



*The Definitive Guide to*

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# CRACK TOUGH RC PASSAGES

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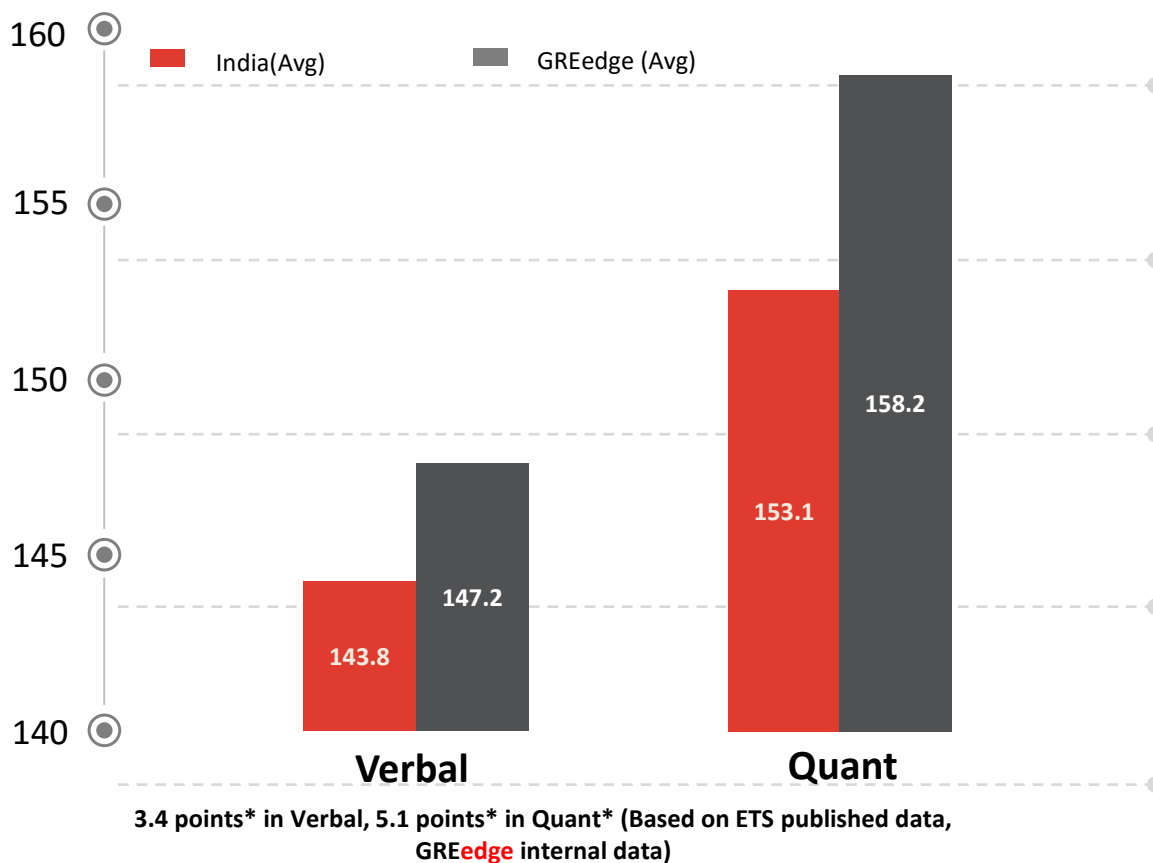
# WHAT IS GREEDGE ?

**GREedge** is an Online Academy which is completely focused on improving your GRE score.

The average GRE score of students from **GREedge** is a good **8 points above national average as published by ETS**, the provider of GRE.

**GREedge** has helped over 30,000 students score better in the GRE. GREedge uses different software across its online platform to propel you toward a high GRE score.

## GREedge vs. Rest of India: 8 points lead



**GREEDGE**

**Wall of Fame**

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# ONLINE ACADEMY = HIGHER GRE SCORE

Academy means a society of learned persons organized to advance a field of knowledge or area of expertise. Online means available over the internet or done over the internet. Yes, even the mobile internet. **Online Academy has the best GRE experts available online. GREedge offers complete help in your GRE preparation to help you boost your GRE score.**

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## Student Facilitators and Analysts (SFAs)

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SFAs are personal trainers who will be with you throughout your GRE preparation to help you with concepts, provide feedback, and solve all your doubts. They teach, motivate, guide, and prepare you for a high GRE score.

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## Learning Tracker

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The Learning Tracker (LT) is a smart online platform designed by experts. It provides complete materials for GRE and constantly monitors your preparation with the help of "milli-second monitoring" technology.

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## Personalized Feedback

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SFAs provide personalized feedback after reviewing your practice sessions and full length tests. This helps you identify your weak areas and strengthen them for a better GRE score.

