

RC NOTES: (end me answers hai don't scroll down)

- 1) **TIME LIMIT FOR THE RC SECTION: 40 minutes. 2 long RC's 10 min 3 short RC's 6 minutes.**
- 2) **Passages ALWAYS to be read:** Small passages, philosophical passages (until they are very long), conversation based rc's (until they are very long).
- 3) **GO FOR THE BROADER OPTION IN CASE OF DISTRESS:** Whenever there is a question pertaining to the passage where two options are such that the option 1 tells you about a class being discussed in the passage and option 2 tells you about a particular example being discussed in the passage. Go for option 1 as the theme of the passage until and unless it becomes very sure that 2 is being focused upon, in case of a conflict always go for option 1. Example, the passage talks about neurotoxins in first three paragraphs, and the next three paragraphs talk more about a particular type of neurotoxin, and then there is a question where the main theme is the discussion upon the neurotoxins, or that particular neurotoxins; go for neurotoxins.

The screenshot shows a web browser window with the URL www.time4education.com/my/CAT.php?testid=1825&result=resultanalysis. The page displays a passage about sleep and its benefits. The passage discusses how sleep is important for the restoration and strengthening of specific functions in the brain, such as memory, regulating emotions, decision-making, and even creativity. It also mentions that sleep cleans the brain like a plumbing system, in the process changing its cellular structure. The passage further explains that this research has led to an increasingly sophisticated understanding of the brain's internal workings, and is one more reminder of why it's so essential that humans make sure they get the proper amount of sleep. It also mentions that previously, scientists thought the brain only cleaned itself by trickling toxins through brain tissues, but researchers now believe wastes are forcefully pushed through the brain at a much faster and higher pace, according to Maiken Nedergaard, co-director of the Center for Translational Neuromedicine at the University of Rochester Medical Center School of Medicine and Dentistry. Nedergaard dubbed this liquid cleaning system "the glymphatic system," derived from the lymph system, which filters toxic waste products out of the body. The waste products that are filtered through the brain prevent neurological illnesses like Alzheimer's and Parkinson's. Nedergaard's research was followed up by a 2013 study which found "hidden caves" open up in the brain while we sleep, allowing cerebrospinal fluid to flush neurotoxins through the spinal column in copious amounts. Basically, the cerebrospinal fluid sits around your brain and spinal cord and "every six to eight hour period, filters through the brain while you're asleep," Tara Swart, a senior lecturer at MIT specializing in sleep and the brain, told Quartz. "The whole process takes six to eight hours." Much more important than your average cleaning system, this process clears neurotoxins out of your brain, specifically one called beta-amyloid, which has been found in clumps in the brains of people with Alzheimer's disease. When this system can't function properly due to lack of sleep, harmful remnants, like beta-amyloid, are allowed to build up. A 2015 study published in the journal Nature Neuroscience was one of the first to look at humans rather than animal subjects when examining how sleep can fight against memory impairment. As it turns out, beta-amyloid also works to prevent your body from getting the rest it needs, creating something of a vicious cycle for the chronically sleep-deprived. As a result of these findings, Swart said she's been "even more careful about [her] sleep." In fact, as part of Swart's Neuroscience For Leadership class at MIT in April, she discussed the serious health consequences that come from neglecting shut-eye. Swart, who is also a leadership coach, has been instructing executives to sleep for years. She promotes techniques related to diet and exercise, and warns that sleeping next to your smartphone – the one that emits 3G and 4G signals all night – affects your brain patterns, restructuring your brain cells and likely preventing you from allowing your brain to clean out waste material properly. Research published in 2007 has already found that the electrical radiation emitted from smart devices is picked up by electrodes inside our brains. Scientists are still trying to figure out just how much damage the electromagnetic signals emitted from WiFi equipment can actually do to the human brain. But by potentially preventing our brains from flushing beta-amyloid – just by being in close proximity – it's clear these devices already have the potential for serious damage.

Q1. Which of the following aspects of sleep has been discussed extensively in the passage?

- a) The role of sleep in improving the ability to think creatively.
- b) How sleeping flushes beta-amyloids out of the brain. **X Your answer is incorrect**
- c) How sleep can cure Alzheimer's disease.
- d) How sleeping helps in clearing neurotoxins from the brain.

Activate Windows
Go to Settings to activate Windows.

- 4) **IMPLICATION OF ANY PARTICULAR LINE:** The question what does a particular line imply should be answered with caution. The topics being touched in the line given should be definitely touched at the very least in the option chosen, extra information on based on implications might be added, but the basic motive should be fulfilled at all times.
- 5) **DO NOT GIVE IN TO HALF QUOTED INFORMATION TO THE GIVEN PASSAGE:** Suppose one of the options half quotes something from the passage, do not ever chose the option, suppose an incomplete comparison is done, or an out of context comparison is done, don't give in to the option just because it exactly matches the content.

