

RC STRATEGIES



Participants

- Participants
- Ron Purewal (Moderator)
- 70+
- Ande
- Andres
- Ann
- bishal
- Carlo
- Chris
- Dinesh
- Frehiwot Wolde-Michael
- gb
- Jerzy 1
- Koushik
- manj

Chat

Show All

Ande: extremely specific details

Sudhanshu: to re-read

Dinesh: thanks

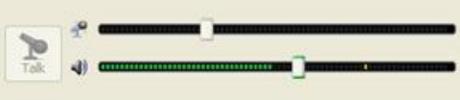
Ande: the point is your brother is a loser and a hog

Ande: 😊

Dinesh: great explanation

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Audio - Ron Purewal



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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

Whiteboard - Main Room (Scaled 119%)

Public Screen 4

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!!

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?

... SO

**PAY VERY CLOSE ATTENTION TO
THE PARTS THAT WILL ANSWER
THESE QUESTIONS**

and skim (or even skip) everything else!

Participants

Ron Purewal (Moderator)

70+

Ali 1

Ande

Andres

Ann

bishal

Carlo

Chris

Deborah

Dinesh

Frehwot Wolde-Michael

gb

Jerzy 1

Chat

Show All

Koushik: facets/detail: start and end of body paras

Koushik: *facts

70+: transitional phrases

70+: does the strategy change for more advance problems?

70+: Passages?

70+: Thanks!

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Audio - Ron Purewal

Talk

Public Screen 4 46:07

In session for 1 hour, 2 minutes.

dissection of a passage _ introductory details details end

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Participants

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Public Screen 7

Follow Moderator

You don't normally see traditional "concluding" paragraphs -- i.e., paragraphs that summarize -- at the end.

EXAMPLE: Let's say that the passage is about some manufacturing process.

WHAT'S THE POINT OF EACH PARAGRAPH:

4-5 lines: Introduce a new procedure and SHOW HOW/WHY IT HELPED THE AUTO INDUSTRY

25 lines: Describes one major benefit of JITM

30 lines: Describes another major benefit of JITM

5-6 lines: Gives one possible objection to the process

overall main idea: present a new manuf. process and show how it BENEFITS a certain industry

Do not let details creep into your focus questions

ABRUPT SHIFT IN THE LAST FEW LINES

--> this is NOT part of the main idea!!

Just-in-time (JIT) manufacturing is a process that revolutionized the processes and solutions of the auto industry in the 1980s. blah blah blah xxxxxxxx.....

JIT manufacturing allowed manufacturers to allocate surplus inventory much more efficiently. xxxxxxxx.....

JITM not only improved automakers' efficiency but also made inventory procedures much more robust against errors. xxxxxxxx.....

JITM is undoubtedly an improvement over previous inventory procedures, but it does have one occasional drawback. xxxxxxxx.....

For an official passage that has this kind of "abrupt shift ending", see OG12, passage on p386 (about ice ages) -- in that passage, the last paragraph is NOT part of the main point

Participants: Ron Purewal (Moderator), 70+, Ali 1, Amit, Ande, Andres, Ann, bishal, Carlo, Chris, Debora, Dinesh, Frehiwot Wolde-Michael, Gaurav

Chat: paragraph be same, Ande: so the last paragraph will as a rule NEVER contribute to the main idea?, Dinesh: what is diff between conclusion & point?, Debora: but if the last paragraph doesn't shift, it can be considered a conclusion, no?, Ande: okay, i get it

Audio - Ron Purewal

Public Screen 7 1:06:13 In session for 1 hour, 22 minutes.

example main idea

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Participants

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- Ron Purewal (Moderator)
- Abhijeet 1
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- Carlo
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- debra
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- Dinesh
- Gaurav
- Gokul

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Public Screen 7

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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.

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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Talk

Public Screen 20 1:37:18

In session for 3 hours, 18 minutes.

inference and suggest support questions

File Session View Tools Window Help

Participants

Participants

Ron Purewal (Moderator)

Alejandra
ambikasinivas
Arun
Billy
breshwar saha
cassie
Chandra
Cyrus
cyrus kariuki
Dimple
Gopal Koli
Hadi
Janny
Jojo

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Public Screen 3

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* "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

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 greeb 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 virtual meeting interface with a whiteboard. The whiteboard content is as follows:

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!

