdom exhibits low-context values, whereas cooperation and tradition are examples of high-context values. Hence, **(C) is the correct answer.**

- (A) Inferred from para 1 where the author mentions in the first line itself that hackers '*love wordplay*'.
- (B) Inferred from para 1, '*These traits...before adolescence*'.
- (D) Inferred from para 1, '*thus linguistic invention...unconscious process*'.
- (E) Inferred from para 1, '*further, the...Superannuated specimens*'.

2. Answer: B

Explanation:

The answer is given in the same sentence—'*the conformity-enforcing machine that we call an educational system*'. Thus, **(B) is the correct answer.**

3. Answer: C

Explanation:

The second paragraph of the passage states that people who use low-context communication display a certain set of values and people who use high-context communication display a different set of values and that the two don't overlap. However, in the case of hackers, the two do overlap, in that hackers use a high-context communication style whereas they display low-context values. Thus, (C) is an assumption that hackers don't conform to, making it **the correct answer**.

- (A) Since this is true, it obviously is not an assumption that is challenged by hackers.
- (B) This is never assumed in the first place.
- (D) Same as A.
- (E) Same as A.

Passage 35

Topic

Works of Shakespeare

Scope

The passage states that Shakespeare's works have no great merit, unlike popular perception, and concludes that Shakespeare does not deserve to be called a genius.

Passage Map

- P 1** – To state that the author has read all the popular works of Shakespeare but found them unimpressive which makes him unsure of whether something is wrong with his or people's perception of Shakespeare
- P 2** – To further emphasise this point and to finally conclude that he is convinced that Shakespeare is not the genius that he is made out to be
- P 3** – To provide a caveat that people are so firm in their belief of Shakespeare's genius that they probably will not pay any attention to the author's negative views of him

1. Answer: E

Explanation:

The quoted phrase clearly refers to the works of Shakespeare in general that the author found repulsive. Hence, **(E) should be the correct answer.**

- (A) The lines are clearly referring to Shakespeare's works and not to the poetry mentioned in the passage.
- (B) The author states that he did not like any of Shakespeare's works.
- (C) This comes later in the passage.
- (D) The passage never mentions the writings of the author of the passage or that the author is actually a writer.

2. Answer: A

Explanation:

The author states that he has read Shakespeare's works in several languages including English, Russian, and German so it can be reasonably inferred that the author knew several languages, that is, **(A) should be the correct answer.**

- (B) The passage never implies that the author was biased.
- (C) The author eventually does publicly criticize Shakespeare even though he believes most people will not even read his views.
- (D) Distortion. The author states that it is evil to try to find non-existent merits in Shakespeare's works.
- (E) Opposite. As the author read more of Shakespeare's works, his dislike for Shakespeare actually increased.

3. **Answer: E**

Explanation:

The passage states that Shakespeare's works were translated in more than one language. However, this does not necessarily mean that he wrote in several languages since the translation could very well have been done by someone else. Hence, **(E) should be the correct answer.**

- (A) The author of the passage is one such person.
- (B) Clearly suggested in the first para.
- (C) The author says this several times in the passage.
- (D) This can be implied from the fact that his works included comedies, dramas, historical plays, *etc.*

4. **Answer: D**

Explanation:

In earlier lines in the first para, the author states that he was not sure whether the people who consider Shakespeare a genius were wrong in their judgement or whether he was wrong in his. He further goes on to say that this *doubt* was further aggravated by the fact that he was normally easily able to appreciate the beauty in every type of writing, so he was confused as to why he couldn't find the same in Shakespeare's works. **(D)** follows best from this as **the correct answer.**

- (A) The author was eventually unhappy after 50 years when he was convinced that Shakespeare was a mediocre writer. However, at the time he made this statement containing the term *consternation*, he was merely confused.
- (B) The author never really feels sorrowful anywhere in the passage.
- (C) Same as A.
- (E) The author never feels dejected or heartbroken anywhere in the passage.

Passage 36

Topic

The origin of numbers

Scope

When did numbers, as we know them, originate.

Passage Map

- P 1** – To claim that the debate about the origin of numbers will always stay unsettled and there will never be a clear answer to this question
- P 2** – To explain how philosophers have not even been able to arrive at a common ground for a question as simple as why the sum of three and two is five
- P 3** – To conclude that when numbers originated shouldn't really be a controversial question because numbers most likely originated right at the beginning, along with the origin of language

1. Answer: B

Explanation:

The author mentions in para 1 how there is much discussion and debate on the inclusion of numbers in primitive man's life. He then goes on to elaborate on the findings and concludes that numbers are more a part of human thought than any discovery or experience. Hence, **option (B) is the correct answer.**

- (A) Mathematic as a subject is not discussed—out of scope.
- (C) Do not let this option confuse you. The question at stake is the origin and not the use of numbers.
- (D) The author never critiques anything in the passage.
- (E) The passage is concerned with the debate about the origin of numbers; the effect of numbers is not really its concern.

2. Answer: D

Explanation:

The author has concluded the passage on the line that numbers are to be considered '*a part of human thought*' rather than an experience or intentional inclusion in the language. Hence, **(D) is the correct answer.**

- (A) Can be inferred from the first para
- (B) Can be inferred from the second para
- (C) Can be inferred from the first and the third paras
- (E) Can be inferred from the first sentence of the last para

3. **Answer: E**

Explanation:

Inferred from para 3, the mathematicians do recognize the fact that no tribe has yet been found which did not use numbers nor can it be denied that numbers have been part of early language expressions. With this knowledge, it then seems a pointless exercise to research into its origin. Hence, **(E) is the correct answer.**

4. **Answer: A**

Explanation:

Inferred from para 3, the author talks of how numbers have always been a part of the language skills of all primitive tribes researched till date. This is especially noted by all that even if the counting included only numbers 1, 2 and 3, the tribes were using it advantageously. Hence, **option (A) is the correct answer.**

- (B) The word 'conscious' is misleading since the inclusion of the numbers was instinctive rather than planned.
- (C) The passage never states or implies this.
- (D) While this may be true, it does not have any reference to the context here.
- (E) Same as B.

Passage 37

Topic

Aesthetics

Scope

The passage starts by defining aesthetics as concerned with beauty but limits its scope to man-made objects of beauty only. The rest of the passage explains the relevance of limiting the scope of aesthetics in this manner.

Passage Map

P 1 –

To introduce aesthetics
and Schiller

P 2 –

To provide the scope of
aesthetics (as defined by
philosophers over the
ages) and to limit it to
man-made objects of
beauty

P 3 –

To attempt to justify why
it is correct to leave out
natural beauty from the
realm of aesthetics

1. Answer: C

Explanation:

The second para of the passage states that man-made art is superior to natural art because it is a creation of the human mind. Hence, **(C) should be the correct answer.**

- (A) The passage never states this.
- (B) True, but this is so because it is not a creation of the human mind.
- (D) True again but this is mentioned with reference to why it has not been converted into a science or system.
- (E) The passage never states this.

2. Answer: B

Explanation:

The passage mentions Schiller only in the first line and ‘greater part’ is the same as ‘majority’, **so the correct answer should be (B).**

- (A) This is true for philosophers in general but may or may not be true for Schiller.
- (C) The passage never states this.
- (D) Again, true for other philosophers but may or may not be true for

Schiller.

(E) The passage never states this.

3. Answer: D

Explanation:

The third para of the passage clearly states that the *uncertain and fluctuating* nature of natural beauty is the reason thinkers have not attempted to convert it into a science. Hence, **(D)** cannot be inferred from the passage and **is the correct answer**.

