

RC STRATEGIES



Participants

Participants

Ron Purewal (Moderator)

70+

Ande

Andres

Ann

bishal

Carlo

Chris

Dinesh

Frehiwo Wolde-Michael

gb

Jerzy I

Koushik

manj

Chat

Show All

Ande: extremely specific details

Sudhanshu: to re-read

Dinesh: thanks

Ande: the point is your brother is a loser and a hog

Ande: 😊

Dinesh: great explanation

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Audio - Ron Purewal

Talk

Volume slider

Whiteboard - Main Room (Scaled 119%)

Public Screen 5

Follow Moderator

When you read a RC passage, WHY ARE YOU READING THE PASSAGE? WHAT ARE YOU LOOKING FOR?

Main Point

Logic of the passage

Purpose of the passage

(Tone)--> you won't have to precisely identify this, but
you should have a sense of the "feeling" of the passage.

(MOST passages are very objective / factual / neutral -- i.e., there is
not really much of an identifiable "tone" in most passages)

YOU WILL NOT HAVE TO IDENTIFY THE TONE EXPLICITLY.

WHAT ARE YOU **NOT** LOOKING FOR?

You DO NOT want to read for DETAILS.

One fact about reading: It's much easier to read FOR something, rather than to
"just read" a passage.

So:

In order to direct your reading -- to give you something to READ FOR --

2 FOCUS QUESTIONS:

(1) WHAT'S THE POINT of the passage?

WHAT'S THE POINT of each smaller unit (usually each paragraph)?

* The point is NEVER just to "inform" or to list facts!

(2) If the passage presents facts or details, WHY ARE THEY THERE?

WHAT IS JUSTIFIED / EXPLAINED by those facts or details?

Concentrate on what the facts DO! Don't concentrate on what the facts ARE.

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Participants

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Public Screen 4

Follow Moderator

Let's start by discussing the structure of the **LONGER** passages
(in OG, these are usually 70-75 lines)
(on GMAT PREP and on the real exam, these will be longer than the window
-- i.e., you'll have to scroll)

Close attention to the WHOLE into
INTRODUCTORY
PARAGRAPH

First sentence = TOPIC SENTENCE

BODY PARAGRAPH
(MOSTLY DETAILS)

SOMETIMES, the LAST sentence of a body P
will also help, usually, though, the more details,

First sentence = TOPIC SENTENCE
another BODY PARAGRAPH
(MOSTLY DETAILS)

Sometimes, the passage shifts focus at
the VERY END.
If this happens, READ IT, but DO NOT
include it in focus question #1!!

... SO
PAY VERY CLOSE ATTENTION TO
THE PARTS THAT WILL ANSWER
THESE QUESTIONS
and skim (or even skip) everything else!

If you pay lots of attention to the whole passage:

- * You're going to spend way too much time (especially if English is not your first language)
- * You're going to be overwhelmed by information

If, on the other hand, you just skim the whole thing:

- * You're probably just not going to get anything out of it.

So, what do you do?

Remember the focus questions:

- 1) What's the point / purpose?
- 2) In the case of facts / details, WHY are they there? What do they DO? What do they explain or justify?

46:07

In session for 1 hour, 2 minutes.

dissection of a passage _ introductory details details end

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Participants

Participants

- Ron Purewal (Moderator)
- Abhijeet 1
- Ande
- Andres
- Andrew
- aricarudnick@gmail.com
- Carlo
- chandra
- chitrangada Somaiya
- Dave
- debra
- dianajoohe 1
- Dinesh
- Gaurav
- Gokul

Chat

Show All

Nicole Bolton: got it

aricarudnick@gmail.com: what does it mean by remedy?

Jennifer: sorry was the answer d?

Jennifer: tks

Dinesh: 50:25=2:1

Dinesh: pl explain this

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Audio - Ron Purewal

Talk

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Public Screen 7

Follow Moderator

INFERENCE questions:

"which of these can be (logically) inferred?"

"if the statements are true, which of the following must also be true?"

