

Thoughts

thelanguagefellow.com

BETA VERSION — FEEDBACK WELCOME

Chandlers, June 2026

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Credits and Permissions

1. Introduction

Refer to GMAT Official Guide (Focus Edition) 2023-24. Screenshots and text for CR and RC are from the Official Guide (2023-4).

2. Note-taking for reading comprehension

Please note that I have been doing this for a quite a long time and so the way I take notes and the way you take notes will be very different. Further, what occurs to you is unique to you and it may be that the same thing may not occur to you at a different point of time.

1. Read to ignore.

For instance, in the passage on Product Performance Risk, reduce the line-long description to just 'risk'.

Ignore definitions, examples, lists etc.

Ignore everything that is not contributing to the argument (X causes Y, B explains A, C and D conflict etc.)

2. Make an outline/structure of the passage.

That is, write the argument.

3. Reduce to logical form.

That is, find the relationships.

4. Focus on information (usually verbs) that moves the passage further; it can be a narrative.

For instance, (GMAT examples to follow)

Harry was feeling good, bad, happy, mad ... Harry saw something fly past his window ... Ron called, Uncle Vernon answered ... Harry had to leave the house on such and such a day ... Harry was on the train on that day, thanks to the Weasleys' intervention.

The only useful verb here is Harry left the house to leave for his destination, a verb which I inferred. Also, the Potter story is a convenience—you can think of situations familiar to you. **It is the same at the level of DISCOURSE (and events, situations etc.) as it is at the level of words—expressing the unknown in a PARAPHRASE (which can be a word or a phrase, synonyms etc.) that involves the known.**

5. Visual stretches of the passage help you locate look-up information, like copy-and-paste details.

Now, as you go through the passage, the brain probably registers at what point in the stretch which information is located. That is to do with memory and you cannot depend on it. Among other things, this is why you have line numbers. Equally importantly, thinking of the spatial allocation in terms of, for instance, lists, logical elements etc. helps: think of [memory blocks](#) and [tree map](#) for the first and of antecedent-consequent, conclusion, contradiction etc. for the second. Lists of examples can be represented by: H(s) Socrates is human.; For all quantifier, existential quantifier etc. But one does not need that (refer p. x where it says in the official guide that no specialist knowledge is needed.)

6. Read for the argument:

a. Why has the author written the passage? Or, why does the passage exist? When I say this, I mean several things and perhaps not surprisingly, it is connected with the structure of the passage (like bones with flesh?):

a. What is the purpose of the author (by which, I mean the person or team or AI that designed the question, the examiner etc.)? *To what end? So What? Kashala? Why?*

b. What is the meta-text? [RECURSION](#): text about text, thinking about thinking etc. [Inception](#) is too clichéd an example.

c. What is the metalanguage? Everything that comments on language is metalanguage—this also gives you the author’s attitude.

To flesh it out (note again the [ANALOGY](#) continuing—‘skeleton’ above):

If you have a rhetorical flourish on a GMAT passage, which you won’t have because it wastes space ([examples of rhetorical flourishes are plenty in Dickens](#)), you need to note that this can be about the author’s attitude to the communication/signal (an argument, a story, a report etc. that the passage conveys) or a part thereof. In the [ANALOGY](#) (‘signal’), this rhetorical flourish is a noise component. Cf. [Greenblatt’s treatment of Hamlet Sr. Ghost’s communication to Hamlet](#).

b. What is the main idea?

a. At school James and Lily’s son fought Evil over so many years and won. [That is the main idea of the novels](#).

b. Let’s sell the most wonderful product of all, *or what you will*.

c. “Eleven percent”: why is this not efficient? Let’s fix it by doing some pilot tests first for which the plans are... ([GMAT examples to follow](#))

d. The research is inconclusive (“Historians remain divided...”).

e. Philosophers have paraphrases of previous philosophers in new combinations of concepts (Distressed by his own personal tragedies...Cicero). I could say more, but I don’t want the reader to have too much of ‘What is the author’s attitude?’

c. How is the argument structured? Mark use of space as well as logical structure (which is more abstract).

Example:

He has been teaching this subject for so many years. Therefore, he must be very good at the subject.

He must be very good at this subject. He has been teaching it for so many years.

Note: both of the sentences (very short arguments) serve to express the same causal relationship. The second one does not have a marker (‘therefore’) that establishes this causal relationship and it does not have to have one—that is a characteristic of the English language.

A Working Logical Representation

Fact, to be classed as ANTECEDENT/CAUSE/*causans*.

CONSEQUENT/EFFECT/*causatum*: the OPINION (*doxa*) that ‘he must be very good at the subject.’