(A) This can be easily inferred from the passage.

(B) The passage states this in the second para.

(C) The passage states that some people find the non-inclusion of natural beauty in aesthetics arbitrary.

(E) This can be inferred from the second para as well.

4. Answer: C

Explanation:

(C) best summarises the last line of the passage and **is the correct answer**.

(A) The passage mentions no such controversy.

(B) The third para states the opposite.

(D) Incorrect, since the interrelation of natural and man-made beauty is a part of aesthetics.

(E) Opposite. The third para states that natural beauty is 'too uncertain and fluctuating'.

Passage 38

Topic

Laughter/Comic sense

Scope

The connection between laughter and human beings in terms of how one affects the other

Passage Map

- P 1** – To state that we should not define, and thereby limit laughter; rather we should simply regard laughter as a living thing that is capable of growing and evolving
- P 2** – To suggest that laughter or the comic spirit can actually teach us things about life that we are not aware of
- P 3** – To assert that laughter is always connected to humans, even when we laugh at inanimate objects

1. **Answer: B**

Explanation:

In para 3, the author has specifically talked of his amazement at the fact that philosophers have neglected to explore the fact that ultimately, man always laughs at the work of man. Hence, **(B) is the correct answer.**

- (A) This is in fact mentioned in para 1.
- (C) While this is mentioned in the third para, the main purpose of the paragraph is to do more than just state this fact.
- (D) This is mentioned in para 2.
- (E) This is mentioned in para 1.

2. Answer: C

Explanation:

The third para states that laughter is always connected to humans. Even when we laugh at animals or at inanimate objects, it is because they, in some form, reflect human expressions or feelings. Thus, the author would explain the said fact in the question by giving a similar reasoning. Hence, **(C) is the correct answer.**

- (A) This does not necessarily have to be the case. The key is the human connection which is not highlighted in this option.
- (B) While this is probably true, this still doesn't explain why the person laughed upon seeing this figure.
- (D) There is nothing in the passage to suggest this.
- (E) Again, the passage makes no mention of any such sense of humor.

3. Answer: B

Explanation:

The phrase is basically trying to state that even though the comic spirit may be eclectic and unstructured in its approach, it achieves its purpose of creating laughter in various forms. Hence, **(B) is the correct answer.**

- (A) There is no mention of humans making plans with regards to the comic spirit.
- (C) This doesn't explain the 'method' aspect of the expression.
- (D) This takes the meaning of the phrase too literally. The phrase has actually been used in a positive sense.
- (E) Opposite. The 'madness' part of the expression suggests that the comic spirit is not apparently methodical.

4. Answer: B

Explanation:

The author has clearly stated in the last para that laughter is inextricably linked to humans and when we laugh at non-human entities, it is because we see some human aspect in them. Hence, we are still only

laughing at humans. Thus, **(B) is the correct answer.**

(A) Funny incidents may also involve animals or inanimate objects.

(C) The passage never states this fact.

(D) This is not the reason, as explained above.

(E) The passage never states this.

Passage 39

Topic

Pope's life as a writer

Scope and Passage map

The passage discusses the three periods of Pope's life and how the nature of his work and the money he made from the same varied among the same.

1. **Answer: C**

Explanation:

The passage clearly states that Pope did not make much money by editing Shakespeare's works because the critics considered him, that is, Shakespeare, a Philistine. Even if you do not know the meaning of 'Philistine', you can easily infer that this cannot be a positive word. Hence, **the correct answer is (C)**.

- (A) Opposite. Pope made little money when he wrote original poetry.
- (B) Distortion. 'Translating' is not the same as 'copying'.
- (D) The passage actually states the opposite.
- (E) Out of scope. The passage never clarifies why Pope made this decision.

2. **Answer: C**

Explanation:

The passage only states that Pope made more money under George 1 than he did under Queen Anne. This does not mean that he did not go on to make even more money in the third phase of his life. Hence, **(C)** cannot be inferred and **is the correct answer**.

- (A) This is definitely true from the passage.
- (B) The last part of the passage states this.
- (D) This is a trap answer. Just because the public was not impressed with his works under Queen Anne (and the passage never states this) does not mean that in general the public was not impressed with his original works. The latter part of the passage describes several such works with which the public was very impressed.
- (E) This can be inferred from the passage.

3. **Answer: E**

Explanation:

The quoted lines provide an analogy to Pope's actions at that time. To hug the coast means to stick to the safe zone and not take risks so this mariner is not sticking to the safe zone but rather he is crowding his sails and taking the unknown sea head on. Hence, **(E) follows best as the correct answer.**

- (A) This is true but has no connection with the meaning of the quoted lines.
- (B) Same as A.
- (C) Same as A.
- (D) Out of Scope. The passage mentions no such thing.

Passage 40

Topic

The work of a Caricaturist

Scope

How a Caricaturist builds on the work of nature rather than merely exaggerating whatever catches his fancy

Passage Map

- P 1** – To explain how the work of a Caricaturist hinges on revealing facets of a person that nature itself just stopped short of revealing
- P 2** – To describe how the work of a Caricaturist involves more than just exaggeration
- P 3** – To state that a Caricaturist succeeds in his work only if he follows the cues provided by nature

1. Answer: C

Explanation:

The author clearly states in the second paragraph that exaggeration should be a means and not the final goal of a caricaturist. Hence, **(C) is the correct answer.**

- (A) Extreme option. The passage never states this.
- (B) This is on the other extreme. The passage never states this either.
- (D) The author never talks about or defines what is *moderate* use of exaggeration.
- (E) The passage never states this. In fact, the work of a caricaturist does involve exaggeration in some measure.

2. Answer: C

Explanation:

Throughout the passage, the author basically discusses how a caricaturist goes about creating his work, how it involves more than just mere exaggeration, how he actually takes his cues from Nature, *etc.* **(C)**

puts this together best and **is the correct answer**.

- (A) The author never really gets down to comparing a caricature with other forms of art.
- (B) While this is stated in the passage, the main purpose of the passage is to do more than just this.
- (D) The author is more concerned with describing or explaining how the artist goes about creating this work than actually praising the work.
- (E) The author never tries to promote anything in the passage.

3. **Answer: D**

Explanation:

- (D) is the correct answer** and can be concluded almost verbatim from the first paragraph.
- (A) The opening lines of the passage actually suggest that this will most likely never be the case.
- (B) The passage, in fact, states the opposite.
- (C) Extreme option—not stated in the passage.
- (E) The passage makes no mention of the Laws of Nature.

Passage 41

Topic

Relation between prosperity and population

Scope

The passage discusses how the prosperity or poverty of a nation directly depends on two factors related to the break-up of its population and argues that one of these factors is more important than the other.

Passage map

- P 1** – To define annual labor of a nation and state that the prosperity or poverty of a nation depends on the proportion of the produce to the consumers of that produce
- P 2** – To state that this proportion depends on two factors—the skill in applying this labor and the proportion of employed to unemployed
- P 3** – To argue that of the above two factors, the first is more important and explain the same by comparing the situation in uncivilized and civilized nations

1. Answer: B

Explanation:

The third para contrasts savage nations with ‘civilized and thriving nations’, implying that savage should mean the opposite of this, that is, uncivilized. Hence, **(B) is the correct answer.**

- (A) The passage never states this of savage countries.
- (C) The passage never states that savage nations have a large number of such people.
- (D) The passage does not state that these are the ‘main’ occupations.
- (E) The passage never states this.