- * Pick the statement that **MUST** be true / can be **PROVED** (100% sure)
- * Ignore the real-world conversational meaning of "inference"

"(most strongly) SUGGESTED / SUPPORTED":

"Whic of the following statements is most strongly supported?"

"The statements in the passage suggest which of the following?"

- * Pick the statement that is true **BEYOND ANY REASONABLE OBJECTION** (i.e., "99.9999999% true")
- * Ignore the real-world conversational meaning of "suggest"

mini-passage:

Rob walked past a bowl containing a thoroughly mixed collection of red and green candies, 50 of each. As he walked past, Rob grabbed 25 red candies and no green ones.

Example of an INFERENCE:

After Rob grabbed the candies, the ratio of green to red candies was 2 : 1.

Example of a STRONGLY SUPPORTED / SUGGESTED statement:

Rob did not grab candies at random.

Example of a statement that isn't either of these, but will seem that way to normal people:

Rob likes the red candies better than the green ones.

Public Screen 20 1:37:18

In session for 3 hours, 18 minutes.

inference and suggest support questions

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Participants

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Public Screen 3

Follow Moderator

* "Inference" and "suggestion", on this test, refer to statements that **MUST be true** according to the information in the passage.

--> For some illustrations, see the APRIL 28, 2011 study hall recording.

This is NOT what these words mean in conversation!!

EXAMPLE:

In his office, Rob walked past a bowl of candies that contained 50 red and 50 green candies, thoroughly mixed. When Rob passed the bowl, he took 10 red candies and no green candies from the bowl.

---> INFERENCE? SUGGESTION?

2 kinds of CORRECT inferences:

- 1) Statements that can be **RIGOROUSLY PROVED** from the information at hand

there are 50 greens left in the bowl Marc Gagnon 2: 40 red candies and 50 green candies remain in the bowl

- 2) Statements that can't be rigorously proved, but for which it would be absolutely ridiculous for them to be false (in other words -- statements that **MUST be true IN ALL REASONABLE SITUATIONS**)

rob deliberately selected only red candies * Rob's method of selecting candies was NOT random.

2 kinds of WRONG inferences:

- 1) Statements that are actually false, or that contradict the passage.
- 2) Statements about which we are **GUESSING** or **MAKING EXTRA ASSUMPTIONS** -- statements that could **REASONABLY** be false. (statements that may or may not be true, within reason)

Rob does not like green candies

Participants

Ron Purewal (Moderator)

Alejandra

ambikasinivas

Arun

Billy

breshwar saha

cassie

Chandra

Cyrus

cyrus kariuki

Dimple

Gopal Koli

Hadi

Janny

Jojo

Chat

Show All

Cyrus: there are now more green marbles than red marbles in the bowl.

Gopal Koli: Rob didn't take any green candies

Junaid Zaheer: there are 40 red and 50 green left in the bowl

Chandra: 40 red and 50 green candies left in bowl

Raj: Rob took 10 red candies out of a bowl containing 50 red and 50 green candies.

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Audio - Ron Purewal

Talk

Public Screen 3 24:49

In session for 57 minutes.

inference suggestions

The screenshot shows a web conference interface with a menu bar (File, Session, View, Tools, Window, Help) and a toolbar. On the left, there is a 'Participants' list with Ron Purewal as the Moderator and other users like carter@nik, Chandra, and Dinesh. Below that is a 'Chat' window showing messages from Vasu Sriperumbudur, Sudhanshu, and Dinesh. At the bottom left is an 'Audio' section with a microphone icon and a volume slider. The main area is a 'Whiteboard - Main Room (Scaled 124%)' displaying a slide titled 'WHAT WE'VE LEARNED ABOUT INFERENCES:'. The slide contains a bulleted list of points, with the first point highlighted by a red box. The bottom status bar shows 'Public Screen 11', a timer at '1:39:16', and a session duration of 'In session for 2 hours, 52 minutes.'

File Session View Tools Window Help

Participants

Participants

Ron Purewal (Moderator)

carter@nik

Chandra

crystal

Cyrus Chan

Derek Boolander

Dinesh

Gaurav

Igor

Josh

JZ

muktarashmi

Nishant K

Raj

sammy

Chat

Show All

Vasu Sriperumbudur 1: Yes - good session - thanks - Now I know that I don't know a lot 😊

Sudhanshu: thanks Ron!