**START YOUR GRE PREPARATION  
WITH GREEDGE**

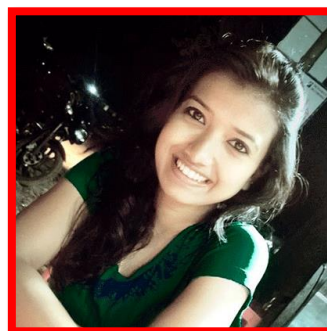
**START LEARNING NOW**

# WHAT STUDENTS HAVE TO SAY ABOUT **GREEDGE**



Shyam Sundar

“Preparing for GRE despite a hectic work schedule is difficult but GREedge made it possible. My SFAs designed a perfect study plan for me and without them, it wouldn’t have been possible.”



Arpita Sahu

“The evaluation of the tests and the explanation provided for each and every question was simply amazing. The explanations were so simple and easy to understand”



Gautam Gupta

“The SFAs constantly helped me in my preparation. All of the doubts were answered within a day or two. The reminders pushed me to work harder. It was a great learning experience.”

**READ MORE SUCCESS STORIES**

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*Chapter One*

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# READING COMPREHENSION





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# STEP 1

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Give the passage a quick read to understand what it is all about. This allows you to make a note of the core idea of the passage. Don't take more than 25-30 seconds to do this.

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# STEP 2

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Try to break the passage into small sentence units. A passage is nothing but a flow of ideas. So whenever you encounter long passages, take a few seconds and break the passage into small sentence units.

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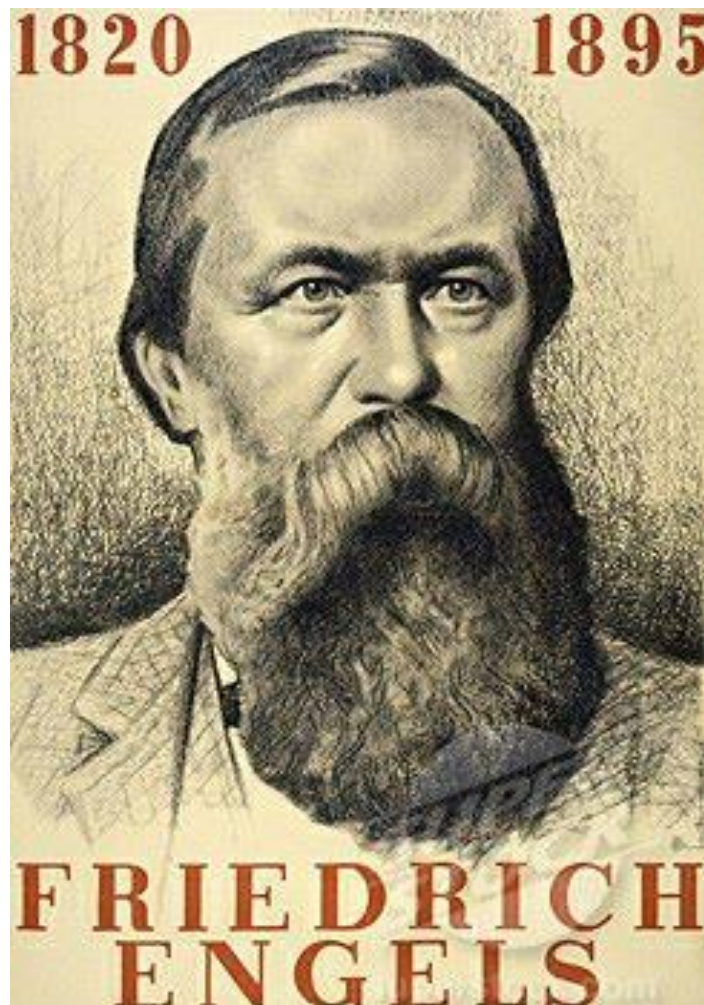
# STEP 3

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Relating the ideas is the most important step. Breaking the passage into small sentences allows you understand the ideas and also helps in relating different ideas together. Doing this efficiently can help you become an RC expert.

# Quick Example

In the nineteenth century, when women began to enter factories, Jules Simon, a French politician, warned that by doing so, women would give up their femininity. Friedrich Engels, however, predicted that women would be liberated from the “social, legal, and economic subordination” of the family by technological developments that made possible the recruitment of “the whole female sex...into public industry”. Observers thus differed on the social effects of mechanization, but they agreed that it would transform women’s lives.



“Verbal sessions involved a lot of practice really. The Progress Report let me know where I stand among others and that’s a great feature”

Soubhagya Sutar, GREedge Alumnus

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# LET'S NOW BREAK THE PASSAGE INTO THREE PARTS

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In the nineteenth century, when women began to enter factories, Jules Simon, a French politician, warned that by doing so, women would give up their femininity.

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Observers thus differed on the social effects of mechanization, but they agreed that it would transform women's lives.



“WordBot was God sent. It helped me boost my Verbal score. My SFAs reverted back to every problem I had, within 24 hours”

Kritika Dmonty, GREedge Alumnus

**CHECK OUT WORDBOT**

**CLICK HERE**

# Tone of the passage

## ***What is tone ?***

Tone is the attitude of the author towards the subject.

The tone of any given passage is the author's emotion or feeling.

Tone is expressed through the words and details the author selects. To determine the author's tone, you must notice how these words and details are used within the writing.