2. Answer: D

Explanation:

The opening paragraph of the passage states that the prosperity of a

nation depends on the proportion of its produce to the number of consumers for this produce, that is, its population. Obviously, this proportion will be the highest when the produce is very high and the number of consumers is very low, making every consumer very prosperous. Hence, **(D) is the correct answer.**

3. Answer: D

Explanation:

The passage states that in a civilized (and not uncivilized) nation, the unemployed at times consume several times more produce than the employed. Thus, **(D)** cannot be inferred about savage or uncivilized nations and **is the correct answer.**

A, B, C, and E are clearly implied by the last paragraph of the passage.

4. Answer: B

Explanation:

According to the second paragraph, the two factors that determine the prosperity of a country are the intelligence with which people apply their skills and the proportion of the employed to unemployed. The passage subsequently goes on to show that the first of these reasons is more important. Thus, **(B) should be the correct answer.**

- (A) This is the second best way for a nation to become prosperous. The best way is by showing more intelligence in the application of its skills.
- (C) This may not necessarily be true. If the nation with the higher annual labor has a very high population then it may actually be poorer than the nation with a lower annual labor and also a lower population.
- (D) Opposite. The passage actually states that, at times, people in savage or uncivilized countries leave their infants and elderly to die.
- (E) The passage never mentions the distribution of wealth.

Passage 42

Topic

The French writer Montaigne

Scope

Montaigne's unique approach to work and the standout features of his work

Passage Map

- P 1** – To praise Montaigne as a great writer whose works have even inspired writers such as Shakespeare
- P 2** – To explain that Montaigne borrowed liberally from other works, a fact that gave him a unique reputation in his time
- P 3** – To explain how Montaigne's works were different from those of all other writers

1. Answer: C

Explanation:

This question can appear tricky to students because two or three options may look correct at the first glance. However, in such global questions, you need to go with the option that encompasses all or most of the passage. The entire passage is dedicated to praising Montaigne and discussing the various unique aspects of his work—how he borrowed from others and let others borrow from him, how his essays provide a glimpse into his mind and thought process, *etc.* **(C)** encompasses this best and **is the correct answer.**

- (A) While the author starts off the passage by stating this fact, this is not the primary purpose of the entire passage.
- (B) Again, this is stated in the latter part of the passage but is too narrow to be the main purpose of the passage.
- (D) This is part of the passage but not the entire passage.
- (E) The passage never discusses this fact.

2. Answer: C

Explanation:

The first para clearly states that authors such as Shakespeare and Bacon did 'not' disdain from helping themselves to Montaigne's works, that is, they picked up ideas from Montaigne's works. **(C)** states this best and **is the correct answer**.

- (A) Opposite, as explained above.
- (B) The passage never states this; in fact, the contrary may have been true.
- (D) There is nothing in the passage to suggest this. The only common aspect was perhaps that they both picked up ideas from Montaigne's works.
- (E) The passage does not contain anything to support or oppose this fact.

3. **Answer: B**

Explanation:

The entire third paragraph is dedicated to discussing how Montaigne's works were extremely personal and opinionated, a fact because of which his books provide an elaborate glimpse into his mind. **(B)** states this best and **is the correct answer**.

- (A) The third paragraph does not mention this. This may have been hinted at in the second paragraph.
- (C) Opposite, as described above.
- (D) This is mentioned, in the first paragraph, about Montaigne's essays.
- (E) The passage never states this.

Passage 43

Topic

The aim of politics

Scope

To state that the aim of politics should be to make the lives of individuals as good as possible and that this cannot be done by encouraging everyone to behave similarly but by allowing individuals to have their own points of view

Passage Map

- P 1** – To assert that the aim of politics should be to make the lives of individuals as good as possible and attempt to find what is meant by ‘good’ in this context
- P 2** – To state that one way lives of individuals *cannot* be made good is by encouraging them to be alike
- P 3** - To explain why the concept of different ideals for different individuals makes logical sense

1. Answer: B

Explanation:

The ‘function’ of the second paragraph does not mean that we have to summarise what is stated in this paragraph but rather explain why the author is providing this information. Obviously, the author talks about the desire for uniformity to explain that this is one way by which good cannot be done for people. Hence, **(B) is the correct answer.**

(A) There is no such point stated earlier in the passage.

(C) Too specific; we need to answer why the author does this and not what he does.

(D) Same as C.

(E) This description actually comes in the third paragraph.

2. Answer: C

Explanation:

The second paragraph clearly states that most teachers prefer that their students have a common view on some doubtful point and that they do not like heterodox or unorthodox views. Thus, **(C) should be the correct answer.**

- (A) The passage never states this.
- (B) The last para states that an individuals' *circumstances*, that is, external forces, determine whether he turns out good or bad.
- (D) According to the passage, the most important duty of a politician is to make the lives of people as *good* as possible but that may not necessarily mean making their lives 'happy'.
- (E) There is nothing in the passage to suggest this.

3. **Answer: B**

Explanation:

The author clearly supports the point of view that every individual should have his or her own views so he would not want everyone to agree with his views. Thus, **(B) should be the correct answer.**

- (A) The passage never implies that the author 'dislikes' such politicians.
- (C) The passage never states this.
- (D) There is nothing in the passage to suggest this and we cannot use outside knowledge while answering questions. Remember, the question does not ask for our opinion of the author.
- (E) Opposite. He would most likely applaud such a teacher.

Passage 44

Topic

Impressions and Ideas

Scope

The relationship between Impressions and Ideas.

Passage Map

P 1 – To explain how Impressions are different from Ideas and to state that, although in some cases these two concepts could overlap, fundamentally they are very different terms

1. Answer: A

Explanation:

The author begins the passage by mentioning the terms ‘idea’ and ‘impression’ and goes on to explain the difference between the two. Towards the end of the passage, he also states that there are certain situations in which it is difficult to distinguish one from the other. Thus, the passage primarily discusses the connection between the two terms. **(A)** states this best and **is the correct answer.**

(B) The author never states this in the passage.

(C) The author never advocates in favor of a term.

(D) While the author does mention the similarities and differences between ideas and impressions, his focus is more on highlighting the differences and not the similarities.

(E) While the author does mention this in the passage, this is not why he wrote the entire passage.

2. Answer: D

Explanation:

The passage clearly states that the difference between impressions and ideas is the same as the difference between feeling and thinking. Thus, **(D)** is the correct answer.

- (A) The last part of the passage states that in certain situations the terms could overlap or become difficult to distinguish.
- (B) The passage states that it is impressions that have most force and violence making the first part of this option incorrect.
- (C) The passage never really mentions this. If anything, the opposite could be true.
- (E) Extreme option. The author states that in some cases there may be no difference between the two terms, such as while we are sleeping, but this doesn't have to be true for all cases.

3. Answer: C

Explanation:

The last sentence of the passage starts with 'but', which should tell us that this will bring in a contrast from the previous sentence. The previous sentence talks about situations in which ideas and impressions may appear the same, so this sentence highlights the fact that despite this occasional similarity, the two terms are fundamentally very different from each other. **(C)** states this best and **is the correct answer**.

- (A) The sentence doesn't just highlight this fact but rather contrasts it with the similarities mentioned in the previous sentence.
- (B) Opposite, as explained above.
- (D) This is stated in the opening lines of the passage but is not the reason why the author has written the last sentence of the passage.
- (E) This is again stated in the middle of the passage but has no connection with the last sentence.

Passage 45

Topic

Machiavelli

Purpose

The passage starts off by stating that Italy views Machiavelli's contribution to it in a positive light and goes on to illustrate how Machiavelli was just an average statesman but an excellent author.