There’s no need nor time to go further than that on the GMAT. In fact, I could write the same thing as follows.

The author of the monograph titled “*Cicero’s ailing emotions: A Stoic’s paradoxical pain as the exegete AI translates*” denounces the machine’s ability to ‘think’ in his lectures spanning the last five years. Dr. Sheppard, a renowned scholar on philosophy and machine understanding, presents his doubts as to the inevitable approach of the singularity—a veritable second coming—by citing Moore’s law for transistors. While whether the scholar’s erudite argument sustains the test of time is for futurity to tell, there is little question as to his refined ability to impart knowledge and deliver on foundational research.

Assume that the CONTEXT is appropriate: there are people who can indeed have such a conversation. Would the author of this passage agree with the following? “He has been teaching this subject for so many years. Therefore, he must be very good at the subject.”

3. Google AI Studio sample

Generate an example that maps the Toulmin model to this example. Make the argument a dense, detailed passage.

To demonstrate how the Toulmin model functions in real-world writing, here is a dense, academic-style argument about urban planning and economic policy, followed by a detailed mapping of how each sentence fits into the model.

The Argument: A Dense, Detailed Passage

"Given that municipal commercial property tax revenues in major metropolitan areas have plummeted by an average of 25% over the last four years due to permanent hybrid work schedules, city planners must transition vacant downtown office spaces into mixed-use residential zones to prevent municipal insolvency. This adaptive reuse strategy shifts the local tax base from shrinking commercial office leases to stable, long-term residential property values. As historical data from post-industrial 'Rust Belt' transitions demonstrates, cities that proactively adapt their spatial layouts to new macroeconomic realities experience significantly faster fiscal recovery and lower rates of municipal bankruptcy. Therefore, this spatial conversion strategy is highly likely to stabilize local municipal budgets over the next decade, unless local zoning laws remain too rigid to permit rapid multi-family residential conversions, or the structural costs of retrofitting outdated commercial HVAC and plumbing systems for individual apartments prove entirely cost-prohibitive."

The Toulmin Mapping

Below is the breakdown of how the passage above maps to the six elements of the Toulmin model.

1. Grounds (Evidence)

- **The Text:** *"Given that municipal commercial property tax revenues in major metropolitan areas have plummeted by an average of 25% over the last four years due to permanent hybrid work schedules..."*
- **Function:** This is the raw data and established fact that serves as the starting point for the argument. It establishes the current reality that demands a response.

2. Claim (The Thesis)

- **The Text:** *"...city planners must transition vacant downtown office spaces into mixed-use residential zones to prevent municipal insolvency."*
- **Function:** This is the main assertion. It is the proposed action that the author is advocating for based on the evidence.

3. Warrant (The Logical Bridge)

- **The Text:** *"This adaptive reuse strategy shifts the local tax base from shrinking commercial office leases to stable, long-term residential property values."*
- **Function:** This explains *why* the grounds connect to the claim. It answers the question: *How does converting offices to residential zones solve the problem of falling commercial tax revenues and prevent insolvency?* (By shifting the tax base to a more stable asset class).

4. Backing (Support for the Warrant)

- **The Text:** *"As historical data from post-industrial 'Rust Belt' transitions demonstrates, cities that proactively adapt their spatial layouts to new macroeconomic realities experience significantly faster fiscal recovery and lower rates of municipal bankruptcy."*
- **Function:** If a reader doubts the warrant (doubts that spatial layout changes actually stabilize municipal budgets), the backing provides the empirical proof. It uses historical precedent to validate the underlying logic of the warrant.

5. Qualifier (The Degree of Certainty)

- **The Text:** *"...is highly likely to..."*
- **Function:** The author avoids using absolute terms like "will definitely" or "is guaranteed to." By using "highly likely," they recognize that economic forecasting is complex and not an absolute certainty.

6. Rebuttal (The Exceptions)

- **The Text:** *"...unless local zoning laws remain too rigid to permit rapid multi-family residential conversions, or the structural costs of retrofitting outdated commercial HVAC and plumbing systems for individual apartments prove entirely cost-prohibitive."*
- **Function:** This identifies the specific scenarios where the argument falls apart. It proactively addresses counter-arguments (legal hurdles and engineering costs) that an opponent might raise, making the overall argument more realistic and robust.

4. Argument analysis and organisation of a passage

VERB NOUN

STATES BE

What is the function of a given part of the passage in question?