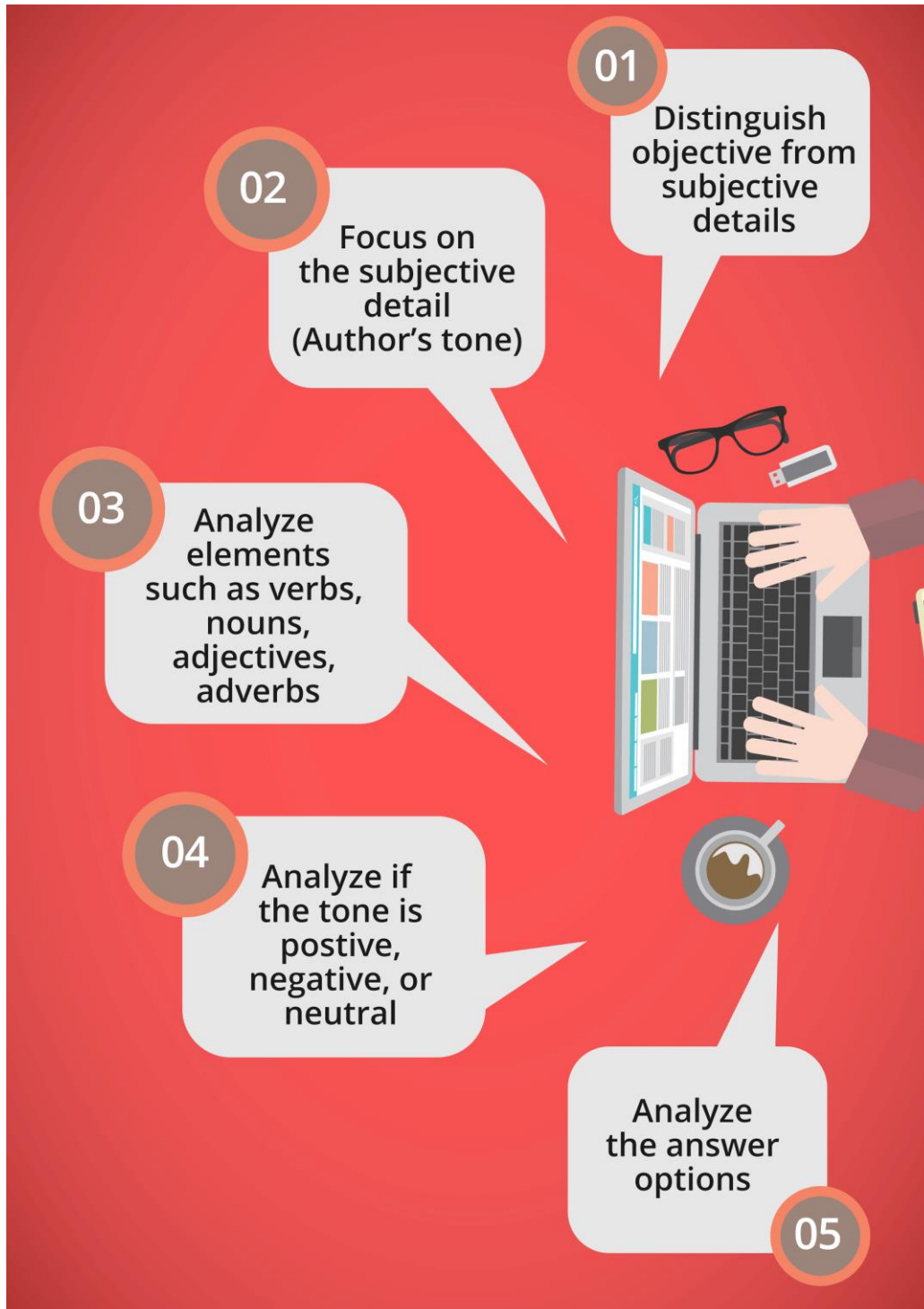
## ***How to identify tone question?***

Look for words that refers to attitude or tone.

The author's **attitude** towards ...can best be described as ...

The **tone** of the passage can best be described as ...

# 5 steps to find the tone of a passage



# How to distinguish between objective and subjective statements in a passage

## Objective

An objective statement is completely unbiased. It is not touched by the speaker's previous experiences or tastes.

The objective tone is matter-of-fact. The details are mostly facts.

The objective tone is impartial. It does not show any feelings for or against a topic; therefore, it is unbiased.



"An 'ability to smell fear' is a quality I've never seen listed on a resume before."