Passage Map

- P 1** – To state that most nations view Machiavelli in a negative light but Italy views him positively. Also states that the traditional negative view of Machiavelli may not be entirely accurate.
- P 2** – To describe Machiavelli as an average statesman and provides examples of the same. The last line states that he was a flawless author, however.

1. Answer: C

Explanation:

The second para states that Machiavelli was an average statesman and provides several examples of the same. However, it also states that he had great observation skills and was a flawless writer. Hence, **(C) should be the correct answer.**

- (A) The paragraph does not highlight any major contributions of Machiavelli.
- (B) This is just mentioned in the first line but the para does more than just this.
- (D) While this is also stated, this is not the main purpose of the entire para.
- (E) This is actually stated in the first para and not the second.

2. Answer: B

Explanation:

The first para states that *'the harsh construction of his doctrine...was unknown to his own day'*; this clearly implies that people at his time did not have as negative a view of Machiavelli as did later generations, that is, **(B) is the correct answer.**

- (A) The passage never mentions Machiavelli's oratory skills.
- (C) He was just a great author but a poor statesman.
- (D) The passage states that the soldiery raised by Machiavelli was poor but we can't say that this was necessarily true for Machiavelli as well.
- (E) The first line of the passage states that it is not clear where Machiavelli's bones rest.

3. Answer: C

Explanation:

The first para states that *'Italy found in them the idea of her unity and the germs of her renaissance'*. **(C)** can clearly be inferred from this and **is the correct answer.**

- (A) The passage makes no mention of 'slavery'.
- (B) The passage does not state this either.
- (D) While this may be true, this is not the reason why Italy so honoured Machiavelli.
- (E) Machiavelli did not consciously start the renaissance.

4. Answer: D

Explanation:

While the passage does mention that Machiavelli was a great writer, it does not compare him with any of his contemporaries. Hence, **(D)** is not implied by the passage and **should be the correct answer.**

- (A) This is mentioned in the second paragraph.
- (B) This is mentioned in the second paragraph.
- (C) This is mentioned in the second paragraph.
- (E) This can be inferred from the last sentence of the first paragraph.

Passage 46

Topic

The manor court

Scope

The passage discusses the different types of manor courts and their features.

Passage Map

- P 1** – To introduce the manor court with respect to its sphere of operations and duration between successive meetings
- P 2** – To discuss different types of manor courts—court baron, customary court, and court leet
- P 3** – To explain the concept of frank pledge and discuss who comprised the body of attendants at a court

1. Answer: B

Explanation:

The first para states that successive meetings of a manor court were usually held every three weeks but this does not mean that they were compulsorily held every three weeks. Hence, **(B)** can be inferred from the passage and **is the correct answer**.

- (A) According to para three, frank pledge was actually intended to deter people from committing dishonest acts.
- (C) The passage does not provide any such comparison.
- (D) Extreme option. There might have been higher legal authorities at that time.
- (E) The passage never states this. In fact, from the passage it appears that the manor court always had a presiding official.

2. Answer: E

Explanation:

According to the second para, a court leet could judge and punish petty crimes. Hence, **(E)** is the correct answer.

- (A) Mentioned in the second para.
- (B) Mentioned in the second para.
- (C) Mentioned in the second para (*'fining of tenants...'*).
- (D) Mentioned in the second para.

3. Answer: A

Explanation:

The last line of the first para states that just because in some manors meetings were held twice or thrice a year does not necessarily mean that in these manors more informal meetings were not held during that period. Hence, the information in the quoted line does not suggest that more meetings were actually not held during that period. Hence, **(A) is the correct answer.**

- (B) Opposite. This information actually does suggest that meetings were not always held every three weeks.
- (C) Opposite. This information could suggest that informal meetings may have been held during that period.
- (D) Again, if unrecorded informal meetings are a possibility then the quoted lines do suggest that manor courts probably did not keep a record of all their meetings.
- (E) Opposite. This information clearly suggests that some courts met fewer times than the others.

4. Answer: C

Explanation:

The third para states that *'In the court baron and the customary court it was said by lawyers that the body of attendants were the judges, and the steward, representing the lord of the manor, only a presiding official, while in the court leet the steward was the actual judge of the tenants'*. Thus, **(C) is clearly the correct answer.**

- (A) The passage describes a court leet as a body that could, in addition to what a court baron could do, also do a few other things such as punish petty crimes and breaches of contract. Hence, a court leet

could do everything that a court baron could do but a court baron could not do everything that a court leet could do.

- (B) A court leet may not always have been authorized by the king as implied by the lines '*authority to hold such a court either actually or supposedly from a grant from the king*'.
- (D) Same as A.
- (E) Again, the passage states that a court leet was *usually* (and not 'always') connected to the concept of a frank pledge.

Passage 47

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

P 1 – 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 states 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.

Passage 48

Topic

Egyptian prehistoric antiquities

Scope

Discussion of how the awareness of Egyptian prehistoric antiquities changed drastically in the decade 1895-1905.

Passage Map

- P 1** – Talks about how almost nothing was known about Egyptian prehistoric antiquities until the year 1895.
- P 2** – Explain how the situation described in P1 was drastically altered, contrary to popular expectation, in the decade 1895 – 1905 and how by 1905 there was a plethora of information available about Egyptian prehistoric antiquities.

1. Answer: A

Explanation:

The author's main purpose in writing the passage is clear in the opening sentence of the passage itself—'*our awareness of Egyptian prehistoric antiquities changed drastically in the decade 1895-1905*'. The rest of the passage simply builds on this thought. Option (A) states this best and **should be the correct answer**.

- (B) While the author does mention Prof Maspero in the first paragraph, this is by no means his main purpose in writing the passage.
- (C) Again, this is mentioned in the third paragraph but is not the main purpose of the author in writing the passage
- (D) This is not even mentioned in the passage.
- (E) In fact, prehistoric antiquities were eventually discovered in Egypt and in great numbers.

2. Answer: E

Explanation:

The author states in the passage that nothing prehistoric had been discovered at these two sites until 1905 whereas a lot of prehistoric antiquities had been discovered in Egypt by this time. Thus, the idea is to contrast the two things. **(E)** states this best and **should be the correct answer**.

- (A) There is no incorrect prediction about these sites mentioned anywhere in the passage
- (B) If anything, the origin of these sites is in line with the earlier perception that nothing prehistoric would ever be discovered in Egypt.
- (C) The idea is to actually show a contrast and not similarity between Egypt and these two places.
- (D) In fact, prehistoric antiquities had already been discovered in Egypt when the author mentions these two sites.

3. **Answer: B**

Explanation:

The two reasons given by the author are mentioned in the lines—*The antiquity of the known history...had long since been swept away*. **(B)** mentions one of these reasons and **should be the correct answer**.

- (A) This is not mentioned in the passage.
- (C) This is not mentioned in the passage.
- (D) This is not mentioned in the passage. Pyramid builders and early kings are mentioned in the first paragraph but in a different context.
- (E) This is not mentioned in the passage.

Passage 49

Topic

Skepticism

Scope

The importance of skepticism in broadening our knowledge and awareness levels

Passage Map

- P 1** – To explain why it is important to question our knowledge and to keep on modifying it in light of the new things we learn every day
- P 2** – To provide further support for P1 by showing that this thought process of questioning old beliefs is universal in nature and in sync with times

1. Answer: C

Explanation:

The author has discussed the acquisition of knowledge along with the subsequent changes it brought about in society. ‘The same principles have swept away...as in society’, inferred from para 2. Hence, **option (C) is the correct answer.**

- (A) The author never doubts the credulity of these writers; if anything he supports such an action.
- (B) The revenues have been cited as an example of the effect knowledge has had on the Papal machinery.
- (D) Any method pertaining to the acquisition has not been discussed, making this choice out of scope.
- (E) The author is presenting a narrative on knowledge acquisition; he has not taken any recourse that discredits any notion.