The interface also includes a participants list on the left, a chat window at the bottom left, and an audio control bar at the bottom. The chat window shows messages from Vasu Sriperumbudur 1, Sudhanshu, and Dinesh. The audio control bar shows a 'Talk' button and volume sliders for the host and participants.

inference summary

File Session View Tools Window Help

Participants

- Participants
- Ron Purewal (Moderator)
- Abhjeet 1
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- Andrew
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- Carlo
- chandra
- chitragada Somaiya
- Dave
- debra
- diansjohe 1
- Dinesh
- Gaurav

Whiteboard - Main Room (Scaled 124%)

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)

A	██████████	17/17 (36%)
B	██████████	18/17 (38%)
C	██████	4/17 (8%)
D	██████████	
E	██████████	
None	██████	8/17 (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.)

Chat

Show All

Abhjeet 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

Audio - Ron Purewal

Talk

Public Screen 20 1:15:52

In session for 2 hours, 57 minutes.

inference

File Session View Tools Window Help

Participants

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Public Screen 3

Follow Moderator

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.

Chat

Show All

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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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 1

Sherazad Rehmann

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

Follow Moderator

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, xxxxxxxxxxx have used xxxxxxxxxxx to do xxxxxxxxxxx. However, this tradition has had to be revised in light of xxxxxxxxxxx, which has xxxxxxxxxxx --> **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

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- blake
- Carlo
- chandra
- chitragada 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???

Abhjeet 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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Audio - Ron Purewal

Talk

Public Screen 4 56:21

In session for 2 hours, 38 minutes.

main idea questions

File Session View Tools Window Help

Participants

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- Andrew
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- Arjun Garg
- blake
- Carlo
- chandra
- chitragada Somaiya
- Dave
- Davis Midiel

Chat

Show All

Sukrit: 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 ?

alexei: no

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Audio - Ron Purewal

Talk

Whiteboard - Main Room (Scaled 119%)

Public Screen 3

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

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Public Screen 6

Follow Moderator

Participants

- Ron Purewal (Moderator)
- Alejandra
- Arun
- Billy
- bireswar saha
- cassie
- Chandra
- Cyrus
- Dimple 1
- Gopal Koll
- 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 non profit

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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Audio - Ron Purewal

Talk

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.**

A 6/23 (26%)

B 3/23 (13%)

C 8/23 (34%)

D 1/23 (4%)

E 3/23 (13%)

Ninguno 2/23 (8%)

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 Koll
- Had
- 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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Audio - Ron Purewal

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: *Annette has a high quant score (relative to other nonprofit applicants)...* If someone SAID this to you ...

--> this means

- * 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

Whiteboard - Main Room (Scaled 124%)

Public Screen 3

Follow Moderator

Participants

- Ron Purewal (Moderator)
- Alejandra
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- bireshwar saha
- cassie
- Chandra
- Cyrus
- Dimple 1
- Gopal Koli
- Had
- 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.

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

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.

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)

12/22 (54)
2/22 (90)
2/22 (90)
2/22 (90)
3/22 (13%)
1/22 (40)
Ninguno

Public Screen 3 1:30:44

In session for 2 hours, 3 minutes.

suggestions example 3

The screenshot shows a virtual meeting interface with a whiteboard and a chat window. The whiteboard content is as follows:

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 Medellín, the pronoun "vos" is used almost universally for "you" in informal or intimate conversation ...

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

The chat window contains the following messages:

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.

The interface also shows a list of participants on the left, including Ron Purewal (Moderator), Alejandra, Arun, Billy, bireswar saha, Chandra, Cyrus, Dimple 1, Gopal Koli, Hadi, Janmy, Josh, Junaid Zaheer, Marc Gagnon 2, and massabielle. The bottom status bar shows 'Public Screen 11', '1:33:12', and '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 Koll
- 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

Send to This Room

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

Participants

- Ron Purewal (Moderator)
- 70+
- Ande
- Andres
- Ann
- bishal
- Carlo
- Chris
- Dinesh
- Frehiwot 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 sliders

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.



Participants

- Participants
- Ron Purewal (Moderator)
- 70+
- Ande
- Andres
- Ann
- bishal
- Carlo
- Chris
- Dinesh
- Frehiwot 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



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.