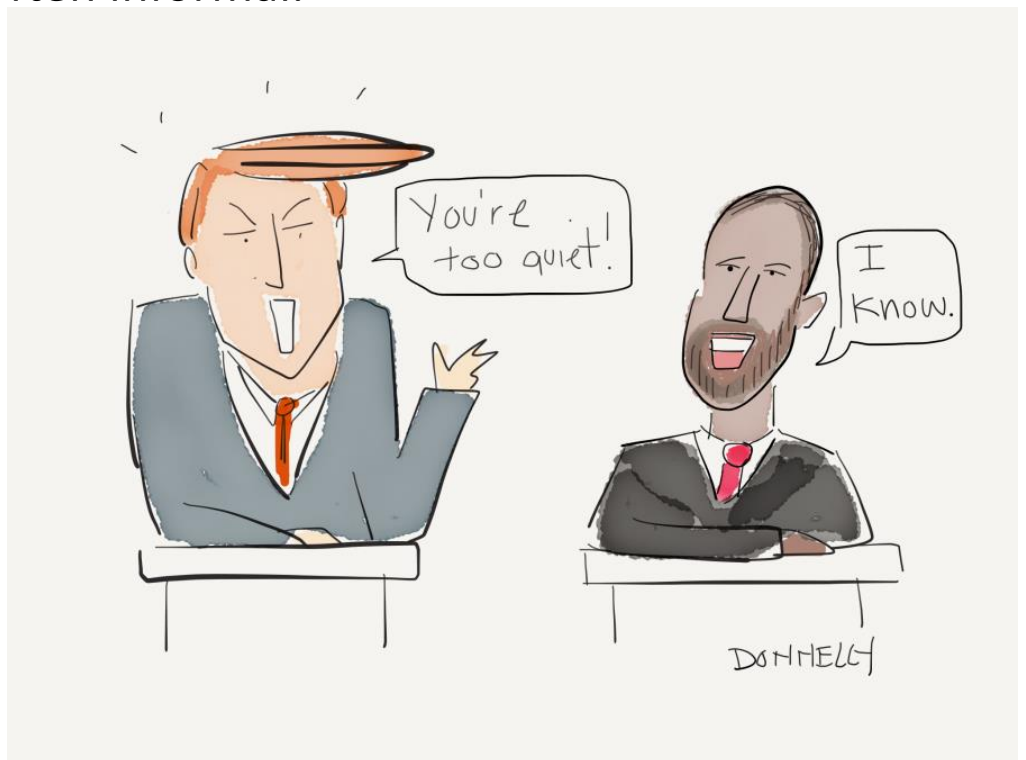
# How to distinguish Objective and Subjective statements in a passage

## Subjective

A subjective statement uses words that describe feelings, judgments, or opinions.

The details are likely to include experiences, senses, feelings, and thoughts.

The subjective tone is personal, biased, emotional, and often informal.



What is your opinion about this car?



A subjective statement would be :

"This car is ugly."

An objective statement would be :

"This car has some rust, dents, and damages."



# Objective statements express **facts**

## Subjective statements express **opinion**

An objective statement describes publicly observable things such as:

- Events
- Facts

A subjective statement describes private/personal opinion such as:

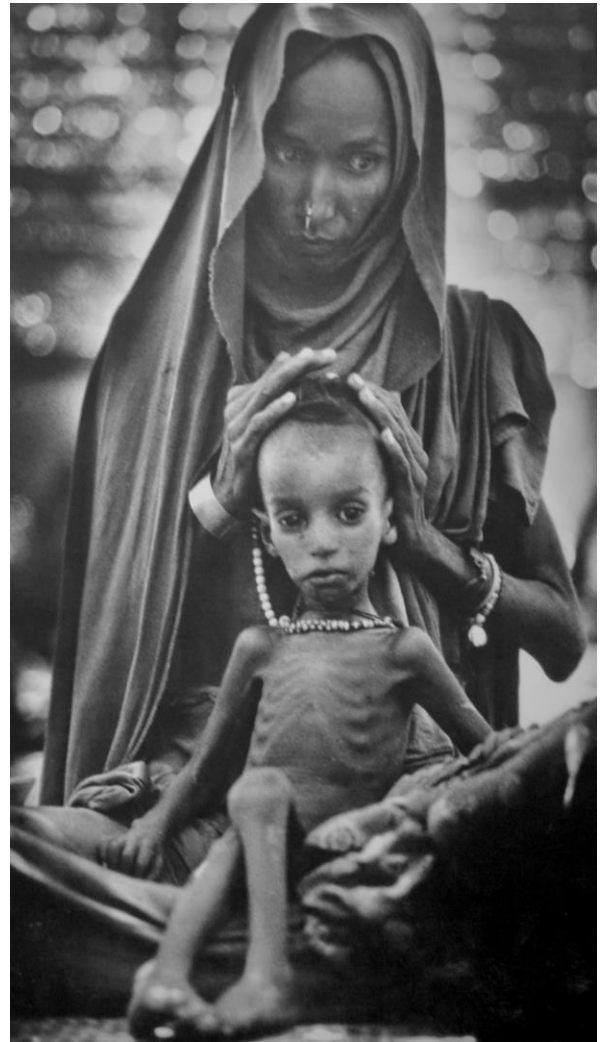
- Sensations
- Beliefs
- Feelings
- Emotions
- Opinions

CLASS INTERESTS DETERMINE  
OUR IDEAS.



