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Chapter 5

of

CRITICAL REASONING &
READING COMPREHENSION

QUESTION
TYPES

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QUESTION TYPES

GMAT Reading Comprehension questions come in a variety of forms, but they can essentially be placed into 2 major categories:

1. GENERAL questions
2. SPECIFIC questions

General Questions: Point System

General questions deal with the main idea, purpose, organization, and structure of a passage. Typical general questions are phrased as follows:

The primary purpose of the passage is

The main topic of the passage is

The author's primary objective in the passage is

Which of the following best describes the organization of the passage?

The passage as a whole can best be characterized as which of the following?

The correct answer to general questions such as *What is the main idea of this passage?*, should relate to as much of the passage as possible.

STRATEGY: If you are stuck between two answer choices, use a point system to assign a value to each one.

Assign the answer choice 2 points if it relates to the first paragraph. If the answer choice relates to other paragraphs, assign it 1 point for each of these paragraphs. The answer choice with more points is usually the correct one. In the event of a tie, select the answer choice that pertains to the first paragraph over any choices that do not.

Your Skeletal Sketch provides the key to answering general questions. You should be able to answer general questions without having to read the entire passage. In fact, reading the entire passage can actually be distracting. At least one of the incorrect answer choices will usually pertain to a key detail contained in only one of the body paragraphs. If you have not read these isolated details, you will not be tempted to select these incorrect answer choices.

General questions can often be answered without having to read the entire passage.

Use the key words in your Skeletal Sketch to help you decide which paragraph will contain the correct answer.

Specific Questions

Specific questions deal with details, inferences, assumptions, and arguments. Typical specific questions are phrased as follows:

According to the passage

It can be inferred from the passage that

All of the following statements are supported by the passage EXCEPT

Which of the following is an assumption underlying the statement that

Although you can answer general questions without having read the details contained in the passage, you will need to use the details in the passage to answer the specific questions. However, you should use your Skeletal Sketch or Detail Map to identify the paragraph of the passage that contains the details that are relevant to the question.

STRATEGY: Identify the words in the question that you are most likely to find in the passage. Then, go back to the passage and find those key words.

Consider the limbs of the Skeletal Sketch below:

- In reality, standardized tests have very little predictive validity
SAT, COLLEGE GRADES, NORM-REFERENCED, MACHINE-SCORING
- Speeded test implies that being fast and being smart are the same,
but this is not the case
GORDON, WOMEN, LEARNING DISABILITY, SPEED-READING
- Tests are biased against students for whom English is not first language
SPANISH, CULTURAL BIAS

If presented with the question:

Robinson raises the issue of cultural bias to do which of the following?

you should use the limbs of your skeletal sketch to decide that the key words in the question—**cultural bias**—will most likely be found in the last paragraph. Sometimes, you will need to find a synonym for the key words in the question. For example, if the question addresses **weapons of mass destruction**, you may need to find a paragraph that addresses **nuclear and chemical weapons**.

Once you identify the relevant paragraph, you should reread it to answer the question.

STRATEGY: You should be able to find ONE or TWO sentences in this paragraph to defend the correct answer choice.

Only a small handful of GMAT questions require more than two sentences to defend the correct answer choice.

Strategies for All Reading Comprehension Questions

There are several question-attack strategies that you should implement for all Reading Comprehension passages. These include:

1) **JUSTIFY every word in the answer choice.**

In the correct answer choice, every word should be completely true and within the scope of the passage. If you cannot justify *every* word in the answer choice, eliminate it. For example, consider the answer choices below:

- (A) The colonists resented the king for taxing them without representation.
- (B) England's policy of taxation without representation caused resentment among the colonists.

The difference in these two answer choices lies in the word **king** versus the word **England**. Although this seems like a small difference, it is the key to eliminating one of these answer choices. If the passage does not mention the king when it discusses the colonists' resentment, then the word **king** cannot be justified, and the answer choice should be eliminated.