Attention

DISCOURSE MARKERS

HABIT: NOTE TAKING

Scientists long believed that two nerve clusters in the human hypothalamus, called suprachiasmatic nuclei (SCNs), were what controlled our circadian rhythms. Those rhythms are the biological cycles that recur approximately every 24 hours in synchronization with the cycle of sunlight and darkness caused by Earth's rotation. Studies have demonstrated that in some animals, the SCNs control daily fluctuations in blood pressure, body temperature, activity level, and alertness, as well as the nighttime release of the sleep-promoting agent melatonin. Furthermore, cells in the human retina dedicated to transmitting information about light levels to the SCNs have recently been discovered.

Four critical genes governing circadian cycles have been found to be active in every tissue, however, not just the SCNs, of flies, mice, and

Please note that vocabulary DOES NOT MATTER, consistency DOES. Whenever you read a passage,

FOR EVERY PARAGRAPH:

- ID 'topic sentence': main thought, main idea, ... CLAIM/HYPOTHESIS, ...
usu. at the start - -but it can be anywhere in the paragraph
- 2. ID any minor claims on which the argument depends
- 3. ID The remnant is support for one or more of the PREMISSES

A set of PREMISSES (statement) connected in a hierarchy of graphs/directed:

selectively bias -- cherry-picking ([2])

the problems:

1. the main claim/root node is flawed--which you can find by looking at the language use (extreme language is one clue, a toy sentence being, *It is absolutely **not possible** for an LLM to think the way humans 'think'*. (i)
2. one of the minor premisses or leaves in the tree is flawed.
3. the evidence turns weak when presented with some counter-examples or something that represents an exception, an disruption.

1. Suddenly, students who were scoring in the range 50 to 60% have started scoring 85 to 90 %. What explains this?
4. CAVEAT: avoid ideas that presume questionable **ethics**, e.g., do not question authority (Company and AI).
5. “All other things being equal” cf. the Latin phrase “ceteris paribus” in the domain of philosophy, for example.
6. Don't assume foul play (see point 4).

SKELETON OF ALASKA PASSAGE

TOPIC SENTENCE EVIDENCE

TOPIC SENTENCE EVIDENCE QUALIFIER EVIDENCE

BASED ON EVIDENCE, POLICY RECOMMENDATION

RECOMMENDATION BULLETED

DNA: undeniable proof that the accused was present at the crime scene etc.

METACOGNITION, COGNITION: these are tested on the exam.

STRATEGY FOR RC: SPEND 2:30 - 2:45 AND ANSWER THE FOLLOWING QUESTIONS IN ONE GO, SPENDING 30-40 SECONDS PER RC QUESTION.

ATTENTION--READING TO IGNORE; SKIM SCAN RICHARDS CLOSE READING etc.

“THIS IS THE MOST BEAUTIFUL TOURIST SPOT IN ALASKA.” (ii)

Like ‘think’ in (i) above, the meaning of ‘most beautiful’ will be debated, which is beyond the scope of our purposes for the GMAT.

5. Where Structure of the Passage Overrides All Else

Correction: passage length is max 350 min 100 etc.

1. Note taking exercise 1
2. Note taking exercise 2.

Note-taking for passage 2: Rain forests

1 One proposal for preserving rain forests is
to promote the adoption of new agricultural
technologies, such as improved plant varieties and
5 use of chemical herbicides, which would increase
productivity and slow deforestation by reducing
demand for new cropland. Studies have shown
that farmers in developing countries who have
achieved certain levels of education, wealth, and
10 security of land tenure are more likely to adopt such
technologies. But these studies have focused on
villages with limited land that are tied to a market
economy rather than on the relatively isolated, self-sufficient
communities with ample land characteristic
15 of rain-forest regions. A recent study of the Tawahka
people of the Honduran rain forest found that farmers
with some formal education were more likely to
adopt improved plant varieties but less likely to
20 use chemical herbicides and that those who spoke
Spanish (the language of the market economy) were
more likely to adopt both technologies. Nonland
wealth was also associated with more adoption of
both technologies, but availability of uncultivated land
reduced the incentive to employ the productivity-enhancing
25 technologies. Researchers also measured
land-tenure security: in Tawahka society, kinship ties
are a more important indicator of this than are legal
property rights, so researchers measured it by a
household's duration of residence in its village. They
30 found that longer residence correlated with more
adoption of improved plant varieties but less adoption
of chemical herbicides.

1. What is the structure of the passage?
2. What data structure do I use or How do I reduce the passage to logical form?

The entire passage is a list of studies and their details. (too general!)