# Passage

There are millions of people who starve in hunger. They would dig holes, pick crops, plant seeds, pull weeds, and even climb sewers, if it meant being fed. They have no work to do, and as a result, there is no money to buy food, and there is no food to buy... If we are going to solve the problem of world hunger, we must first attack the problem through economics. The most effective way to reduce hunger is to produce a thriving economy, which is based upon the production of goods and services.



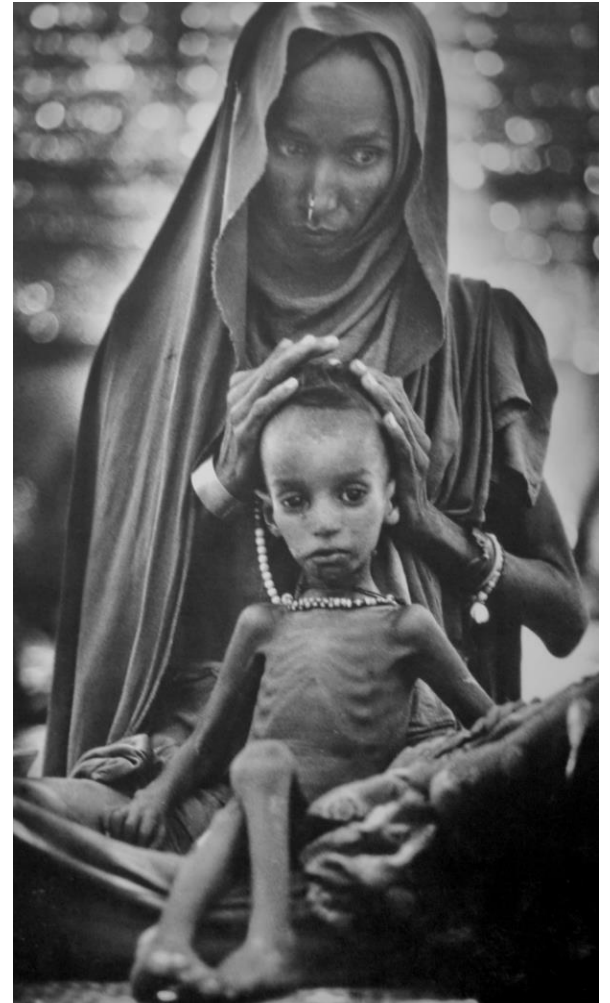
***PRACTICE MORE QUESTIONS  
THROUGH LIVE ONLINE SEMINARS***

***REGISTER***



# Objective and Subjective Lines

There are millions of people who starve in hunger. They would dig holes, pick crops, plant seeds, pull weeds, and even climb sewers, if it meant being fed. They have no work to do, and as a result, there is no money to buy food, and there is no food to buy... If we are going to solve the problem of world hunger, we must first attack the problem through economics. The most effective way to reduce hunger is to produce a thriving economy, which is based upon the production of goods and services.



**INTERACT WITH AN EXPERT TO  
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# Question

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The author's tone is:

- a. malicious
- b. nostalgic
- c. earnest
- d. caustic

---

# Answer

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- a. **Malicious** - having or showing hatred and a desire to harm somebody or hurt their feelings
- b. **nostalgic** - a feeling of sadness mixed with pleasure and affection when you think of happy times in the past
- c. **earnest** - very serious and sincere
- d. **caustic** - critical in a bitter or sarcastic way

# Three Types of Tones

## **Positive :**

When the author feels good about the present situation.



## **Negative :**

When the author feels bad about the present situation.



## **Neutral :**

When the author feels unbiased about the present situation.



# How to identify?

**Adjectives, Nouns, Verbs, & Adverbs** in the statements helps us in identifying the tone of the author.



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# Passage

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Developed countries have planned to derive energy from plants in the form of ethanol. This alternate energy, best known as bio-fuel, is championed as an affordable alternative to fossil fuels by its major benefactors, United States of America (USA) and European Union (EU). They believe that replacing petrol and diesel with bio-fuels will play a significant part in reducing carbon emissions and the effects of climate change. They are convinced that bio-fuel energy has the potential to reduce and stabilize the escalating oil prices, open up new markets, which may be beneficial to poor countries. According to their prediction, a multi-billion dollar bio-fuel industry will be able to provide 25 per cent of the world's energy within 10-15 years. While the optimism surrounding bio-fuel and its potential to become an effective renewable source of energy continues to prevail, we are beginning to hear the voices of vehement skepticism from many developing countries. One of the reasons could be the heavy handed approach adopted by the USA and some European countries. The voracious energy requirements of these developed economies are thrust on the under-developed countries. It is feared that cultivation of corn and other cereals in abundance, to meet their enormous need of 550 million tones can rob the farmlands in poor countries of fertility; the people of their food; and the nations of their economic sovereignty.



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# Passage – How to go forward?

