



GMAT

Verbal Section Test [INTEGRATED REASONING] - Solutions

QUESTION NO	CONCEPT TESTED	HINT FOR THE ANSWER	REASONS FOR ELIMINATION	DIFFICULTY LEVEL
1	Its an Inference question in which the test taker is first supposed to assimilate information from different tabs and then find out whether he can infer few things from the argument or not.	We are supposed to select an option which is within the scope of the information provided in the different sources (tabs)	<p>Option A. No. While the first article notes that the world governments have been unable to agree on prawn catching limits, that does not necessarily mean that such disagreements are usually the case. Because this current situation could potentially be a unique occurrence, the statement in question is not necessarily true, and therefore not a valid conclusion just based on the information provided.</p> <p>Option B. No. Article 3 discusses the large increase in demand for white shrimp prawns, but it does not indicate whether the ocean white shrimp population has been threatened; in fact, the article only mentions farmed white shrimp as a consumer product, so we cannot conclude anything about the ocean population.</p> <p>Option C. No. In article 2 Dr. Johnathan Higgs is quoted as opposing the current prawn catching output, in order to "to protect the prawn population". This does not necessarily mean that he favors farming, however; his comments are specific to catching prawns and not to farming, so we cannot make any inferences as to his opinions on farming.</p> <p>Option D. No. Mercury levels are only mentioned (in article 1) as a concern relevant to wild-caught prawns, not farmed prawns. While article 3 does mention that Australian officials are concerned over safety standards with regard to Vietnam's prawn farms, the article does not indicate whether mercury is one of those safety concerns.</p>	Medium

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2	Its an Inference question in which the test taker is first supposed to assimilate information from different tabs and then find out whether he can infer few things from the argument or not.	We are supposed to select an option which is within the scope of the information provided in the different sources (tabs)	<p>Option A. No. While it is true that \$2,60,000 is 10% lower than approximately \$ 2,88,800, it is unknown whether the "end up agreeing upon" price that the real estate agent suggests will happen is going to be that \$2,60,000. It is more likely, from the rest of the messages, that the \$ 2,60,000 counteroffer will settle at a price at least substantially lower than that, making the final price equal to more than 10% less than \$2,88,800. Accordingly, we cannot determine whether the asking price is equal to or less than \$2,88,800.</p> <p>Option B. No. While the third message suggests that a September last week closing date is important to the buyers, it does not necessarily indicate that such a closing date is more important than price. In fact, that very same message includes a firm reprimand of the \$2,65,000 price point, suggesting that the final price of the car is a primary concern of the buyers.</p>	Tough

Option C. Yes. The buyers have initially offered \$ 2,25,000 so a 15% compromise for them would be \$ 2,59,325. And the sellers' agent has noted that, at \$ 2,60,000, the sellers would receive a price that at maximum would reflect a 10% reduction from their opening price. This puts the maximum offer price at \$ 2,88,888, a price for which 15% off would be less than \$245,555. Accordingly, any price between \$ 2,45,555 and \$ 2,59,325 would allow both buyer and seller to achieve a price within 15% of their initial offers.

Option D. No. While the sellers' car dealer seems more willing to drop prices in negotiation, it is not necessarily true that he will accept a lower price in the end.

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3	Cause and Effect Identification	Simultaneously Identify the cause and the effect	<p>The cause-effect relationship should start with a convincing, compelling campaign, and the effect should be that people do, in fact, see that value as a result. That makes the cause the second option ("the public will find the TV ad to be persuasive") and the effect the fourth option ("the public will place a greater value on..." these features).</p> <p>1. The first option is out of scope, as the factual, given information already states that the public finds these sportspersons trustworthy.</p> <p>3. The third option is also unnecessary -- the TV ad's goal is to ascribe value to the features, and not necessarily that particular machine.</p> <p>5. The fifth option is far out of scope (nowhere in the goals would there be any desire for the competition to perform their own commercials).</p> <p>6. And the sixth, while tempting, is also out of scope. The sixth option pertains to all smart phones, and this campaign is specific to the properties of the MM- 900. Selling more MM-900s is the ultimate goal.</p>	Medium

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4	Identification of Argument's strengthener and Argument's weakener	First answer this question as a Strengthen Question and then as a weaken question	<p>Option A. is wrong. The question pertains to time spent on grading, so time spent on meeting with students is outside the purview of the argument.</p> <p>Option B. is wrong as well. We have no idea about teaching different grade levels would involve more or less time spend grading papers, so there is no clear link between this statement and the focus of the argument.</p> <p>Option C. is at best vague, it talks about what most schools do. Every school has its own basis for compensating the teachers work.</p> <p>Option D. points out a loophole. If Science teachers spent a great deal of time grading lab reports, then it definitely wouldn't be fair for French and social studies teachers to get more pay for grading. This is a weaken.</p> <p>Option E. is beyond the topic of discussion. If the decision is already taken regarding which pay system is fair, it doesn't matter who makes the decision to implement it.</p> <p>Option F. is a strengthener. Taking this option as true leads to pay reflecting hours of work, and so if the french and social studies teachers work more because of all the grading they have, then they would get paid accordingly. This is a strengthener.</p>	Tough

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5	To find opposing and supporting statements		<p>Option A. the highway commission would clearly disagree with this, but it's not at all clear that the mayor would agree. It's a very extreme statement.</p> <p>Option B. the mayor would clearly agree with this, but it's not very clear that the commissioner would disagree.</p> <p>Option C. not directly relevant: it is unclear whether either speaker would agree or disagree with this.</p> <p>Option D. not directly relevant: it is unclear whether either speaker would agree or disagree with this.</p> <p>Option E. this opposes the substance of the commissioner's argument, and in some ways, it is a paraphrase of the mayor's objection to the commissioner. It is clear that the commissioner would disagree, since it contradicts his position, and it is clear that the mayor would support this, since it is completely consistent with what she said. This is a good candidate for Statement (1).</p> <p>Option F. not directly relevant: while the commissioner might agree, it is unclear whether the mayor would agree or disagree with this.</p> <p>The best Option for statement (1) is (E). To support (E), the only remaining statement that's relevant and with which the mayor wholeheartedly would agree is (B) — that has to be statement (2). Statement (1) = (E), Statement (2) = (B)</p>	Tough

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