Vasu Sriperumbudur 1: Thanks

Dinesh: Thank you very much sir, for really very nice selected questions 7 their explanation

Dinesh: *and

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Audio - Ron Purewal

Talk

Whiteboard - Main Room (Scaled 124%)

Public Screen 7

Follow Moderator

WHAT WE'VE LEARNED ABOUT INFERENCES:

- * Basically EQUIVALENT TO WHAT IS ALREADY THERE
- * Look for RESTATEMENTS or IMMEDIATE LOGICAL CONSEQUENCES of existing statements
- * Look in a LOCALIZED AREA based on the particulars in the question
- * No new assumptions!

Public Screen 11 1:39:16 In session for 2 hours, 52 minutes.

inference summary

File Session View Tools Window Help

Participants

Participants

- Ron Purewal (Moderator)
- Abhijeet 1
- alexel
- Ande
- Andrew
- aricarudnick@gmail.com
- Carlo
- chandra
- chitrangada Somaiya
- Dave
- debra
- diansajohe 1
- Dinesh
- Gaurav

Chat

Show All

Abhijeet 1: there is a possibility that he ate sea food at 20th time

Justin Flynn 1: maybe it was fish tacos

Raju: really good example Ron, ..thanks

Ande: may be its inflation time

Ande: yes, great example

Joana: I understand

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Audio - Ron Purewal

Talk

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Public Screen 6

Follow Moderator

"A miniature passage"

Smith has **eaten** at restaurant X **twenty times**. On **nineteen** of those occasions, Smith has eaten **seafood**, paying an average of \$40 per plate.

Which one of these do you think is a valid INFERENCE:

(A) Smith **likes** seafood, and is willing to pay a **premium** for it.

(B) Smith has eaten food other than seafood at restaurant X.

(C) either of these

Neither of these can be PROVED:
 * Eating a food most of the time doesn't necessarily mean that you like it.
 * "Premium" means more than for other food -- we don't have this info.

THIS CAN BE PROVED
 (because $20 - 19$ is not zero)

Option	Count	Percentage
A	17/47	(36%)
B	18/47	(38%)
C	4/47	(8%)
D		
E		
None	8/47	(17%)

In CONVERSATION, "inference" means that you make observations, and then try to *guess* things that *might* be true, or are *probably* true, from those observations.

On the GMAT,
"INFERENCE" means a statement that can be PROVED 100%

THINGS TO NOTE:

- 1) GMAT inferences would NOT be called "inferences" in real-world conversation!
- 2) Real-world "inferences" would NOT be recognized on the GMAT!
- 3) Inferences are TOTALLY independent of the MAIN POINT. (In other words, they have *nothing* to do with those 2 focus questions.)

Public Screen 20 1:15:52

In session for 2 hours, 57 minutes.

inference

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Public Screen 3

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Participants

Participants

Ron Purewal (Moderator)

70+

Al 1

Amit

Ande

Andres

bishal

Carlo

Chris

Debra

Dinesh

Frehiwo Wolde-Michael

Gourav

James (Away)

Jerzy 1

Chat

Show All

Andres: an author presents a new view but is inconclusive

Andres: the old view prevails

Ande: "the

70+: Does the old view prevail?

Mojo: no

Dinesh: inconclusive

Sudhanshu: inconclusive as one said earlier

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Audio - Ron Purewal

Talk

The view has prevailed for the better part of the twentieth century that small firms do not perform an important role in Western economies. Official policies in many countries have favored large units of production because there were strong reasons to believe that large firms were superior to small firms in virtually every aspect of economic performance—productivity, technological progress, and job security and compensation. However, in the 1970s evidence began to suggest that small firms in some countries were outperforming their larger counterparts. Perhaps the best example of this trend was in the steel industry, where new firms entered the market in the form of "mini-mills," and small-firm employment expanded, while many large companies shut down plants and reduced employment. Although no systematic evidence exists to determine unequivocally whether smaller units of production are as efficient as large firms or are, in fact, more efficient, some researchers have concluded that the accumulated evidence to date indicates that small firms are at least not burdened with an inherent size disadvantage.

