



GMAT®

Reading Comprehension

GRAIL

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Introduction

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

This book will first take you through the basics of GMAT Reading Comprehension before moving on to discuss, in detail, the various question types that are commonly tested on the GMAT. The book will then take you through some important strategies and tips that you should keep in mind at all times while attempting RC passages. Once you've gone through all these concepts and strategies, the book offers a 60 passage practice set to test how well you have understood these concepts and to fine tune your RC strategy.

We hope that you find this book useful in improving your accuracy rate in Reading Comprehension section of the GMAT. We would love to hear your thoughts on this book. Please mail us your feedback on feedback@aristotleprep.com

Good luck!

SECTION 1

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 3 questions each and the long passages contain 4 questions each. You will only see one question on your screen at a time.

Keep in mind that, while the passages themselves are computer adaptive (i.e. 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 will come across a very effective time management strategy that we call the **8/15** rule in the 'Strategies' section 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 7 minutes to complete and a long passage should take you around 9 minutes to complete. *(This is assuming that you take an average of 1 minute per Sentence Correction question and 2 minutes per Critical Reasoning question. To know how to do this, refer to 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!

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.

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 will be discussed later in the 'Strategies' section 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 focus on 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 paragraph. 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 and indirect in nature. The answer to most of the questions will not be clearly stated in the passage so it does not make sense to spend valuable time trying to absorb all the details mentioned in the passage.

Make a Passage Map

A good way of approaching a passage is to make a map of the passage. A passage map is nothing but one or two lines for every paragraph in the passage, highlighting *why* the author has written that paragraph. Note that the passage map does not have to highlight *what* the author has written but rather *why* has he written what he has written, which means that the points in your passage map should always start with verbs such as *describe, explain, praise, criticize, condemn*, etc. Most of the time you will find this information

in either the first or the last sentence of each paragraph. Students often tend to focus on the middle part of paragraphs (which contains all the details) so please make a conscious effort to go back and read the first and the last sentence of every paragraph so as to keep a perspective of why the author is writing what he is writing.

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, let's try to summarize why the author has written this paragraph. This will be our 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 basically 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 i.e. is he trying to praise or support something, is the author negative i.e. is he trying to criticize something, or is the author simply neutral i.e. 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.

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 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 aspect. We’ll discuss this more in the section on 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 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.

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 your 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 one you may not have understood. 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 is the author attributing a comment to somebody else. For example, if the author were to make 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 neutral by himself.

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.

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. 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. Use the last sentence of a paragraph to predict what will come in the next paragraph.

For example, if the paragraph ends by stating that scientists have proposed a solution for 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.

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 use 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 mails 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 from the engagement factor that we speak about in this book.

Keep in mind that the crux of all those fancy sounding strategies 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 details, you will do well on GMAT Reading Comprehension.

Summing it up

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.

SECTION 4

RC Practice Passages

Low Difficulty Level

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 to study the trustworthiness of the old tales by comparing them with other sources
 - (D) The popular old and new narratives about pirates share similar theme 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 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

What is the biggest lesson from the Great Depression? In my view, it is that monetary policy and the financial sector play a crucial role in economic development. One important component of the monetary policy is the financial market, more specifically the banking sector.

Why are financial markets and the banking sector so important? Banks fulfil a very important role in the economy by matching borrowers and lenders. When we deposit \$100 in a bank, the bank keeps, at most, two to three dollars in its vaults (some of this is actually kept with the central bank), the remaining \$98 or so are lent to a borrower.

Most businesses require loans for their normal operations. When the banking sector does not work properly, businesses cannot get loans and they have to curtail their production and lay off workers. As they curtail production, they demand fewer products from their suppliers and therefore their suppliers have to reduce their output and fire workers. If manufacturers cannot sell their goods because the firm downstream does not need as many products as before, they cannot generate enough revenue to repay their earlier loans. Businesses go bankrupt and banks experience further problems as their balance sheet deteriorates due to non-performing loans. At this point, banks want to lend even less because of the uncertainty generated from bankruptcies. As they lend less, the vicious circle continues – with producers cutting production and firing workers. On top of this, depositors start worrying about their deposits because the non-performing loans have made some banks go belly up – your bank has lent out your money to borrowers who cannot return it. Depositors start withdrawing their cash and banks have even fewer possibilities for lending as they have to hoard cash in case there is a run on the bank. If the financial sector does not work, the real economy can go into a deadly spiral and shrink by 30 per cent as during the Great Depression.