2. Answer: C

Explanation:

Para 2 discusses the effects of knowledge; ‘The same...in society’—it can adequately be inferred that the traditional abuses, in fact, were

swept away to make space for new thinking. Hence, **(C) is the correct answer.**

- (A) As can be inferred from para 1, the author talks of daily ‘unlearning’ concepts which have been so *painstakingly* acquired.
- (B) Para 2 talks of the ‘rapid havoc...sinecurists’ and ‘the impostures...the Church’.
- (D) The opening lines of the passage mention the almost symbiotic relation between the two.
- (E) The end of para 1 mentions the necessity of the unlearning process so as to learn new concepts.

3. **Answer: A**

Explanation:

The author shows several beneficial aspects of skepticism throughout the passage—it helps to develop the human mind by questioning established thoughts, it helps get rid of superstitions, it helps get rid of so called experts, *etc.* Hence, **(A)** has to be **the correct answer.**

- (B) Opposite, as described above.
- (C) *Impassive* means unemotional or impersonal but the author clearly views skepticism as favorable.
- (D) The author does not mention negative aspects of skepticism anywhere in the passage.
- (E) The author does not mention in the passage whether sinecurists even have any kind of supremacy.

Passage 50

Topic

The Biblical account of time

Scope

The changing perceptions of the concept of ‘progress’ of man

Passage Map

- P 1** – To introduce the theme of progress and state that the thinkers of Enlightenment wanted to put man (and not god) at the centre of the story
- P 2** – To state that people currently view the subject of progress with suspicion
- P 3 and P 4** – To describe how the scenario was different 20 years back and how man was considered superior to other beings—a product of millions of years of evolution

1. Answer: D

Explanation:

The author mentions in the first few lines that the thinkers wanted to include the narrative of human progress as supreme. It was understood to be both a material and a moral process; not just changing our technologies but altering our instincts, and for the better. **This makes option (D) correct.**

- (A) The passage never asserts this.
- (B) Extreme. While ‘man’ was given more importance, there is nothing in the passage to suggest that he was considered superior to god.
- (C) The author never talks about ‘mastery over the world’.
- (E) Bronowski doesn’t come until much later in the passage.

2. Answer: E

Explanation:

The first para states that the fathers of Enlightenment wanted to put man

at the centre of the story instead of God, and then states that this contrasts with the Biblical account of time. Therefore, it can easily be inferred that the Biblical account of time put God at the centre of the story. Hence, **(E) is the correct answer.**

- (A) This is Bronowski's belief, and not the author's.
- (B) The author does not explicitly state his preferences anywhere.
- (C) Extreme and not supported by the passage.
- (D) While the passage does mention the European conquerors, it would be too much to conclude that they were in any way responsible for the cynicism surrounding the story of progress.

3. **Answer: C**

Explanation:

The author starts the passage by talking about human progress and then goes on to provide two opposing views of the same in the subsequent paragraphs spanning a period of 20 years. **(C)** follows best from this and **is the correct answer.**

- (A) The author does not 'criticize' the Biblical account anywhere in the passage.
- (B) The author never argues that this concept was a myth.
- (D) This is mentioned in the passage but is too specific to be the main purpose.
- (E) Same as E.

4. **Answer: C**

Explanation:

Students tend to get confused on this question because options (A), (B), and (C) all look good. (D) is a specific detail from the paragraph, so cannot be the answer and (E) is actually mentioned only in the fifth paragraph.

While answering questions that ask you for the 'function' of something, keep in mind that this function has to be from the point of view of the author of the passage. Now, did the author write the third paragraph to

argue about something? Absolutely not—if anything, he would disagree with the third para, so (A) cannot be the answer.

Similarly, (B) cannot be the answer because, even though the third para does give the views of Bronowski, the question is not *what* the third para contains but rather *why* it contains what it contains. **The correct answer has to be (C)** because the reason the author wrote the third para was to provide a contrasting view to the cynicism in the second paragraph.

Passage 51

Topic

Origin of Species

Scope

Whether different species originated independently or whether, at least some of them, have descended from other species

Passage Map

- P 1** – To state that it cannot be concluded for sure that each species has descended from some other species rather than having come into existence independently
- P 2** – To contradict naturalists who refer to external conditions as the only possible cause of variations amongst species

1. Answer: A

Explanation:

The author has conceded the current line of thought about the origin of different species found on earth. However, he also points out inconsistencies which he is convinced need to be delved into further. Hence, **option (A) is the correct answer.**

- (B) The author does not disprove anyone. He merely states that some inconsistencies in a belief make it important to revisit that belief.
- (C) The author talks of factors other than external that need to be explored—‘*it is equally ...plant itself.*’
- (D) The author does not try to substantiate anything in the passage.
- (E) The author does not dedicate the entire passage to discussing the structure of different species.

2. Answer: E

Explanation:

Towards the end of para 1, the author has put forward his opinion that besides the factors mentioned by naturalists (the options), it is

imperative to consider how such perfect co-dependence exists between species. Hence, **option (E) is the correct answer.**

A, B, and C are mentioned in the opening sentence of Para 1 and D is mentioned in the last sentence of para 2.

3. **Answer: E**

Explanation:

The last part of the second para clearly explains that the mistletoe has flowers having separate sexes, so it needs the assistance of certain insects to bring pollen from one flower to the other. It obviously can't do so on its own. Thus, **(E) is the correct answer.**

- (A) Opposite. Most naturalists believe that each species has descended from some other species.
- (B) Opposite. The author states, in the last sentence of the passage, that the unique characteristics of the woodpecker and the mistletoe cannot be explained merely as the effect of external conditions.
- (C) Opposite. According to the author, this commonly accepted belief is clearly not sufficient to explain the existence of species such as the woodpecker and the mistletoe.
- (D) This may or may not be true but cannot be ascertained for sure from the passage.

4. **Answer: B**

Explanation:

The author has first stated the accepted theories about origin of species. Then, he has put forth his opinion and substantiated it with relevant examples. Hence, **(B) is the correct answer.**

- (A) The author is not critical of the views—he merely does not accept them as the final explanation.
- (C) The words are extreme—the author does agree to the prevalent line of thought, but he also wants the alternatives explored.
- (D) Same as C.
- (E) The author has not used any word/phrase which would imply

exuberance.

Passage 52

Topic

Pleasure

Scope

To state that the sole object of existence is Pleasure

Passage Map

The passage starts by stating that the sole purpose of existence is pleasure and goes on to state that, given this logic, the morality of actions depends on whether these actions result in pleasure or enjoyment.

1. Answer: B

Explanation:

Elimination might be a good way to answer this question. **(B) looks the best** because the first line of the passage gives the author's point of view and the last line gives its implication with respect to morality of actions.

- (A) This is out because the author does not define any term, nor does he give any examples of the same.
- (C) The passage does not talk about a belief or its several interpretations.
- (D) There is nothing to suggest that there is anything *unusual* in the passage.
- (E) No such competing beliefs are mentioned in the passage.