Anticipate a challenge to this view (otherwise they wouldn't have written it this way) ...old view

These facts are here to do WHAT?

--> Actions based on the OLD view.

Green stuff doesn't "say", but clearly suggests, the NEW view --> "small firms may actually be important"

We don't know either way

New view, more explicitly

Thus, an alternative view has emerged in the economics literature, arguing that small firms make several important contributions to industrial markets. First, small firms are often the source of the kind of innovative activity that leads to technological change. Small firms generate market turbulence that creates additional dimensions of competition, and they also promote international competition through newly created niches. Finally, small firms in recent years have generated the preponderant share of new jobs.

Present the new view explicitly

get these details later, if you need them!

However, empirical knowledge about the relative roles of large and small firms is generally based upon anecdotal evidence and case studies, and such evidence has proved inadequate to answer major questions concerning the role of small firms across various industries and nations. An additional difficulty is that it is not obvious what criteria one should use to distinguish small firms from large ones. While a "small firm" is often defined as an enterprise with fewer than 500 employees, research studies of small firms use a wide variety of definitions.

We don't know who's right.

The purpose of paragraph 1 is to describe the origin & development of a new view on a particular economic topic, vs. the old view

Try to do this without naming ANY specific facts!!

Point of paragraph 2: Presents the new view.

Point of paragraph 3: We don't know which view is right and which one is wrong.

OVERALL POINT: Present, but then qualify, a new view on something

You can figure this out ALL BY YOURSELF.

Public Screen 3 1:31:02

In session for 1 hour, 47 minutes.

long example

File Session View Tools Window Help

Participants

Participants

Ron Purewal (Moderator)

49er

Bryan

Dinesh

Gaurav

Grish

gvg

jason.abbamonte

JM

RP

saanya I

Sherazad Rehmam

shub

Sudhanshu

Sudi

Chat

Show All

Grish: what the article was about

jason.abbamonte: topic sentences

jason.abbamonte: intro

Sudi: primary purpose

Dinesh: topic,sub topic,structure,tone

Dinesh: however etc

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Talk

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Public Screen 2

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A LITTLE STORYTIME...

- * I encountered a journal in a highly technical field
- * I picked it up and scanned the articles
- * In the articles, I could not understand ANY of the specifics that they were talking about

THE POINT:

Even though I couldn't understand the technical language at all, I could still understand the following:

- * **TRANSITION WORDS**
(therefore, even though, despite, in addition, etc.)
- * **GENERAL STATEMENTS OF CONTEXT**
(Until 1997, it was not possible to ...)
(Recently, this assumption has been called into question by ...)

WHAT I FOUND:

These things **ALONE** are good enough to detect the "primary purpose" or "main idea" of the passage!

For instance:

Historically, xxxxxxxxxxxx have used xxxxxxxxxxxx to do xxxxxxxxxxxx. However, this tradition has had to be revised in light of xxxxxxxxxxxx, which has xxxxxxxxxxxx. --> main point: the old way of doing something isn't good enough anymore.

Public Screen 2 13:06 In session for 2 hours, 23 minutes.

main idea

File Session View Tools Window Help

Participants

Participants

Ron Purewal (Moderator)

Abhijeet 1

alexai

Ande

Andres

Andrew

aricanudnick@gmail.com

blake

Carlo

chandara

chitrangada Somaiya

Dave

DD

debra

Whiteboard - Main Room (Scaled 119%)

Public Screen 4

Follow Moderator

**** EVERYTHING WE'VE SAID ABOUT
HOW TO ANSWER QUESTION TYPES
IS STILL GOING TO APPLY ****

ALL of the advice about how to answer
SPECIFIC QUESTION TYPES is the same
for short passages as for long passages.