2) **AVOID extreme words.**

Just as you learned to stay away from Critical Reasoning answer choices that use extreme words, so too you should avoid Reading Comprehension answer choices that use extreme words. These words—such as **all**, **never**, etc.—unnecessarily broaden the scope of an answer choice. The GMAT always prefers moderate language and ideas.

3) **INFER as little as possible.**

Many Reading Comprehension questions ask you to infer something from the passage. An inference is an informed deduction based on the information in the passage. Just as with Critical Reasoning inferences, Reading Comprehension inferences rarely go far beyond what is stated in the passage. In general, you should infer so little that the inference seems obvious.

4) **PREVIEW the first question.**

As you are reading through a passage for the first time and creating either a Skeletal Sketch or a Detail Map, you will not know all the questions which you will have to answer relating to that passage (as the questions appear on the computer screen one at a time). However, you will know the **FIRST** question, as this appears on the screen initially, together with the passage. It is important to read this question before reading the passage so that you can have one question in the back of your mind while you read and sketch. Often this first question is a **GENERAL** question (e.g. **What is the purpose of the passage?**), but sometimes it is a **SPECIFIC** question that focuses on a particular detail or section of the passage. Knowing the question before you read can help you to focus and save time later.

Read the first question
before you read the
passage.

The Seven Strategies for Reading Comprehension

In summary, there are seven effective strategies you can use to answer Reading Comprehension questions on the GMAT. You may wish to jot these strategies down on your scratch paper before beginning the verbal section on test day. At the very least, you should commit them to memory and use them when you practice answering questions.

For GENERAL questions:

- (1) Use a **POINT SYSTEM** when stuck between two answer choices.

For SPECIFIC questions:

- (2) Match **KEY WORDS** in specific questions to key words (or synonyms) in the passage.
- (3) **DEFEND** your answer choice with 1-2 sentences.

For ALL questions:

- (4) **JUSTIFY** every word in your answer choice.
- (5) Avoid answer choices that contain **EXTREME** words.
- (6) Choose an answer choice that **INFERS** as **LITTLE** as possible.

And don't forget to:

- (7) **PREVIEW** the first question before reading the passage.

Some strategies that apply to Critical Reasoning questions also apply to Reading Comprehension questions.

Analyzing Real Comprehension Questions

Answering Reading Comprehension questions is best learned by repeated practice with REAL GMAT passages and questions. The following examples use passages and questions taken from *The Official Guide for GMAT Review (10th edition)*, *The Official Guide for GMAT Review (11th edition)*, and *The Official Guide for GMAT Verbal Review*.

These passages are the same ones used as examples in the previous section covering LONG vs. SHORT passages. Now, we will use the Skeletal Sketches and Detail Maps that we created for each passage in order to answer REAL questions.

Please refer back to the previous section or to *The Official Guide for GMAT Review, 10th edition* (page 388) in order to reread **Passage 1**. Below is the Skeletal Sketch for this passage:

*Two views of ethnicity:

1. Primordial and unchanging view: people have essential need for belonging, satisfied by group based on shared ancestry/culture
2. Interest groups view: de-emphasizes cultural component, mobilizes group behind economic issues

*Both views useful but neither captures ethnicity in US

*Better: Ethnicity is PROCESS in which preexisting bonds + culture are adapted for use in changing real-life situations

→ Example: Rise of participation by Native Americans in US politics since Civil Rights movement in 1960's
POLITICS, TRIBAL HISTORY, REINFORCE

→ Civil Rights movement caused change in Mexican-American use of ethnicity
IMMIGRATION, VOTING RIGHTS, EUROPEANS, CISNEROS, JUAREZ, CINCO DE MAYO, IRISH AMERICANS, ST. PATRICK'S DAY

Remember the 7
Strategies for Reading
Comprehension.

Which of the following best states the main idea of the passage?

- (A) In their definitions of the nature of ethnicity, sociologists have underestimated the power of the primordial human need to belong.
- (B) Ethnicity is best defined as a dynamic process that combines cultural components with shared political and economic interests.
- (C) In the United States in the twentieth century, ethnic groups have begun to organize in order to further their political and economic interests.
- (D) Ethnicity in the United States has been significantly changed by the Civil Rights movement.
- (E) The two definitions of ethnicity that have dominated sociologists' discussions are incompatible and should be replaced by an entirely new approach.