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Developed countries have planned to derive energy from plants in the form of ethanol. This alternate energy, best known as bio-fuel, is championed as an affordable alternative to fossil fuels by its major benefactors, United States of America (USA) and European Union (EU). They believe that replacing petrol and diesel with bio-fuels will play a significant part in reducing carbon emissions and the effects of climate change. They are convinced that bio-fuel energy has the potential to reduce and stabilize the escalating oil prices, open up new markets, which may be beneficial to poor countries. According to their prediction, a multi-billion dollar bio-fuel industry will be able to provide 25 per cent of the world's energy within 10-15 years. While the optimism surrounding bio-fuel and its potential to become an effective renewable source of energy continues to prevail, we are beginning to hear the voices of vehement skepticism from many developing countries. One of the reasons could be the heavy handed approach adopted by the USA and some European countries. The voracious energy requirements of these developed economies are thrust on the under-developed countries. It is feared that cultivation of corn and other cereals in abundance, to meet their enormous need of 550 million tones can rob the farmlands in poor countries of fertility; the people of their food; and the nations of their economic sovereignty.



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## Question

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***Which of the following best reflects the author's attitude toward bio-fuel production?***

1. Ironic
2. Indignant
3. Cautious optimism
4. Unconditional enthusiasm
5. Unbiased objectivity

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## Clues

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- The author's tone is negative.
- Eliminate positive and neutral tones from the options.
- Shortlist words with negative tones.
- Analyze and choose the best option.

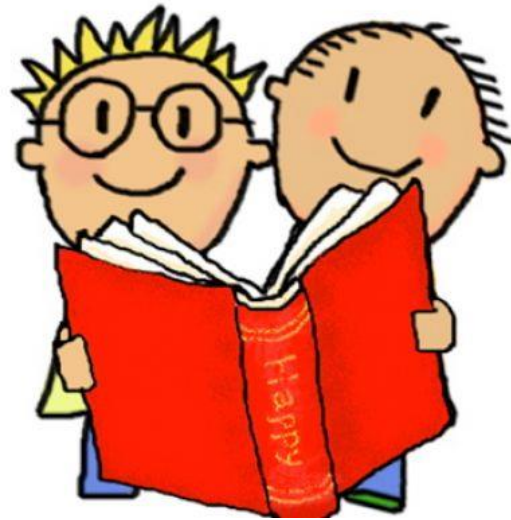
**Answer - Indignant**



*Chapter Two*

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# ANALYTICAL READING





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# Analytical Reading

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Analytical reading is a proven technique to build your comprehending skills. It is divided into five steps for skill-building.

*There are some critical questions you should ask, as you read an article. They are:*

1. What is the subject and what are the main points?
2. Are difficult ideas explained clearly? Are they subject to various interpretations?
3. Are illustrations, evidences, and examples effective?
4. Is there an argument in the article?
5. Is the argument convincing? Logical? Authoritative?
6. How does this article fit relative to other authors on the subject?
7. Is this article describing a new event or thing, or is it another example of something familiar?

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# Five steps to master Analytical Reading

## Step 1- Comprehending RC Passages

- The complexity and organization strain the limits of short-term memory.
- You may often have to read a sentence several times to understand it.
- You need breaks in the flow of ideas, so that you can assimilate what you have read, and then move on.
- You can break a long sentence into short manageable units, from which you can understand ideas easily.



# Five steps to master Analytical Reading

## Step 2 – Reading Analytically

- Analytical readers break down a text into short parts and examine each part separately.
- One way to read analytically is to skim the text first and then return to a deeper reading.
- You might highlight relevant passages, take notes or jot down thoughts on a particular character or theme as you read.
- You may also understand the goals of a character or read it from a historical perspective.



# Five steps to master Analytical Reading

## Step 3 – Developing Verbal Reasoning

- You will be provided with approximately ten non-fiction text passages.
- Having an extensive vocabulary is definitely an asset, but working from lists of words may not be the best study approach.
- Focus on reading advanced texts as often as possible during the time that you're preparing for the GRE.
- If reading and language are challenging areas for you, check out GRE prep courses and tutoring services that can be found online.



# Five steps to master Analytical Reading

## Step 4 – Improving Accuracy

- The key is not to read faster, but to read smarter. Intelligent reading means knowing when to pay attention and when to relax.

- You shouldn't skim or skip any parts of the passage as you read, but you should slow down and pay more attention to important parts, and speed up and pay less attention to the unimportant parts.

- The best way to improve is to work with passages, identify where you went wrong, and ensure you got it right for the right reason.



# Five steps to master Analytical Reading

## Step 5 – Developing Critical Reasoning

- Critical thinking is the ability to question, analyze, and understand the context of information before you accept or reject it.

- Train yourself to question and process different types of information by setting daily habits.

- The goal is not to come to a conclusion, but to be able to understand what you can and cannot know from the evidence.

- Putting words on paper will help you visualize and evaluate them more critically.





*Chapter Three*

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# SENTENCE STYLES





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# Style 1

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**Example 1:** It is not unusual to find men occupying seats reserved for women in public transportation during peak hours. Had it been a case of physical disability or age, such a behavior would have perhaps been tolerable.

**Example 2:** The demand for a better health care policy has systematically been ignored by governments in a row. Had it been shortage of funds, such neglect would have perhaps been justified.