One would have thought that this fact would be obvious to all the policy makers. However all the lessons from the Great Depression seem to have been lost within three-quarters of a century. It seems, to paraphrase Marc Bard, that politics (especially of the petty and partisan variety) eats policy for lunch seven days a week.

1. What is the main purpose of the author in writing the passage?
 - (A) To explain how banks and other financial institutions function
 - (B) To discuss the lessons learnt from the Great Depression
 - (C) To argue that banks and manufacturing businesses are interdependent
 - (D) To criticise a group of people for not learning from the lessons of the Great Depression
 - (E) To conclude that people give preference to politics over policies

 2. According to the information in the passage, which of the following can be inferred?
 - (A) Banks are short of cash most of the time
 - (B) Banks do not like to keep money with the central bank
 - (C) Banks do not like to keep large amounts of money in their vaults
 - (D) Banks usually keep some money with the central bank
 - (E) Banks actually fool the customers

 3. In the last paragraph, the tone of the author is
 - (A) Adulatory
 - (B) Optimistic
 - (C) Critical
 - (D) Analytical
 - (E) Ridiculing
-

4. Which of these could be a result of the banking system not functioning properly?

- I. The economy could go into a depression
- II. Workers of manufacturing companies could be fired
- III. Businesses could find it difficult to get loans

- (A) None
- (B) Only II and III
- (C) Only I and II
- (D) Only I and III
- (E) I, II, and III

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
-

Answers

&

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. 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.**
 - 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. 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. 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. The author has stressed his concern about historians/authors ignoring 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.**
- A. 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 – Role of the Monetary Policy

Scope - Discuss lessons from the Great Depression about the monetary policy and conclude that policymakers haven't learnt from the same.

Passage Map

P 1- to introduce the monetary policy and state that the banking sector is an important component of the same.

P 2 and P 3 - to describe why the banking sector is important and how the failure of the same can lead to a depression-like scenario.

P 4 - to concludes that policymakers haven't learnt from experience and that politics takes precedence over policy.

1. The author starts off by describing how monetary policy works and the interdependence among its different players. He then goes on to conclude that policymakers have failed to learn from the lessons of the past as far as monetary policy is concerned. From this **(D) follows as the best answer**.
 - A. The author is doing much more than just this. This option fails to take into account the last paragraph.
 - B. Again the purpose is not just to describe the lessons but also to assert that policymakers haven't learnt from these lessons.
 - C. Same as above, the purpose is broader than this.
 - E. This is true specifically for the policymakers but not for people in general.

2. **(D) is the correct answer** from the lines within brackets in the 2nd para.
 - A. Incorrect as it is not mentioned nor can it be inferred from the paragraph.
 - B. Incorrect as the author doesn't mention anything about whether banks like this or not.
 - C. A tricky one. While it is true from the 2nd paragraph that banks do not like to keep a large *proportion* of their funds within their vaults, the *amount* of money (in absolute terms) in their vaults could still be fairly *large*.
 - E. This is false as no such inference can be drawn from the passage.

3. **(C) is the correct answer** because the author is clearly criticizing the policy makers for not having learnt from the lessons of the Great Depression.
- A. is incorrect as the author is not adulating or praising anyone in the last para.
 - B. is incorrect as the author is critical of the policy makers, so he is in fact closer to being pessimistic.
 - D. is incorrect as the author is *opinionated* and not *analytical* in the last para.
 - E. is incorrect as 'ridiculing' is a very strong term and the author doesn't really ridicule or make fun of the policymakers.
4. **Option (E) is correct** as all the three statements are either directly mentioned or can be inferred from the 3rd Para.

Passage 3

Topic – Rembrandt’s works

Scope – The poor quality of the colour reproductions of Rembrandt’s works.

Passage Map

P 1 – To state that the colour 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 colour works.

1. 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 best answer.**
 - A. The author does not even take black and white reproductions into consideration as stated in the last line of the 1st para.
 - B. Misrepresentation is the wrong word; the author implies that the colours 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. The author begins the passage by mentioning a problem he has with Rembrandt’s colour 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 best 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 colours but that imitators/facsimile creators have never been able to recreate those colours in their works.
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3. 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 colours of this painting but of its reproductions that can be improved through colour printing.

Here are some standout features of the CR Grail:

- In depth coverage of all CR Question Types tested on the GMAT
- Dedicated chapter for 'Provide a Logical Conclusion' Questions – a new question type increasingly tested on the GMAT
- Brand new 100 question practice set for Intensive practice
- Jargon free and diagram free language with focus on understanding the meaning of arguments
- Quick Recall chapter at the end that provides a quick revision of all CR concepts discussed in the book