The Official Guide for GMAT Review (10th edition), #218
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Eliminate answer
choices that contain
extreme words.

This is a GENERAL question, so review the Skeletal Sketch. Based on the first paragraph, we can eliminate (A) as simply untrue. (B) restates the last point in the skull of our sketch. (C) summarizes details that might be found in paragraphs two and three. (D) clearly pertains only to details found in paragraph three. Answer choice (E) can be eliminated because of its use of the extreme phrase **entirely new**. After we have eliminated (A), (C), and (E), we must choose between choices (B) and (D), which both seem to be likely candidates.

Using the point system for general questions, we can assign (B) 2 points, as it relates to the first paragraph. We can assign (D) 2 points also, as it relates to paragraphs two and three. In the event of a tie, we should choose the answer choice that relates to the first paragraph over one that does not.

Indeed, the main idea is often explicitly stated near the end of the first paragraph; therefore, you should be able to find it in the skull of your Skeletal Sketch.

Which of the following statements about the first two definitions of ethnicity discussed in the first paragraph is supported by the passage?

- (A) One is supported primarily by sociologists, and the other is favored by members of ethnic groups.
- (B) One emphasizes the political aspects of ethnicity, and the other focuses on the economic aspects.
- (C) One is the result of analysis of United States populations, and the other is the result of analysis of European populations.
- (D) One focuses more on the ancestral components of ethnicity than does the other.
- (E) One focuses more on immigrant groups than does the other.

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You should be able to defend the correct answer choice with 1-2 sentences from the passage.

This is a SPECIFIC question that focuses on information presented in the first paragraph. Thus, it can be answered by reviewing the skull of the Skeletal Sketch. (A) is not supportable based on the passage, as the first sentence indicates that sociologists have traditionally supported both theories. We can also eliminate (B), because only part of the answer choice is justifiable (one of the theories does indeed focus on the economic aspects of ethnicity, but the other theory does not emphasize the political aspects). (C) is not supported by the passage either; the author does not mention the source of the data from which either theory was drawn. (E) is also unsupportable; the first paragraph makes no mention of immigrant groups at all.

Reviewing the two definitions in the skull reveals that the correct answer is (D). We can defend this answer choice with two sentences: (1) **The first emphasizes the primordial and unchanging character of ethnicity**, and (2) **A different conception of ethnicity de-emphasizes the cultural component**. Note that the word **primordial** in the passage is a synonym for the key word **ancestral** in choice (D).

The author of the passage refers to Native American people in the second paragraph in order to provide an example of

- (A) the ability of membership in groups based on shared ancestry and culture to satisfy an essential human need
- (B) how ethnic feelings have both motivated and been strengthened by political activity
- (C) how the Civil Rights movement can help promote solidarity among United States ethnic groups
- (D) how participation in the political system has helped to improve a group's economic situation
- (E) the benefits gained from renewed study of ethnic history and culture

You must be able to justify every word in the correct answer choice.

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This is a SPECIFIC question referring to Native Americans. If the question had not helped us by referring to the second paragraph, we could have used our Skeletal Sketch as a search tool and seen that the second paragraph discusses **Native Americans**. The correct answer is (B), which correctly summarizes the interplay between ethnic belonging and political activity described in the passage. We can defend the choice with the following sentence: **Besides leading Native Americans to participate more actively in politics. . . this movement also evoked increased interest in tribal history and traditional culture.**

Note that every word in answer choice (B) is justifiable, whereas the other answer choices all contain unjustifiable words. In answer choice (A), there is mention of **an essential human need**. The second paragraph contains no reference to this unnamed need; therefore, the answer choice is not justifiable unless we assume that participation in the political system is an essential human need. (This is clearly too much of an assumption to make on the GMAT.) (C) refers to an effect of the Civil Rights movement. Since the Civil Rights movement is mentioned only as a time reference, this answer choice is unjustifiable as well. The word **economic** in answer choice (D) is unjustifiable, as the second paragraph contains no reference to the economic situation of the Native Americans. Finally, the word **study** in (E) is unjustifiable, since there is no mention of **study** in the second paragraph at all.