2. Answer: A

Explanation:

The first line of the passage clearly states that pleasure and enjoyment are the same but that these two terms are not the same as 'happiness'. Also, nowhere does the passage suggest that pleasure and happiness are linked. Hence, the author will not agree with **(A) which is the correct answer**.

- (B) The passage describes several types of pleasure such as sensual, emotional, imaginative, *etc.*
- (C) The opening line of the passage states that enjoyment and pleasure are the same.
- (D) The line '*It may be unmixed and undisturbed, in which case, however short of duration or coarse in quality, it may in strictness be called happiness*' clearly implies that this is true.
- (E) This is the main purpose of the passage.

3. **Answer: A**

Explanation:

The last line of the passage states that the morality of actions can be judged by whether they give one pleasure or not; so if an act gives one pleasure, it cannot be considered immoral. Hence, **(A) should be the correct answer.**

- (B) According to the passage, there are certain situations in which these two terms can be used interchangeably.
- (C) Opposite. The passage actually says this for unalloyed or unmixed pleasure.
- (D) Opposite. The last line of the passage states the same.
- (E) According to the passage, the excellence of all rules of life depends on whether they can provide enjoyment (and not morality) or not.

Passage 53

Topic

Logic

Scope

A general description of 'Logic' and, to a certain extent, its usefulness

Passage Map

- P 1** – To provide an introduction to logic
P 2 – To provide some more details about logic, including its general nature and its application in the field of Rhetoric

1. Answer: E

Explanation:

Para 2 specifically dedicates itself to proving the fact that Logic, being a social science, nevertheless contributes substantially to '*the chemist, economist and merchant*' by looking into insufficiency of evidence. Hence, **(E) is the correct answer.**

- (A) The author talks of the judgment of man being affected by will which also uses logic to decide which course is advantageous.
(B) As mentioned in para 1, it forms the base on which philosophy is built.
(C) As mentioned in para 1, '*The history of thought is hardly intelligible without it*'.
(D) The author refers to Logic as the '*science of Proof*'.

2. Answer: C

Explanation:

The second sentence of the second para states that it would be absurd for the Logician to pretend that he possesses the specific knowledge of a chemist, economist, or merchant. A Logician instead concentrates on the general relation between evidence and conclusion. Thus, **(C) is the correct answer.**

- (A) While this is true, the question is why is it so.
- (B) The passage doesn't really state this and even if it does, the question is why is it so.
- (D) Opposite. According to the passage, logic is actually concerned with the general nature of evidence.
- (E) Same as A.

3. **Answer: B**

Explanation:

Elimination can help you on this question. Since the sentence uses the words 'enduring' and 'honorable' to describe such a course, options D and E can be immediately eliminated.

If the method is honorable and enduring, it obviously has to be convincing. Hence, C can also be eliminated.

Between A and B, B is better because, while it is true that this may not be the preferred way, this has to be the case because it is not the easy or simple way. Hence, **(B) is the correct answer.**

Passage 54

Topic

Intellect or thought

Scope

Can thoughts explain evolution because they themselves were part of the process of evolution?

Passage Map

- P 1** – To discuss how intellect has been formed and conclude that the purpose of intellect is to explain the connection or relationship among the different manifestations of matter
- P 2** – To raise a doubt about the conclusion arrived at in para 1, that is, how can intellect or thought help us understand evolution when intellect was itself part of the process of evolution

1. Answer: A

Explanation:

The author is basically puzzled as to how can thoughts/intellect explain the full meaning of evolution when intellect itself was part of the process of evolution. Hence, **(A) should be the correct answer.**

- (B) While the author is indeed discussing the confusion, he never goes on to *clarify* anything.
- (C) There is nothing in the passage to suggest that this is a commonly held belief.
- (D) The passage does not discuss the *history* of anything.
- (E) No such definition is provided in the passage.

2. Answer: B

Explanation:

The entire second paragraph is concerned with pointing out that thoughts cannot completely explain evolution because thoughts were themselves part of the process of evolution. Therefore, **(B) is the**

correct answer.

- (A) The first line of the passage clearly states that there is actually clarity on this aspect.
- (C) The passage actually says the opposite in the second para.
- (D) Extreme and out of scope.
- (E) Extreme. The author raises this question but it is never actually answered so for all that we know, thoughts may actually explain evolution.

3. **Answer: A**

Explanation:

The lines are further describing the confusion in the author's mind by providing similar difficult-to-believe analogies from other areas. **(A)** states this best and **is the correct answer.**

- (B) This introduction actually happens in the next line.
- (C) Opposite. These lines actually imply that thoughts can be used to explain evolution.
- (D) Out of scope.
- (E) The author never states this; in fact, he is disputing the same in this paragraph.

Passage 55

Topic

Classification of Species

Scope

The conformation of all species to the general perception about those species

Passage Map

- P 1** – To state that there are certain species of animals that may not conform to our general perception of animals
- P 2** – To explain how the mindset of a scientific student is different from that of a neophyte or an amateur

1. Answer: B

Explanation:

The passage starts by delineating accepted beliefs about the characteristics of plants, animals, and mineral. It then talks about a normal person's perception of them and how it changes when confronted with an exception to his long-held beliefs. Hence, **(B) is the correct answer.**

- (A) The differences have been mentioned to outline the belief of the common man. No attempt is done to elaborate on it.
- (C) Neophytes are mentioned in the second paragraph and not in the first.
- (D) While this is mentioned in the paragraph, the primary purpose of the paragraph is to do much more than just this.
- (E) The old distinctions still stand—the paragraph is merely bringing to light a few exceptions they harbor.

2. Answer: B

Explanation:

Words/phrases such as *'tenaciously'*, *'compelled to desert his position'*, and *'seek refuge in the declaration'* lead to an inference of resistance to

the acceptance of ideas. Hence, **(B) is the correct answer.**

A and C can be inferred from para 1 where the common man finds himself out of his comfort zone when confronted with an exception.

D and E can be inferred from para 2.

3. **Answer: B**

Explanation:

The passage states that animals possess two attributes—life and locomotion. It further states that a sponge or a zoophyte possesses only one of these attributes. Then, this attribute must be life because it would be a little absurd to assume that zoophytes are capable of movement but do not possess life. Hence, **(B) is the correct answer.**

- (A) This implies that zoophytes do not possess life, which doesn't make sense.
- (C) The passage clearly states that zoophytes possess only one of these two attributes.
- (D) The passage never mentions chlorophyll.
- (E) Opposite. According to the passage, zoophyte is an animal.

Passage 56

Topic

Patriotism

Scope

To discuss two opposing views on Patriotism

Passage Map

- P 1** – To discuss whether patriotism is the love for one’s native place
- P 2** – To state that if patriotism were indeed one’s love for the things mentioned in the first para, then few modern Americans could be called patriotic because most of the aforementioned things have now vanished
- P 3** – To provide a negative definition of patriotism in the words of an anti-patriot
- P 4** – To provide the views of another anti-patriot who states that patriotism is an artificially created superstition

1. Answer: E

Explanation:

(E) is the correct answer because the author clearly states in the second paragraph that patriotism as we knew it in the past doesn’t exist anymore and goes on to question what is patriotism.

- (A) The author is doing more than just providing contrasting definitions. This fails to take into account the second para where the author clearly indicates that he does not believe that patriotism exists anymore in its original form.
- (B) The author only questions, he does not *advocate* anything.
- (C) The author does not criticize anyone in the passage.
- (D) ‘Evaluate’ is an incorrect word choice. The author does not evaluate the second definition given by the anti-patriots.

2. Answer: D

Explanation:

It is evident from the passage that anti-patriots always had a negative view of patriotism. **(D)** summarizes this best and **is the correct answer**.