The entire passage is a list of findings. (acceptable)

From the structure, I conclude that I need something like a table:

indep variable	both	neither	improved varieties	herbicides
formal edu			Yes	no
Spanish	yes			
nonland wealth		yes	Yes	yes
ties - residence			More	less

23 June 2026: Where Structure of the Passage Overrides All Else

One proposal for preserving rain forests is to promote the adoption of new agricultural technologies, such as improved plant varieties and use of chemical herbicides, which would increase productivity and slow deforestation by reducing demand for new cropland. Studies have shown that farmers in developing countries who have achieved certain levels of education, wealth, and security of land tenure are more likely to adopt such technologies. But these studies have focused on villages with limited land that are tied to a market economy rather than on the relatively isolated, self-sufficient communities with ample land characteristic of rain-forest regions. A recent study of the Tawahka people of the Honduran rain forest found that farmers with some formal education were more likely to adopt improved plant varieties but less likely to use chemical herbicides and that those who spoke Spanish (the language of the market economy) were more likely to adopt both technologies. Nonland wealth was also associated with more adoption of both technologies, but availability of uncultivated land reduced the incentive to employ the productivity-enhancing technologies. Researchers also measured land-tenure security: in Tawahka society, kinship ties are a more important indicator of this than are legal property rights, so researchers measured it by a household's duration of residence in its village. They found that longer residence correlated with more adoption of improved plant varieties but less adoption of chemical herbicides.

Note-taking for passage 2: Conodonts

Line

(5) Conodonts, the spiky phosphatic remains (bones and teeth composed of calcium phosphate) of tiny marine animals that probably appeared about 520 million years ago, were once among the most controversial of fossils. Both the nature of the organism to which the remains belonged and the function of the remains were unknown. However, since the 1981 discovery of fossils preserving not just the phosphatic elements but also other remains

(10) of the tiny soft-bodied animals (also called conodonts) that bore them, scientists' reconstructions of the animals' anatomy have had important implications for hypotheses concerning the development of the

vertebrate skeleton.

- (15) The vertebrate skeleton had traditionally been regarded as a defensive development, champions of this view postulating that it was only with the much later evolution of jaws that vertebrates became predators. The first vertebrates, which were soft-bodied,
- (20) would have been easy prey for numerous invertebrate carnivores, especially if these early vertebrates were sedentary suspension feeders. Thus, traditionalists argued, these animals developed coverings of bony scales or plates, and teeth were
- (25) secondary features, adapted from the protective bony scales. Indeed, external skeletons of this type are common among the well-known fossils of ostracoderms, jawless vertebrates that existed from approximately 500 to 400 million years ago.
- (30) However, other paleontologists argued that many of the definitive characteristics of vertebrates, such as paired eyes and muscular and skeletal adaptations for active life, would not have evolved unless the first vertebrates were predatory. Teeth were more
- (35) primitive than external armor according to this view, and the earliest vertebrates were predators. The stiffening notochord along the back of the body, V-shaped muscle blocks along the sides, and posterior tail fins help to identify conodonts as
- (40) among the most primitive of vertebrates. The lack of any mineralized structures apart from the elements in the mouth indicates that conodonts were more primitive than the armored jawless fishes such as the ostracoderms. It now appears that the hard parts that
- (45) first evolved in the mouth of an animal improved its efficiency as a predator, and that aggression rather than protection was the driving force behind the origin of the vertebrate skeleton.

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- (35) primitive than external armor according to this view, and the earliest vertebrates were predators. The stiffening notochord along the back of the body, V-shaped muscle blocks along the sides, and posterior tail fins help to identify conodonts as
- (40) among the most primitive of vertebrates. The lack of any mineralized structures apart from the elements in the mouth indicates that conodonts were more primitive than the armored jawless fishes such as the ostracoderms. It now appears that the hard parts that
- (45) first evolved in the mouth of an animal improved its efficiency as a predator, and that aggression rather than protection was the driving force behind the origin of the vertebrate skeleton.

Notes

Cono. vs Ostro.

Cono. predators or defenseless?

Prev belief: Cono. were defenseless AND hard parts outside mouth evolved for defence

Now belief: Cono. predators AND hard parts inside mouth first then outer hard parts FOR ATTACK

Additional evidence for this now belief

Other experts' view: X necessitated Y

6. 24 June 2026: Types of RC passages on the GMAT

We've already seen some types. Refer to the official guide Verbal section.