6) **ALWAYS READ THE COMPLETE PASSAGE IN THE SHORT RC'S GO THROUGH THE QUESTIONS IN THE CASE OF LONG RCS'S-**

7) **IN THE FIRST READING YOU CAN GENERALLY SKIM THROUGH EXAMPLES, COME BACK IN CASE A QUESTION POPS UP FOR THE PART.**

8) **CAUSE AND EFFECT:** Do not run after the cause and effect theory, DO NOT. Go after the true cause, the true meaning; cause and effect is just tools. Eg

The earlier historians were content with the glamour and drama of political history. But the Raj settled down, glamour departed from politics, and they turned towards xyz.

Why did historians turn towards xyz?

Not because the raj settled down, but because the glamour departed.

9) **ANALYTICAL RC VS DESCRIPTIVE RCS** – Draw a conclusion from a set of logical examples, studies and discussions; examples would here support the idea mentioned around them, or would justifying the idea in hand. Descriptive is not concluding at times (here it differs from the analytical ones, even if the passage concludes then descriptive concludes with crude facts, analytical concludes it based upon the analysis may be even being a bit opinionated on either the pro or con of the argument under discussion); then in descriptive examples are given to just bring the matter to the mind of readers, also the point is the main idea is pretty clear here, examples might be even to introduce a new idea. Descriptive rc's are written in passive voice, analytical passage uses the active voice. Analytical RC's never have an opinion.

10) **FIRST PERSON RC's** – First read them thoroughly, then go the questions, otherwise you will end up in a fix.

11) **The Question, "what is not representative of the author's views?"**- This means what argument has the author not supported, what is his NOT his opinion.

12) **XAT RC's-** Do not make assumptions, like minimise inference as far as possible.

13) **ELIMINATION STRATEGIES LIKE TOO EXTREME, TOO GENERAL: TO BE AVOIDED-** These strategies should be used as the last resort to eliminate the options, when no other elimination strategies are left out; when you land up in a fix.

14) **Plausible-implausible question-**There are some options mentioned, and the question asks which of the following is implausible. Here one thing is to be noted first that if the option presents something that is not explicitly or implicitly written in the passage, it does not make it implausible, it may or may not be true (unless it is totally absurd). Implausible option is the one which talks about something opposite to as stated in the passage, if it refutes some argument presented in the passage. And if we are asked about the plausible argument first try to find something that is mentioned in the passage explicitly for which you can garner support, if not possible go for an implicit point.

15) **Analogies-** First find the thing that is being compared to, and then if you are unable to do so, then find the thing that is being compared. (Thumb rule, to take less time)

16) **INFERENCE QUESTIONS-** e.g. Which of the following arguments find support from the passage?

In such a question, find which of the ideas given possible has been subtly mentioned in the passage, then go on to find support for this mentioned idea, if you find the support, *Voila!*

17) **TONES:**

Analytical- weighing pros and cons, doing logical analysis, may be even logically concluding something; stating examples to support the main idea presented or various ideas presented.

Didactic- teaching something subtly, a moral value especially as an ulterior motive through the passage

Cavilling- making petty and unnecessary excuses for some reason, problems based on personal discretions and due to over exaggeration of some problems

Persuasive- trying to make the readers do something through the passage, giving its advantages and examples about the benefits of doing that.

Descriptive- stating facts, concluding with facts only.

18) Until and unless you have completed the entire passage, don't form opinions about what the author wants to convey about the matter at hand.

19) XAT PASSAGES ARE TO BE READ AND UNDERSTOOD IN GREAT DETAIL.

20) Keywords in RC: Continuity (similarly, moreover, additionally, likewise, in the same way)-these mention a continuity in the previous thought process. Contrasting (but, nonetheless, although, despite, though)-these mention a change in the thought process Conclusive (thus, hence, therefore, so)-followed by the conclusion the author is trying to bring out. These words help you to logically structure the thought process of the author.

21) A passage can be:

- Explanatory
- Comparative-can be neutral, it is not opinionated, it may be analytical.
- Argumentative-biased, subjective, opinionated.

RC ASSIGNMENT 1 Solutions 29-01-2017

Passage 1: ADDBB

Passage 2: ACDB

Passage 3: CADCDC

RC Solutions 05-02-2017

Passage 1: B (not a because a is a bit too extreme, the paragraph says that some humanitarians might be inclined to deplore, that is they may find it bad, or may denigrate it, but even then the need to defend it is a bit too extreme, like why do I NEED to defend it? I can choose to defend it or not, it is not compulsory)

C (not D, first of all, euphemism can be used by all people, anyone, also the passage says that the political language is embedded with it, but the fact is this political language is written by speech writers, receptionists too, so only politicians are not the only one using; besides option C might be a bit general but is the exact meaning of the word euphemism like EXACTLY)

A (The passage doesn't talk about "intended meanings" at all, so B gone; C is a dumb option; Euphemisms are used to sugarcoat and also is talked in second part of the passage which is not related to the use of hackneyed language)

D(Euphemisms is a part of the passage only, clichéd phrases are also only a part, and deliberately obfuscating political communication is only talked in the second part only; besides euphemisms, clichéd phrases are also part of the English language, plus the author brings in an English professor to further strengthen this argument)