MAIN IDEA QUESTIONS:

- * PHYSICALLY COVER THE CHOICES
- * PREDICT THE ANSWER from your reading & notes
- * COMPARE your prediction with the choices
 - DO NOT LOOK AT THE CHOICES UNTIL YOU HAVE MADE A PREDICTION

OTHER TYPES THAT HAVE THE SAME STRATEGY AS MAIN IDEA
(i.e., cover up the choices and predict)

- "How is the passage structured?" (organizing principle)
- "What does the author mean / intend by the use of the word(s) _____?" meaning / intent
- "How does the first paragraph contrast with the second paragraph?" organizing principle
- "What's the best description of this paragraph / relationship?" intent / meaning
- "The tone / attitude of the passage suggests that the author feels how about this issue?" intent / meaning
- etc.

basically, any question that asks you for the **MEANING, INTENT, or ORGANIZING PRINCIPLE**

- > cover up the choices
- > PREDICT
- > CHECK

(if you are an EXTREME memorization-based thinker, you should guess on these and move on)

Chat

Show All

SACHEEN: can we move to the other question types???

Abhijeet 1: whats the title

Dinesh: function questions

Gaurav: primary purpose of the passage

blake: so would this cover up strategy apply to the CR questions that have the two bold sentences out of one paragraph?

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Talk

Public Screen 4 56:21

In session for 2 hours, 38 minutes.

main idea questions

File Session View Tools Window Help

Participants

Participants

- Ron Purewal (Moderator)
- Abhijeet 1
- alexet
- Ande
- Andres
- Andrew
- aricarudnick@gmail.com
- Arjun Garg
- blake
- Carlo
- chandra
- chitrangada Somaiya
- Dave
- Davis McNeil

Chat

Show All

Sukriti: all of it

Sudhanshu: have to read all the passage

Sudhanshu: nothing to skip

Raju: only two paras so I think most of the content is important?

Gaurav: Is 'also' a transition word?

alexet: no

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Talk

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Public Screen 3

Follow Moderator

HOW MUCH OF THIS ADVICE STILL APPLIES ON SHORT PASSAGES?

- * Facts about **STRUCTURE** of the passage are no longer true.

SHORT PASSAGES DON'T HAVE A REGULAR STRUCTURE

- * Many times, there's some sort of topic sentence at the beginning ... but not always!
- * Many times, there will be transition words ("however", "but", "also", "furthermore", etc.) ... but not always!
- etc.

The lack of regular structure means that YOU CAN NO LONGER RELY ON THE IMPORTANCE OF CERTAIN PLACES IN THE PASSAGE.

Process:

- * **PROCEED THROUGH THE WHOLE PASSAGE**
- * **CONCENTRATE EXCLUSIVELY ON THE 2 FOCUS QUESTIONS:**
 - (1) WHAT'S THE POINT? WHAT IS THE AUTHOR'S **ARGUMENT**?
 - (2) When there are facts/details, **WHY ARE THEY THERE?**
WHAT ARGUMENT(S) ARE SUPPORTED / REFUTED by these facts/details?

Public Screen 3 16:20 In session for 1 hour, 58 minutes.

short strategy _ point_argument_facts details strengthen refute

File Session View Tools Window Help

Participants

Participants

Ron Purewal (Moderator)