The passage supports which of the following statements about the Mexican American community?

- (A) In the 1960's the Mexican American community began to incorporate the customs of another ethnic group in the United States into the observation of its own ethnic holidays.
- (B) In the 1960's Mexican American community groups promoted ethnic solidarity primarily in order to effect economic change.
- (C) In the 1960's leaders of the Mexican American community concentrated their efforts on promoting a renaissance of ethnic history and culture.
- (D) In the 1960's members of the Mexican American community were becoming increasingly concerned about the issue of voting rights.
- (E) In the 1960's the Mexican American community had greater success in mobilizing constituents than did other ethnic groups in the United States.

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Key words in your sketch will direct you to the relevant paragraph for each specific question.

This is a SPECIFIC question referring to the Mexican American community. Using our Skeletal Sketch as a search tool points us to the third paragraph, which contains the key words **voting rights**. Looking back in the third paragraph reveals that **(D)** is the correct answer.

Again, we can eliminate the other answer choices based on unjustifiable elements. **(A)** can be eliminated based on the word **incorporate**. While the passage does *compare* the customs of Mexican Americans to those of Irish Americans, it does not say anything about one group incorporating the traditions of the other. **(B)** can be eliminated based on the word **economic**. The ethnic solidarity described was primarily concerned with effecting *political* change. **(C)** can be eliminated based on the phrase **renaissance of ethnic history and culture**. Again, the efforts of the Mexican American leaders were concentrated on political action. Finally, **(E)** can be eliminated based on the phrase **other ethnic groups in the United States**. The author makes no comparison between the Mexican American community's success in mobilizing constituents and the success of any other ethnic group in the United States.

Which of the following types of ethnic cultural expression is discussed in the passage?

- (A) The retelling of traditional narratives
- (B) The wearing of traditional clothing
- (C) The playing of traditional music
- (D) The celebration of traditional holidays
- (E) The preparation of traditional cuisine

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If you cannot find a particular key word from the question in the passage, look for a synonym.

This is a SPECIFIC question. By scanning the answer choices and reviewing our Skeletal Sketch, we see that only traditional holidays are mentioned in the passage. Looking back in the third paragraph confirms that (D) is the correct answer. All the other answer choices can be eliminated quickly based on the fact that they are not mentioned in the passage at all.

Information in the passage supports which of the following statements about many European ethnic groups in the nineteenth-century United States?

- (A) They emphasized economic interests as a way of mobilizing constituents behind certain issues.
- (B) They conceived of their own ethnicity as being primordial in nature.
- (C) They created cultural traditions that fused United States symbols with those of their countries of origin.
- (D) They de-emphasized the cultural components of their communities in favor of political interests.
- (E) They organized formal community groups designed to promote a renaissance of ethnic history and culture.

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This is a SPECIFIC question referring to European ethnic groups. Using our Skeletal Sketch points us to the key word **Europeans** in the third paragraph. Looking back in the third paragraph reveals that (C) is the correct answer. We can defend this answer with the following sentence: **Like European ethnic groups in the nineteenth-century United States, late twentieth-century Mexican American leaders combined ethnic with contemporary civic symbols.** You can consider the word **ethnic** in the passage a synonym for the phrase **those of their countries of origin** in the answer choice, and the word **civic** in the passage a synonym for the phrase **United States symbols** in the answer choice.