## Basic sentence structure:

<A not so ideal situation is described>. Had it not been for <some reason>, the <non-ideal situation> would have been justified.

It most likely means, that <reason> is not true and there is no real justification for the non-ideal situation.

## A small variation:

<A not so ideal situation is described>. If it were for <some reason>, the <non-ideal situation> would have been justified.





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# Style 2

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## Basic sentence structure:

Granted that <a situation or an object> does not <completely address all concerns>, <the situation or the object> does something good or serves some limited purpose.

**Example 1:** Granted that installation of surveillance cameras in public places and adequate lighting will not completely eliminate crime in the late hours, their presence could serve as a deterrent to unlawful activities and increase public confidence.

**Example 2:** Granted that the mere possession of degrees from highly reputed universities does not necessarily guarantee professional success, there is nevertheless a preference for those who possess such degrees. Employers feel there is a higher probability of success as the individual has been through the grind and has been successful.





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## Style 3

---

The members of the religious brotherhood were so much indoctrinated with narrow religious philosophy that even the utterance of a mild praise to a person from another faith would, in the opinion of the group, be an act of disloyalty.

**It is same as:**

The members of the religious brotherhood were so much indoctrinated with narrow religious philosophy that even an utterance of a mild praise to a person from another faith would be an act of disloyalty in the opinion of the group.

---

## Style 4

---

Bill does not necessarily depend on public transport for his daily commute to his office because he cannot afford a personal vehicle. He does so because of his strong belief in the green cause.

**It is same as:**

It is not that Bill uses public transport because he cannot afford a personal vehicle. (Thus, implying that he can afford a personal vehicle.) The reason for using public transport is because of his strong belief in the green cause (since using public transport is environment friendly).



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# Style 5

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When events contribute to an outcome A, we could write in this manner:  
The outcome was because of event1, event2, and event3.

Now let's say, event1 and event2 were the prime contributors and event3 was secondary. Here is a sentence style used communicating this:

Outcome A was as much due to event1 as due to event2, while event 3 was a strong facilitator.

## Example:

In the last two decades, India has taken significant lead in software exports as compared to other sectors. It is as much to the spectacular efforts of the early pioneers as the availability of a large talent pool, supported as much by the timely incentives of the government to this sector.

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WITH GREEDGE**

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*Chapter Four*

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# EXTRACTING IDEAS



# What is the Main Idea of a RC passage

Simply put, the main idea of a passage is the “**essence**” of the **passage**.

Even a big story can be briefed in a line. That brief is the main idea. Usually, the story will be developed on the main idea with adequate supporting details.

Many passages are centered on a single key thought, an idea, a proposition or a hypothesis that the author wants to convey in the passage. It could also be a judgment about somebody or something. The author is unlikely to merely state that idea in a line or two, in which case there will not be any passage!





## Supporting Details

- A passage contains reasons, restatements, and examples, which guide us to a full understanding of the main idea.
- They clarify, illuminate, explain, describe, expand, and illustrate the main idea. These are called ***supporting details***.

# Sample Passage

To provide a favorable climate for growing grapes, the winter temperature should not go below 15° F, and the summers should be long. During the growing season, rainfall should be light. A gentle movement of air is required to dry the vines after rains, dispel fog, and protect the vines from fungus disease.



“GREedge has a whole intuitive interface and wide variety of question, just what I needed to score well in GRE”

Anurag Pande, GREedge Alumnus

**CHECK OUT LEARNING TRACKER**

**CLICK HERE**

# Sample Passage

To provide a favorable climate for growing grapes (Mail idea) the winter temperature should not go below 15° F, and the summers should be long. During the growing season, rainfall should be light. A gentle movement of air is required to dry the vines after rains, dispel fog, and protect the vines from fungus disease (Supporting Details)



“My SFAs designed a perfect study plan for me and without them, it wouldn’t have been possible.”

Shyam Sundar, GREedge Alumnus



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# Types of Supporting Details