Alejandra

Arun

Billy

bireshwar saha

cassie

Chandra

Cyrus

Dimple 1

Gopal Koli

Hadi

Janny

Josh

Junaid Zaheer

Marc Gagnon 2

Chat

Show All

Milan: if u compared to other it might not be so high

Srin: Anna s nt workin in nonprofit

Milan: others*

Josh: ie, her score is high for people who work in non profit

cassie: she doesnt have high score compared to other applicants not non profit

Josh: but not necessarily for all people

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Talk

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Public Screen 6

Follow Moderator

Is it possible to decrease inflation without causing a recession and its concomitant increase in unemployment? The orthodox answer is "no," whether they support the "inertia" theory of inflation (that today's inflation rate is caused by yesterday's inflation, the state of the economic cycle, and external influences such as import prices) or the "rational expectations" theory (that inflation is caused by workers' and employers' expectations, coupled with a lack of credible monetary and fiscal policies), most economists agree that tight monetary and fiscal policies, which cause recessions, are necessary to decelerate inflation. they point out that in the 1980's, many European countries and the United States conquered high (by these countries' standards) inflation, but only by applying tight monetary and fiscal policies that sharply increased unemployment. Nevertheless, some governments' policymakers insist that direct controls on wages and prices, without tight monetary and fiscal policies, can succeed in decreasing inflation. Unfortunately, because this approach fails to deal with the underlying causes of inflation, wage and price controls eventually collapse, the hitherto-repressed inflation resurfaces, and in the meantime, though the policymakers succeed in avoiding a recession, a frozen structure of relative prices imposes distortions that do damage to the economy's prospects for long-term growth.

2. The passage suggests that the high inflation in the United States and many European countries in the 1980's differed from inflation elsewhere in which of the following ways?

A) It fit the rational expectations theory of inflation but not the inertia theory of inflation.

B) It was possible to control without causing a recession.

C) It was easier to control in those countries by applying tight monetary and fiscal policies than it would have been elsewhere.

D) It was not caused by workers' and employers' expectations.

E) It would not necessarily be considered high elsewhere.

6/23 (26%)

3/23 (13%)

8/23 (34%)

1/23 (4%)

3/23 (13%)

2/23 (8%)

Ninguno

This wording indicates that they are presenting evidence for the previous statement.

WHY IS THIS COMMENT HERE???

these theories are about what CAUSES inflation; that idea is not addressed.

opposite!

there's no discussion of how hard it would have been to control these things in other countries.

"My cousin can run really fast (for a six-year-old)"

This means:

- my cousin can run fast

- "...but not necessarily fast" by the standards of other groups of people (e.g., older children or adults)

Public Screen 3 1:17:24

In session for 1 hour, 49 minutes.

suggestions example 1

File Session View Tools Window Help

Participants

Participants

Ron Purewal (Moderator)

Alejandra

Arun

Billy

bireshwar saha

cassie

Chandra

Cyrus

Dimple 1

Gopal Koli

Hadi

Janny

Josh

Junaid Zaheer

Marc Gagnon 2

Chat

Show All

Chandra: 40 red and 50 green candies left in bowl

Raj: Rob took 10 red candies out of a bowl containing 50 red and 50 green candies.

Billy: how do we know LF was a primary source, is primary not making this answer too strong??

Cyrus: he hasn't received yet

Josh: what was the answer breakdown?

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Talk

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Public Screen 10

Follow Moderator

BACKGROUND FACT:

- * The quant scores on the GMAT go from Q3 up to Q51
- * Applicants with nonprofit backgrounds have relatively low quant scores (as compared to e.g. tech people, who have relatively high quant scores)

If I write this: If someone SAID this to you ...

Annette has a high quant score (relative to other nonprofit applicants)...

--> this means

you would absolutely be expected to understand all of this.

- * Her quant score is higher than most nonprofit people's quant scores
- BUT ALSO**
- * Her quant score would NOT be considered high among some other groups of applicants.

EX:

If Annette has a Q51, then this statement would make no sense.

THE GOOD NEWS:

These things work the same way they do in conversation.

("Why did the author write that?" will yield the SAME REASONS as "Why did this person SAY that?")

THE BAD NEWS:

If you process the passage as though it were a bunch of disconnected factual statements -- or if you "think like a programmer" -- then it will be impossible

Public Screen 6 1:15:59 In session for 1 hour, 48 minutes.

suggestions example 2

File Session View Tools Window Help

Participants

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Public Screen 3

Follow Moderator

Participants

Ron Purewal (Moderator)

Alejandra

Arun

Billy

bireshwar saha

cassie

Chandra

Cyrus

Dimple 1

Gopal Koli

Hadi

Janny

Josh

Junaid Zaheer

Marc Gagnon 2

Chat

Show All

Srin: Anna s nt workin in nonprofit

Milan: others*

Josh: ie, her score is high for people who work in non profit

cassie: she doesnt have high score compared to other applicants not non profit

Josh: but not necessarily for all people

Junaid Zaheer: disturabance causes clone loss

Send to This Room

Audio - Ron Purewal

Talk

Even more than mountainside slides of mud or snow, naturally occurring forest fires promote the survival of aspen trees. Aspens' need for fire may seem illogical since aspens are particularly vulnerable to fires; whereas the bark of most trees consists of dead cells, the aspen's bark is a living, functioning tissue that—along with the rest of the tree—succumbs quickly to fire.