D (The author would probably replace the terms with negative terms only, besides pacification here means killing of people and rectification of frontiers is linked with making people move, forced migration)

CHARAS WALA RC

- 1) C Because 1 is not mentioned in the passage, besides what resources have not been told; 2 the author nowhere talks the “inadequacy” of the charity; 3 far off; so only 4.
- 2) A Hits exactly, B converting public into private is what the author is against, C are you mad enough to mark this? A hai toh D nhi.
- 3) B, **the author is not making us do something, he is just expressing his own opinion; he has a strong opinion which he is supporting vehemently he even goes up to the extent of bringing up examples, so if there would have been option such as analytical then it would be hard but then there is no analysis no pros and cons have been discussed so analytical would be weaker than opinionated, didactic means with a teaching motive, so no, and then cavilling means to give petty unnecessary excuses which is not observed.**

RC 12/02/2017

Passage 1:

D read point about analytical and descriptive

C

A (C here gives a vague explanation that does not clarify the question).

Passage 2:

C

D: D is true, now elimination, writing is not the tool of reminding, reading is that tool, writing is the accumulation of knowledge; Socrates was ambivalent, not against, **he can said to be critical but not against at any point of time (meaning not totally against but states that may be harmful)**. Socrates’ teachings are timeless has not been mentioned; also we cannot infer that all his teachings timeless.

Passage 3:

B it does not advocate at first, second describing approaches to gain an eco-cratic society, this is mentioned by Ophulus only, so not the primary purpose, the steps have not even been mentioned. While the author extensively talks about the approach mentioned by Riordan at length; this is a descriptive passage.

D

RC BOOK 1 26-02-2017

Passage 1:

1:C, 2:a (because there exists principles of equality before law, there exists a need of discipline; so better choice is a),3:a,4:a,5:d,6:

Passage 2:

1: B 2: B (D is because of B, so B is the primal reason) 3: A 4: B

Passage 3:

1: C 2: B 3: C (Read point 8) 4:D

Passage 4:

1: A 2:D 3:D 4:D 5:B (Read very carefully, first 65 years of 20th century had abortion laws, even if after 60 years some laws regarding permitting abortion; so some must have stood, while some went away) 6: D

Passage 5:

1: B 2: B 3:D 4: D

Passage 6:

1: D 2: A 3: A 4: B (based on a bit of assumption, so just leave this in in exam, if not comfortable) 5: A

Passage 7:

1: C 2: D 3: C 4: A 5: C

Passage 8:

1:B 2:A 3:B 4:D 5:C

Passage 9:

1: C 2: C 3: B 4: A 5:D

Passage 10:

1: C 2: C 3:B 4:D 5:A

5 RC's of Awesomeness:

Passage 1:

1: C 2: C 3: D 4: B 5: A

Passage 2:

1: A 2: A 3: D 4: B 5: A

Passage 3:

1: C 2: A 3: B 4: C 5: B

Passage 4:

1: D 2: B 3: A 4: C 5: D

Passage 5:

1: C 2: D 3: B 4: D 5: A

Speed based RC's OA

Passage 1:

CAB

Passage 2:

BBB

Passage 3:

AD

RC Revisions 23-04-2017-HIGH LEVEL

Passage 1 524(A could be true can be inferred, because the people get so imbibed within their role and hence we cannot actually observe the manifestation of their true self do not ever attempt such questions in first go)

Passage 2 21(gives you exact idea about the people, rest have some ambiguity in options) 3

Passage 3 4(The options 1 and 4 are close, but 1 is being talked about at the start of the passage, but the close relation is how we decode scientific traditions, that hits more closely so 4)35

Passage 4 323

Passage 5 322(The author says that there are three cases that the people can have no intersection of interests or some, or can be even diametrically opposite; hence we cannot infer the third , so all of the above is wrong so only 2)3

XAT RC's 30-04-2017

Passage 1 D (It cannot be aptly said that all the time they are more rational than the individuals since the passage says that they are expected to be, not that they are so D over C). B (Rutherford's reference is brought into the context to clearly mention that we cannot discard something else to prove a new point both are different things). E (psychophysical goods are those goods that are identical in nature and cannot be

differentiated, hence concrete is the only option as for cars we have economical to luxury and the same for mobiles)

Passage 2 D (by elimination as the rest all states some sort of relationships (A,B,E) and between C and D. C states a fact and this even if implied is not so near to the fact and the line in context. On the other hand D mentions a relation which is in need of more explanation and hence the option D) E C

Passage 3 D C B (Don't work for the output work for working, that is why B is input and all the others are output)

Passage 4

Passage 5 A (The main idea of the passage is that the people try to be more socially acceptable and tend to do those things that make them more socially desirable, so basically the desire is not independent it is always dependent on the social context, now this line says that the men are not being able to transition towards one to the other which has implications on their manliness, hence we can say that the manliness would not have been a that important parameter, only then the desire to move towards it can be reduced, so A) D (A,C no where near, B-products are not been talked about, D more relatable to the given line as compared to E) Fight in C/D not sure, leave