The passage suggests that in 1968 Henry Cisneros most likely believed that

- (A) many Mexican Americans would respond positively to the example of Benito Juarez
- (B) many Mexican Americans were insufficiently educated in Mexican history
- (C) the fight for civil rights in the United States had many strong parallels in both Mexican and Irish history
- (D) the quickest way of organizing community-based groups was to emulate the tactics of Benito Juarez
- (E) Mexican Americans should emulate the strategies of Native American political leaders

The Official Guide for GMAT Review (10th edition), #224

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This is a SPECIFIC question referring to Henry Cisneros. Using our Skeletal Sketch as a search tool points us to the key word **Cisneros** in the third paragraph. The only sentence that mentions Henry Cisneros reads: **In 1968 Henry Cisneros, later mayor of San Antonio, Texas, cited Mexican leader Benito Juarez as a model for Mexican Americans in their fight for contemporary civil rights.** In this question, you are asked to make an inference. Recall that you want to avoid inferring too much; in fact, you should try to infer as little as possible. Eliminate (C) and (E) right away, since they contain references to other ethnic groups not mentioned in this sentence at all. Eliminate (B) as well, since it requires us to ascribe motives to Cisneros that are possible, but unsupported by the passage. Then eliminate (D), because the phrase **community-based groups** is unjustifiable.

(A) is the correct answer; it simply states that **many** (but not all) Mexican Americans would respond positively. Note that it also uses the noncommittal word **example**, which is much more general than the unjustifiable **tactics** in answer choice (D).

As you can tell from the preceding questions, the Skeletal Sketch is an invaluable tool for answering Reading Comprehension questions about LONG passages. The Sketch provides ready-made answers to GENERAL questions, saving you time spent looking back in the passage. Additionally, the Sketch acts as an ideal search tool to locate answers to SPECIFIC questions, saving you time spent rereading or re-scanning the entire passage.

Now try using our Skeletal Sketch from **Passage 2** to answer REAL GMAT questions about this LONG passage. You can find this passage and the accompanying questions on pages 44-45 of *The Official Guide for GMAT Verbal Review*. Be sure to first identify each question as either GENERAL or SPECIFIC, and use the Skeletal Sketch accordingly. You can check your answers by looking at the explanations in *The Official Guide for Verbal Review*.

When answering inference questions, be careful not to infer too much.

Please refer back to the previous section or to *The Official Guide for GMAT Review, 11th Edition* (pages 370-371) in order to reread **Passage 3**. Here is the DETAIL MAP that we created for this SHORT passage:

Researchers: electroreceptors at tip of anteater's snout

- Discovery: Exposed small parts of snout to weak electric fields + recorded brain activity
- Tactile receptors on snout only respond to stronger fields

Investigation: How anteaters utilize electroreceptors

- Experiment: trained to distinguish water troughs by electric field
- Hypothesis: use receptors to detect signals given off by prey
- No signals detected yet from termites, though anteaters locate them very quickly

Use your Detail Map to help you answer questions.

According to the passage, which of the following is a characteristic that distinguishes electroreceptors from tactile receptors?

- (A) The manner in which electroreceptors respond to electrical stimuli
- (B) The tendency of electroreceptors to be found in clusters
- (C) The unusual locations in which electroreceptors are found in most species
- (D) The amount of electrical stimulation required to excite electroreceptors
- (E) The amount of nervous activity transmitted to the brain by electroreceptors when they are excited

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This is a SPECIFIC question. Looking in our Detail Map for **tactile receptors** reveals that the correct answer is **(D)**. This answer choice can be defended by the following sentence: **Tactile receptors . . . do so only in response to electrical field strengths about 1,000 times greater than those known to excite electroreceptors.**

Which of the following can be inferred about the experiment described in the first paragraph?

- (A) Researchers had difficulty verifying the existence of electroreceptors in the anteater because electroreceptors respond to such a narrow range of electrical field strengths.
- (B) Researchers found that the level of nervous activity in the anteater's brain increased dramatically as the strength of the electrical stimulus was increased.
- (C) Researchers found that some areas of the anteater's snout were not sensitive to a weak electrical stimulus.
- (D) Researchers found that the anteater's tactile receptors were more easily excited by a strong electrical stimulus than were the electroreceptors.
- (E) Researchers tested small areas of the anteater's snout in order to ensure that only electroreceptors were responding to the stimulus.