The explanation is that each aspen, while appearing to exist separately as a single tree, is in fact only the stem or shoot of a far larger organism. A group of thousands of aspens can actually constitute a single organism, called a clone, that shares an interconnected root system and a unique set of genes. Thus, when one aspen—a single stem—dies, the entire clone is affected. While alive, a stem sends hormones into the root system to suppress formation of further stems. But when the stem dies, its hormone signal also ceases. If a clone loses many stems simultaneously, the resulting hormonal imbalance triggers a huge increase in new, rapidly growing shoots that can outnumber the ones destroyed. An aspen grove needs to experience fire or some other disturbance regularly, or it will fail to regenerate and spread. Instead, coniferous trees will invade the aspen grove's borders and increasingly block out sunlight needed by the aspens.

What's the RELATIONSHIP?

WHY is this statement placed right here?
--> This only MAKES SENSE if a "fire or other disturbance" is something that causes a clone to lose many stems.

1. It can be inferred from the passage that when aspen groves experience a "disturbance" (see highlighted text), such a disturbance

(A) leads to a hormonal imbalance within an aspen clone

(B) provides soil conditions that are favorable for new shoots

(C) thins out aspen groves that have become overly dense

(D) suppresses the formation of too many new aspen stems

(E) protects aspen groves by primarily destroying coniferous trees rather than aspens

Fires prevent the coniferous trees from invading in the first place (i.e., they don't have to destroy them, since they aren't there)

Public Screen 3 1:30:44

In session for 2 hours, 3 minutes.

suggestions example 3

File Session View Tools Window Help

Participants

Participants

Ron Purewal (Moderator)

Alejandra

Arun

Billy

bireshwar saha

Chandra

Cyrus

Dimple 1

Gopal Koli

Hadi

Janny

Josh

Junaid Zaheer

Marc Gagnon 2

massabielle

Whiteboard - Main Room (Scaled 124%)

Public Screen 11

Follow Moderator

THINK ABOUT WHY THE STATEMENTS ARE ORGANIZED IN THE WAY THEY'RE ORGANIZED

In different regions of Colombia, the spoken Spanish language exhibits considerable variation. In Medellin, the pronoun "vos" is used almost universally for "you" in informal or intimate conversation ...

From the ORGANIZATION, you can deduce that Medellin (even if you've never heard of it) is a Colombian city.

Chat

Show All

Junaid Zaheer: disturbance causes clone loss

Milan: Thank you very much Ron

Billy: How much are you allowed to assume??because I thought in inference questions you should not assume. This is a dangerous procedure coz you are not limiting the thought of the reader and hence not limiting the scope. Consider this example. We have to assume that the disturbance is strong enough to kill a stem .. and only then there can be a hormonal imbalance. But don't you think its too strong an assumption.

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Audio - Ron Purewal

Talk

Public Screen 11 1:33:12

In session for 2 hours, 5 minutes.

suggestions example 3_1

File Session View Tools Window Help

Participants

Participants

Ron Purewal (Moderator)

Alejandra

Arun

Billy

bireshwar saha

cassie

Chandra

Cyrus

cyrus kariuki

Dimple

Gopal Koli

Hadi

Janny

Josh

Junaid Zaheer

Whiteboard - Main Room (Scaled 124%)

Public Screen 8

Follow Moderator

Let's say I wrote the following:

My friend has a hard time playing well in his weekend basketball games. Lately, his bad knee has been bothering him so much that he hasn't even been able to run up and down the basketball court at full speed.

--> A REASONABLE INFERENCE:

My friend's bad knee is a primary source of the difficulties that he has been experiencing in his weekend basketball games.

Billy: how do we know LF was a primary source, is primary not making this answer too strong??