(A), (B), (C), and (E) are all views of individual people but cannot be generalized to include all anti-patriots in general.

3. **Answer: C**

Explanation:

The passage states that Leo Tolstoy was the greatest anti-patriot of ‘our’ times, not necessarily of *all* times. Hence, **(C) is the correct answer**.

(A) The opening lines of the passage state this.

(B) The first line of the second para states this.

(D) Can be easily inferred from the information in the passage—some people view patriotism positively and some view it negatively.

(E) Can be inferred from the third para.

4. **Answer: D**

Explanation:

The author does not praise or criticize the anti-patriots, he just states their views. So, the tone can be best described as neutral. Hence, **(D) is the correct answer**.

Passage 57

Topic

Inference

Scope

Two connotations of Inference and discussion of one of these with reference to its relation to Logic

Passage Map

P 1 – To explain the two different connotations of Inference

P 2 – To elaborate on one of these connotations by describing the relation between Logic and Inference

1. Answer: B

Explanation:

The author first discusses the two connotations of Inference and then goes on to talk of Logic as a science which bases itself on the second of these connotations. The rest of the passage further discusses this connection between Logic and Inference. Thus, **(B) is the correct answer.**

(A) This is limited only to para 1.

(C) The author never critiques anything in the passage.

(D) Psychology is mentioned only in connection with the first connotation of Inference.

(E) Same as D.

2. Answer: D

Explanation:

The opening lines of the second para state that Psychology explains how the mind goes forward from data to conclusions whereas Logic helps validate whether it is warranted to arrive at that conclusion. **(D)** states this best and **is the correct answer.**

(A) The passage never states or even hints at this.

- (B) In fact, neither of these terms is a *type* of inference.
- (C) Incorrect, as explained above.
- (E) The accuracy of either Psychology or Logic is never discussed in the passage.

3. Answer: B

Explanation:

In its first connotation, Inference is concerned with the thought process of arriving at a conclusion from some evidence. Each of the options does this except B, which merely states a fact. Nobody is inferring anything in this case. Hence, **(B) is the correct answer.**

- (A) The man has assumed that it will rain.
- (C) The child has assumed that the box of chocolates is for him.
- (D) The driver has inferred that the car will crash.
- (E) The dog has inferred that it will get the food.

4. Answer: D

Explanation:

The last sentence of the passage clearly states that Logic helps us evaluate whether the conclusion we have arrived at is correct or not. Thus, **(D) is the correct answer.**

- (A) Distortion. The passage actually states that it is facts that are embodied in a proposition.
- (B) This is the role played by Psychology.
- (C) Opposite. The last sentence of the passage clearly states that Logic is based on objective grounds.
- (E) Logic can't help us arrive at conclusions; it can only help us evaluate these conclusions.

Passage 58

Topic

Metaphysics

Scope

To discuss how metaphysics is developed using two contrasting impulses and to provide examples of two philosophers who achieved the ideal blend of these two impulses

Passage Map

- P 1** – To describe the two impulses that make up metaphysics and state that the best of philosophers are those who have achieved a perfect blend of these two impulses
- P 2** – To provide examples of two such philosophers—Heraclitus and Plato

1. Answer: C

Explanation:

The last line of the passage states that the mystical impulse was the stronger impulse in Plato and whenever Plato was in conflict or doubt, the mystical impulse won. **(C)** states this best and **is the correct answer**.

- (A) Opposite. The passage clearly states that the mystical impulse was stronger in Plato.
- (B) Out of Scope. The passage never states this. In fact, the author provides the example of these two philosophers to show a point of similarity—their near perfect blending of the scientific and mystical impulses.
- (D) Out of Scope. Just because Heraclitus believed in this does not mean that Plato did not.
- (E) Opposite, as explained above in A.

2. Answer: A

Explanation:

The passage primarily talks about the combination of science and mysticism as the ideal combination that makes philosophy superior to science or religion. It then goes on to provide examples of two philosophers who have managed to achieve a near-perfect blend of these two impulses. **(A) follows best from this as the correct answer.**

- (B) Apart from the opening lines, the passage does not really even discuss metaphysics as such.
- (C) While this fact is mentioned in the passage, this is too specific to be the main purpose.
- (D) The main purpose of the passage is more than to just provide examples.
- (E) While the passage does mention two such philosophers, the entire passage was not written to just praise them but to highlight the underlying theme of their achievement—the amalgam of science and mysticism.

3. **Answer: A**

Explanation:

The first para states that it was just Blake who was inclined towards mysticism; Hume was in fact a supporter of the scientific impulse. Hence, we cannot infer **(A), the correct answer.**

- (B) Can be inferred from the opening lines of the passage.
- (C) The second para clearly states that this belief is actually based on ‘sayings’.
- (D) The author wrote the second para to highlight this similarity—both of them achieved a perfect blend of science and mysticism.
- (E) Can be inferred from the second para.

Passage 59

Topic

The desire to be noticed

Scope

The passage discusses the inherent desire in people to be noticed and how this can have both positive and negative outcomes.

Passage map

- P 1** – To introduce the desire to be noticed as an all pervasive form of madness and conclude that this desire can make some people famous for the right reasons and some for the wrong reasons
- P 2** – To provide several examples of people whose actions and personalities were an outcome of the desire to be noticed

1. Answer: B

Explanation:

The passage mainly discusses the desire amongst humans to be noticed and the impact of this, which could be both good and bad, with several examples. **(B)** states this best and **should be the correct answer**.

- (A) The passage does not contain any conflicting definitions.
- (C) ‘Phenomenon’ is the wrong term to refer to a human desire, and the passage does not contain any analysis either.
- (D) The passage never states that the desire to be noticed is common among ‘all’ famous men.
- (E) Extreme option; not supported by the passage.

2. Answer: D

Explanation:

The passage never states that kings tricked their subjects. The first sentence of the second para actually states that it was the kings who were tricked by others using the desire to get noticed. Hence, **(D)** **should be the correct answer**.

- (A) True, based on the information in the passage.
- (B) The passage supports this as well.
- (C) The passage clearly states that the desire to be noticed can have both positive and negative effects.
- (E) This can also be concluded from the information in the passage.

3. **Answer: A**

Explanation:

Note that the question is only asking about the second para, so options related to the first para can be immediately eliminated. The author concludes in the second para that, amongst other things, the desire to get noticed gives rise to charity founders, so he is concluding that these charities could not have been founded for any other reason such as altruistic ones. Hence, **(A) is the correct answer.**

- (B) This is mentioned in the first para and not in the second.
- (C) The second para does not state or imply this. The bicycle champion becomes a champion because of his desire to be noticed.
- (D) The second para does not state what causes or leads to wars.
- (E) This is mentioned in the first para and not in the second.

Passage 60

Topic

The essays of Nietzsche

Scope

The passage begins with a mention of two literary works of Nietzsche and goes on to state that these works have been erroneously interpreted by many people leading to an incorrect perception of Nietzsche amongst the people.

Passage map

- P 1** – To introduce two literary works of Nietzsche
- P 2** – To state one incorrect interpretation of these works—that they were motivated by Nietzsche’s personal animosity towards Wagner
- P 3** – To state another incorrect interpretation of these works—that they are concerned more with religious issues than with music
- P 4** – To assert that both these interpretations are false

1. Answer: C

Explanation:

It is clear from the last line of the passage that the author believes that people’s negative view of Nietzsche’s two works is incorrect, yet a lot of people seem to have this view. **(C) follows best from this as the correct answer.**

- (A) The author actually disagrees with this.
- (B) Not stated by the author.
- (D) The passage never mentions anything about Nietzsche’s genius.
- (E) Again, this is the view of some people that the author does not agree with.