The Official Guide for GMAT Review (11th edition), #65

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This is a SPECIFIC question regarding the first paragraph. Also note that this is a GMAT inference question, which means that the answer should be a fairly obvious deduction. Looking at our Detail Map reveals that (C) is the only plausible answer: since the researchers located the electroreceptors on only small parts of the anteater's snout (at the tip), obviously some areas of the anteater's snout do not contain electroreceptors. This answer choice can be defended by the following sentence: **The researchers made this discovery by exposing small areas of the snout to extremely weak electrical fields and recording the transmission of resulting nervous activity to the brain.**

Even though an inference is not stated in the passage, you should still be able to defend it with 1-2 sentences from the passage.

The author of the passage most probably discusses the function of tactile receptors in order to

- (A) eliminate an alternative explanation of anteaters' response to electrical stimuli
- (B) highlight a type of sensory organ that has a function identical to that of electroreceptors
- (C) point out a serious complication in the research on electroreceptors in anteaters
- (D) suggest that tactile receptors assist electroreceptors in the detection of electrical signals
- (E) introduce a factor that was not addressed in the research on electroreceptors in anteaters

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Eliminate answer choices if there is no evidence to support them in the passage.

This is a SPECIFIC question regarding the function of tactile receptors. Looking at the location of **tactile receptors** in our Detail Map reveals that it appears in the first paragraph, in the following sentence: **While it is true that tactile receptors, another kind of sensory organ on the anteater's snout, can also respond to electrical stimuli, such receptors do so only in response to electrical field strengths about 1,000 times greater than those known to excite electroreceptors.** As tactile receptors are presented in contrast to electroreceptors, you can eliminate (B) and (D). There is no evidence to support (C) or (E). The sentence's function is to counter a potential objection to the electroreceptor discovery. Thus, (A) is the correct answer.

Which of the following can be inferred about anteaters from the behavioral experiment mentioned in the second paragraph?

- (A) They are unable to distinguish between stimuli detected by their electroreceptors and stimuli detected by their tactile receptors.
- (B) They are unable to distinguish between the electrical signals emanating from termite mounds and those emanating from ant nests.
- (C) They can be trained to recognize consistently the presence of a particular stimulus.
- (D) They react more readily to strong than to weak stimuli.
- (E) They are more efficient at detecting stimuli in a controlled environment than in a natural environment.

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This is a SPECIFIC question regarding the experiment in the second paragraph. Also note that this is a GMAT inference question, which means that the answer should be a fairly obvious deduction. (A) is unjustifiable because of the phrase **tactile receptors**, which are not mentioned in the second paragraph at all. (B) is unjustifiable because of the words **ant nests**, which are mentioned in the passage but are never compared to termite mounds in any way. (D) is unjustifiable because of the word **strong**, which is not mentioned in the passage, and (E) is unjustifiable because of the words **controlled** and **natural**; the passage makes no distinction between the two. Only (C) is a logical inference: since the experiment involved training anteaters to distinguish water troughs by electric field, it is clear that the anteaters can be trained to recognize a particular stimulus.

Even one word is sometimes enough to make an answer choice unjustifiable.

The passage suggests that the researchers mentioned in the second paragraph who observed anteaters break into a nest of ants would most likely agree with which of the following statements?

- (A) The event they observed provides conclusive evidence that anteaters use their electroreceptors to locate unseen prey.
- (B) The event they observed was atypical and may not reflect the usual hunting practices of anteaters.
- (C) It is likely that the anteaters located the ants' nesting chambers without the assistance of electroreceptors.
- (D) Anteaters possess a very simple sensory system for use in locating prey.
- (E) The speed with which the anteaters located their prey is greater than what might be expected on the basis of chance alone.

Making inferences uses many of the same thinking skills as making assumptions.