--> here,

"How do we know that this is a primary source?"

don't forget --

The passages MUST BE WRITTEN IN A WAY THAT ACTUALLY MAKES SENSE.

The only way in which this writing makes any sense is if the mentioned reason is a primary reason...
... because it's the ONLY reason that is mentioned.

Remember -- these are PASSAGES!! they are NOT random collections of unrelated statements!!

You *are* expected to FIGURE OUT THE RELATIONSHIPS between the statements in the passage.

Chat

Show All

Junaid Zaheer: there are 40 red and 50 green left in the bowl

Chandra: 40 red and 50 greeb candies left in bowl

Raj: Rob took 10 red candies out of a bowl containing 50 red and 50 green candies.

Billy: how do we know LF was a primary source, is primary not making this answer too strong??

Cyrus: he hasn't recoved yet

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Audio - Ron Purewal

Talk

Public Screen 7 49:57

In session for 1 hour, 22 minutes.

suggestions relationship between passages passage makes logical sense



Participants

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Ron Purewal (Moderator)

70+

Ande

Andres

Ann

bishal

Carlo

Chris

Dinesh

Frehiwo Wolde-Michael

gb

Jerzy 1

Koushik

manj

Chat

Show All

Ande: extremely specific details

Sudhanshu: to re-read

Dinesh: thanks

Ande: the point is your brother is a loser and a hog

Ande: 😊

Dinesh: great explanation

Send to This Room

Audio - Ron Purewal

Talk

Volume slider

Whiteboard - Main Room (Scaled 119%)

Public Screen 6

Follow Moderator

When you're finding THE POINT of the passage:

* The point is NEVER just to "inform" or to list facts!

Here's an example:

"Passage"

Every Thursday night, my brother comes in from out of town and stays at my house. He sleeps over, and usually eats his dinner from my kitchen.

Every Friday morning, I open my refrigerator and notice that all of the good food in the refrigerator is gone! All the delicious meat, all the green vegetables, everything -- all gone.

NOTE:

EVERYTHING
here is a fact,
but the point is
STILL not just
to give facts!!

Paragraph 1 = just facts (about my brother's itinerary)

Paragraph 2 = just facts (about the inventory in my refrigerator)

THE POINT IS NOT JUST TO LIST THESE FACTS

the point is to CORRELATE my brother's coming and going to the absence of the good food in my refrigerator.

--> you have to figure this out with "common sense" -- there are no RULES that are going to tell you this.

BECAUSE THIS IS A REAL-LIFE EXAMPLE, notice two things:

- 1) you DON'T stop at the facts -- you examine WHY the facts are there;
- 2) you DON'T memorize the details!

--> most of you would probably not remember, a few minutes later, whether it was Wednesday or Thursday. Also, most of you wouldn't remember which specific foods were stolen.



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Audio - Ron Purewal

Talk

Volume slider

Whiteboard - Main Room (Scaled 119%)

Public Screen 5

Follow Moderator

When you read a RC passage, WHY ARE YOU READING THE PASSAGE? WHAT ARE YOU LOOKING FOR?

Main Point

Logic of the passage

Purpose of the passage

(Tone)--> you won't have to precisely identify this, but
you should have a sense of the "feeling" of the passage.

(MOST passages are very objective / factual / neutral -- i.e., there is
not really much of an identifiable "tone" in most passages)

YOU WILL NOT HAVE TO IDENTIFY THE TONE EXPLICITLY.

WHAT ARE YOU **NOT** LOOKING FOR?

You DO NOT want to read for DETAILS.

One fact about reading: It's much easier to read FOR something, rather than to
"just read" a passage.

So:

In order to direct your reading -- to give you something to READ FOR --

2 FOCUS QUESTIONS:

(1) WHAT'S THE POINT of the passage?

WHAT'S THE POINT of each smaller unit (usually each paragraph)?

* The point is NEVER just to "inform" or to list facts!

(2) If the passage presents facts or details, WHY ARE THEY THERE?

WHAT IS JUSTIFIED / EXPLAINED by those facts or details?

Concentrate on what the facts DO! Don't concentrate on what the facts ARE.