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## COMPARISONS

**EXAMPLE :** Skilled college students are like the unskilled students in their desire for a diploma.

## CONTRASTS

**EXAMPLE :** Skilled students are different from unskilled students in that they use a method to read a textbook.

## STATISTICS

**EXAMPLE :** 75 percent of the students who do not attend class regularly receive grades of C or worse.

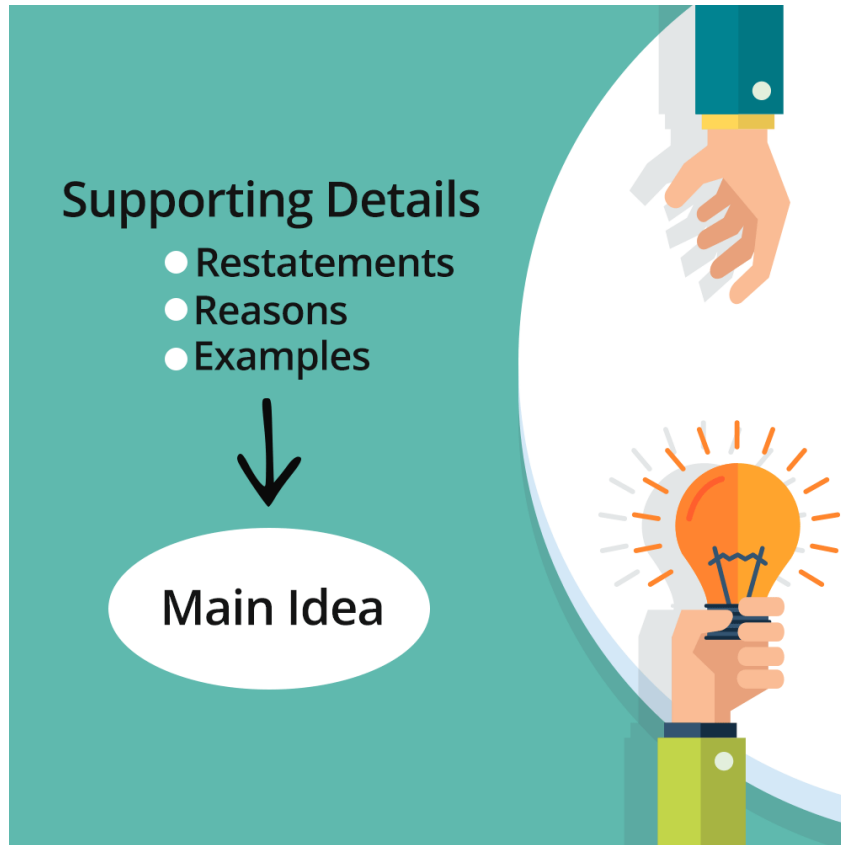
## QUOTATIONS

**EXAMPLE :** Professor Smity admits, “I tell students they don’t need to attend my class if they don’t want to. I know, however, that if they don’t come, they won’t pass.”

## VIVID DESCRIPTIONS

**EXAMPLE :** The students took the report from the professor's hand to quickly look at their grades; they gave a sigh of relief and smiled.





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## Two Types of Main Ideas

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- Stated Main Idea
- Implied Main Idea



## Stated Main Idea

- Sometimes, a reader will get lucky and the main idea will be **stated**, which is the easiest to find in a passage. **It's written directly in the text.**
- Authors sometimes come right out and write the main idea in the passage for a variety of reasons –they don't want you to miss the point, they like clear, informational writing.

## How to find stated main idea?

### Very simple:

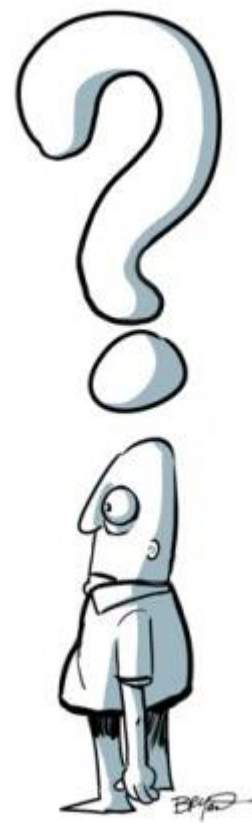
Just focus on the first two lines and last two lines of every paragraph because these are crucial ones.

### Location of the main idea in the passage:

Introduction - First line or last line

Second paragraph - First line

Conclusion - Last paragraph



# Implied Main Idea

The main idea can also be implied. When the main idea is implied, you must put it together by drawing on information throughout the paragraph. (The major supporting details such as examples, restatements, reasons etc.)

## How to find implied main idea?



## Practical tips on how to eliminate the wrong answers

Eliminate the answer choice which is either too specific or just too broad (or is a sweeping statement).

Eliminate the answer choice which is based only on one of the supporting details. For example: If the main idea of the passage is about the general neglect of sports in a country and the author cites examples of poor performance of the country in specific games (say hockey, gymnastics etc), then do not go for the option that talks only about a specific game. It is unlikely to be the main idea.

Most of the wrong answers will combine one or two details from the passage in such way that it will appear that these are the main ideas that the author wants to convey. But the author's actual intention is obviously not that.





*Chapter Five*

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# TAKING NOTES





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# Note-Taking Strategy

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1. Record the title, source, date, and author of the article in the appropriate spaces in the Frame sheet.
2. Read the selection carefully, and keep the articles aside.
3. Write down as many “fast facts” as you can remember.
4. Re-read the article to review information.
5. Make corrections/additions in the appropriate space in the chart.
6. Make connections with information in each column and group into themes/concepts.

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## Basic Guidelines

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- Read the entire paragraph or section (depending on the subject matter of the material) before highlighting. Decide what the main idea is and what the supporting details are.
- Highlight the right amount. Make sure your highlighting covers all the necessary material for recall on tests; but make sure you don't highlight too much. Remember to focus on the main arguments of the text

# Taking Notes

## *Why notes ?*

I'm not able to  
keep track.  
I'm tired.

I feel bored reading  
art & literature  
passages!

I have so much  
information,  
but I can't  
categorize them.

...but where  
do I begin?  
I feel lost!







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