2. Answer: C

Explanation:

In the last line of the third para, the author states that Nietzsche actually pointed out that Christian elements had found their way into Wagnerian

music and not Wagnerian texts (in which they were anyways present). Thus, (C) cannot be inferred from the passage and **is the correct answer**.

- (A) The first line of the second para states that these works had a virulent and forcible tone, that is, same as a negative tone.
- (B) Supported by the second para of the passage
- (D) Supported by the last lines of the third para
- (E) The second para states that many people have a negative perception of Nietzsche '*despite all that has been said to the contrary*'. So, obviously, there have been people who have disagreed with the negative perception of Nietzsche.

3. **Answer: B**

Explanation:

The author clearly states in the second para that despite enough having been said to the contrary, some people have chosen to believe the rumours about Nietzsche's dislike towards Wagner. **(B) follows best from this as the correct answer**.

- (A) The passage never implies that Nietzsche's language was demeaning.
- (C) The passage never states that there was personal animosity between Nietzsche and Wagner, the people assumed this.
- (D) The passage never mentions people's views on religion.
- (E) Same as D.

SECTION 7
Quick Recall

The purpose of this section is to provide you all the important rules and concepts discussed in this book in one place. Go through this section before you take a full-length practice test so that all the **Reading Comprehension** rules are fresh in your mind.

Basics of Reading Comprehension

- 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

Reading Comprehension Question Types

- Global questions
 - Global questions cannot be answered by reading 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
- Detail questions
 - Detail questions will always be explicitly stated in the passage
 - They will contain phrases such as *according to the passage* or *the passage states that.*
 - Always go back to the passage and check the answer. Do not assume that you remember the answer.

- Don't just match keywords; also focus on the thought or meaning
- Watch out for the use of EXCEPT in the question stem
- Inference questions
 - Inference questions ask you to arrive at an answer that is not explicitly stated in the passage
 - They use subjective words such as *imply, infer, suggest, most likely agree, least likely agree, etc.*
 - Majority of the questions on GMAT RC will be of this type
 - Always avoid Extreme or very strongly worded options
 - Avoid the tendency to make use of outside information or common sense while answering these questions
 - Try to narrow down to two options first
 - Do not read too much between the lines
- Function questions
 - Function questions will ask you to identify the function of a word, a sentence, a paragraph, or a punctuation mark
 - Function questions ask you *Why* and not *What*
 - Do not end up offering your opinion of Function questions; instead, try to think like the author
- Vocabulary-in-context questions
 - Vocabulary-in-context questions ask you to identify the meaning of a word as used in the passage
 - Go back and read a sentence before and after this word to understand the context
 - Avoid dictionary meaning of the word on vocabulary-in-context questions
- Critical Reasoning type questions
 - Critical Reasoning type questions are the same as those tested on the CR section of the GMAT
 - Assumption, Strengthen, Weaken and Flaw are the four important questions types tested
 - Use the strategies that you use for the particular question type on CR

Reading Comprehension Strategies and Tips

- The passage is not supposed to be entertaining
- Be very careful if the passage is from your area of interest
- Do not re-read sentences in the passage
- Skim but don't skip
- Remember the common wrong-answer traps
- Do not get over analytical/mechanical
- Do not get lost in Technical Jargon
- Do not get into the habit of underlining or writing next to the passage in the textbook
- Figure out which strategy works best for you
- Remember that there will be an RC passage in the last 10 questions of the test
- A difficult passage does not mean difficult questions and vice versa
- Fine-tune your strategy towards the end of your preparation
- Do not worry about your Reading Speed
- Practice, Practice, and more Practice

Concluding Notes

Through this book, we have endeavoured to provide you with all the **Reading Comprehension** concepts, tested on the GMAT, in one place. This book has been written in a lucid, easy to understand style; in fact, we have made a conscious effort to avoid jargon as much as possible and focus on understanding the meaning of passages and question types instead.

While we have tried to ensure that the book is completely free of errors, in case you do spot one, please post it on the **RC Grail 2017** thread on the Forums section of our website. Also, in case there are some concepts or explanations that you could not understand from the book or that you would like to discuss with us, please post the same on our forums and we'll respond to you within 48 hours.



Scan the QR code below to quickly access our Forums over your mobile device.

We also welcome any other feedback that you may have on how we can make the next edition of this book even better; do mail us the same on feedback@aristotleprep.com

We wish you all the best for your preparation.

The RC Grail 2017 Editorial Team

Index—QR Codes

QR Code	Video/Article
article c_55441238_151 wiley	How to structure your GMAT preparation
video c_55441238_147 wiley	Tips for the Diagnostic Test
video c_55441238_148 wiley	Timing for each Question type
video c_55441238_149 wiley	Science passage
video c_55441238_150 wiley	Topic, Scope, and Purpose
video c_55441238_251 wiley	A sample OG passage
video c_55441238_252 wiley	Author's view vs Character's view
video c_55441238_253 wiley	How to engage with the passage
video c_55441238_254 wiley	Tips for Global questions
video c_55441238_255 wiley	Tips for Detail questions
video c_55441238_256 wiley	Passage with Detail questions
video c_55441238_257 wiley	Tips for Inference questions
video c_55441238_258 wiley	Passage with Inference questions
video c_55441238_259 wiley	Tips for Function questions
video c_55441238_260 wiley	A boring and dense passage
video c_55441238_261 wiley	A legal jargon passage
video c_55441238_262 wiley	A difficult OG passage
video c_55441238_263 wiley	How to improve comprehension
video c_55441238_264 wiley	Low difficulty OG passage
video c_55441238_265 wiley	Medium difficulty OG passage

video|c_55441238_266|wiley
article|c_55441238_154|wiley

High difficulty OG passage
Aristotle Prep Forums

The Wiley-Aristotle GMAT Reading Comprehension Grail 2017 is the most comprehensive yet methodical book there is to help you master reading comprehension for the GMAT.

The book spans more than 300 pages and is divided into seven parts:

Part 1 - About the GMAT

Provides a broad overview of the GMAT, including the test format, duration, and scoring

Part 2 - Diagnostic Test

To help you assess your competence level before going through the concepts and strategies in the book

Part 3 - Basics of Reading Comprehension

Brings you up to speed with all the important concepts relevant to GMAT Reading Comprehension

Part 4 - Reading Comprehension Question Types

Discusses the major question types tested on GMAT Reading Comprehension and provides strategies on how to approach them

Part 5 - Strategies to Tackle GMAT Reading Comprehension

Provides all the important strategies and tips necessary to effectively tackle GMAT Reading Comprehension

Part 6 - Practice Set

Exclusive Practice Set with 60 passages divided as per difficulty levels

Part 7 - Quick Recall

Summarizes all the topics to help you revise everything quickly

"I did fairly well in Verbal on the actual GMAT and the credit, in large part, goes to the RC Grail since RC was my weak area. The strategies in the book are excellent and so are the passages. I started practicing 3-4 passages every day and gradually moved from low difficulty to high difficulty level passages and I could actually see the improvement in my comprehension and accuracy levels. The RC Grail is probably the most comprehensive RC book available out there and the OG + RC Grail combo should be more than enough to prepare you for GMAT RC."

*- Ravikant Saxena, GMAT 770
(Kellogg - Class of 2016)*

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*- Rishi Raj, GMAT 760
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