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This is a SPECIFIC question regarding the second paragraph. It asks for an inference, so the answer should be something that can be deduced fairly easily. Look back at the sentences that refer to researchers' observations of anteaters breaking into nests of ants: **Still, researchers have observed anteaters breaking into a nest of ants at an oblique angle and quickly locating nesting chambers. This ability to quickly locate unseen prey suggests, according to the researchers, that the anteaters were using their electroreceptors to locate the nesting chambers.** These two sentences are structured like a Critical Reasoning argument: the first one is a premise and the second is a conclusion. Only (E) provides the hidden assumption, that the anteaters' speed (indicated by the word **quickly**) is enough to justify the conclusion.

Which of the following, if true, would most strengthen the hypothesis mentioned in the middle of the second paragraph?

- (A) Researchers are able to train anteaters to break into an underground chamber that is emitting a strong electrical signal.
- (B) Researchers are able to detect a weak electrical signal emanating from the nesting chamber of an ant colony.
- (C) Anteaters are observed taking increasingly longer amounts of time to locate the nesting chambers of ants.
- (D) Anteaters are observed using various angles to break into nests of ants.
- (E) Anteaters are observed using the same angle used with nests of ants to break into the nests of other types of prey.

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Strengthening a hypothesis is just like strengthening a conclusion.

This is a SPECIFIC question relating to the hypothesis in the second paragraph. Like the previous question, it is similar to a Critical Reasoning question. This time, you are being asked to strengthen the conclusion. Therefore, you should begin by eliminating any answer choices that do not support the conclusion, or hypothesis, mentioned in the line: **anteaters use electroreceptors to detect electrical signals given off by prey.** Eliminate (C), (D), and (E), since they do not support this conclusion. This leaves (A) and (B). (B) is the better answer because it provides a missing premise. The experiment provides evidence that anteaters can detect weak electrical signals. It also provides evidence that anteaters can quickly locate ant nests. In order to establish a strong relationship between these two facts, we would need evidence that the ant nests do indeed have some electrical signal. Note that (A) is also unjustifiable because of the word **train**. If anteaters are *trained* to locate a chamber by using their electroreceptors, this would not provide evidence that they do so naturally to find prey.

As you can tell from the preceding questions, the DETAIL MAP is an invaluable tool for answering Reading Comprehension questions about SHORT passages. The Map provides ready-made answers to almost all questions (both GENERAL and SPECIFIC), saving you time spent looking back in the passage.

Now try using our Detail Map from **Passage 4** to answer REAL GMAT questions about this SHORT passage. You can find this passage and the accompanying questions on pages 354-355 of *The Official Guide for GMAT Review, 11th Edition*. Try to use the Detail Map to answer all of the questions. You can check your answers by looking at the explanations in *The Official Guide for GMAT Review, 11th Edition*.

Reading Comprehension

from *The Official Guide for GMAT Review, 11th Edition* (pages 26-31 & 346-393) and
The Official Guide for GMAT Verbal Review (pages 22-56)

Read each passage in the Reading Comprehension section of *The Official Guide for GMAT Review, 11th Edition* and *The Official Guide for GMAT Verbal Review*, and answer all questions.

Before you read each passage, identify whether it is LONG or SHORT. (Note that the line lengths are slightly different than those on a computer screen, so the long-short line count cutoff is different. LONG passages are those with more than 35 lines. SHORT passages are those with 35 lines or less.)

As you read the passage, create a Skeletal Sketch (for LONG passages) or a Detail Map (for SHORT passages). You should preview the first question before reading, but do not look at any of the subsequent questions prior to reading the passage, since you will not be able to do this on the CAT.

Then, use your Skeletal Sketch or Detail Map to assist you in answering all the questions that accompany the passage.

Use the following formula for timing guidelines:

$$(\text{\# of questions on passage}) \times 2 = \text{total \# of minutes you should spend} \\ (\text{including reading and answering questions})$$

For example, if there are 4 questions for a given passage, you should spend eight minutes in total doing all the work for that passage. As a rule of thumb, spend a little less than half the allotted time reading, skimming, and sketching, and a little more than half the time answering questions. In this example, you would spend 3 to 3.5 minutes reading and sketching, and 4.5 to 5 minutes answering the questions.