Skill Category	Details	Examples
Recognize stated ideas	Understand, restate, and summarize information	<ul style="list-style-type: none">Find a passage's overall theme or pointFind a specific detailSummarize a set of statementsTell if an idea is stated or impliedTell what a word or phrase means in context
Analyze reasoning structure	Identify premises, conclusions, explanations, argument techniques, reasons for plans, and background information	<ul style="list-style-type: none">Tell what argument technique someone usesTell a statement's role in a passage
Apply ideas in new contexts	Use general ideas in new situations the passage doesn't discuss	<ul style="list-style-type: none">Decide which new situation is most like one in the passageTell which new action would follow or break a rule in the passageDecide which new example would best illustrate an idea in the passage
Infer	Draw an unstated conclusion from information given	<ul style="list-style-type: none">Decide which conclusion a passage most strongly supportsTell what follows logically from information givenDecide what a stated opinion impliesRecognize an author's attitude from word choices in a passage
Identify unstated assumptions	Find an assumption that fills a logical gap in an argument, explanation, or plan	<ul style="list-style-type: none">Find an assumption an argument depends onFind an assumption that makes an argument's conclusion follow logicallyTell what must happen for a plan to succeed
Evaluate hypotheses	Judge explanations for a situation	<ul style="list-style-type: none">Decide what would most help explain why a plan failedDecide what most likely caused an observed effect

Recognise stated ideas

Find a passage's overall theme or point: The point of the Rain Forest passage is to list relationships between dependent variables and independent variables.

Find a specific detail: What did Tucci & Talaga discover about the probable cause of the increase in customer engagement for higher-priced restaurants?

Summarize a set of statements: Alaska faces an urgent need to address its economic dependence solely on oil and gas, its internal migrations and the need to conserve natural resources to preserve Inuit native culture.

Tell if an idea is stated or implied: Is it stated in the passage about conodonts that they were found to be the more ancient of the organism discussed?

Tell what a word or phrase means in CONTEXT: In the CONTEXT of the passage on municipal corporations above (AI-generated passage), what does 'zoning laws' mean?

Analyse reasoning structure

Tell what argument technique someone uses: 'Argument from/by example' is one technique. Because SMEs have been known to benefit from leveraging AI for clerical data-entry tasks as

reported in FICCI Report on SMEs, Kasturi & Sons should implement this strategy for its logistics department to cut costs.

Tell a statement's role in a passage: 'Roles' can be 'antecedent' and 'consequent' as seen in Tucci and Talaga passage.

Apply ideas in new CONTEXTs

Decide which new situation is most like one in the passage: Transfer learning is one example.

Tell which new action would follow or break a rule in the passage: If evidence is discovered that beyond the archaeological remains excavated were structures that belonged to another culture, the civilisation in this geographic region would be different.

Decide which new example would best illustrate an idea in the passage: In error analysis, if I can infer that an LLM produced a hallucinated citation, somehow mixing up attributions, can I infer that a human probably made the same type of error.

Infer

Decide which conclusion a passage most strongly supports: Can I conclude from the passage about Alaska that the US government is falling short of its commitment to Sustainable Goals when it comes particularly to its Arctic state?

Tell what follows logically from information given: He has been teaching this subject for so many years. Therefore, he must have learnt something about the subject.

Decide what a stated opinion implies: He has been teaching this subject for so many years. Therefore, he must have learnt something about the subject. However, I tend not to take it on its face-value without having my first-hand experience of this.

The above implies that the author will probably book a lesson with the teacher to test the teacher.

Recognize an author's attitude from word choices in a passage: He said, "The tea tasted so good, Sir." The speaker was the addressee's student.

What does "so good" tell us about the speaker's attitude? Can the speaker be Tom Riddle in conversation with Professor Slughorn? Or, can it be Harry speaking with Professor Lockhart?

Can I conclude here that CONTEXT decides all of this?

Identify unstated assumptions

Find an assumption an argument depends on: If the retina of a fly receives excessive light, a specially designed mechanism triggers an eyelid to protect it. Therefore, if I subjected the retina to this much amount of white light beyond the threshold, I will observe this phenomenon. However, the result does not turn out as expected.

The experimenter's assumption: the wavelengths I am using are the wavelengths that trigger the change.

Find an assumption that makes an argument's conclusion follow logically: An LLM generates a response revealing prohibited information in response to a prompt. It was concluded that the guardrails did not cover the particular element or elements the prompt contained.

The writer's assumption: The guardrails were effective for prompts that did not contain these new elements.

Tell what must happen for a plan to succeed: Alaska's native culture will be preserved from the recommendations **if and only if** environment conservation efforts lead to the natives' not migrating to urban areas or to the US.

Evaluate hypotheses

Decide what would most help explain why a plan failed: What explains students suddenly starting to score in the band 80% to 95% from 50% to 60%?

Decide what most likely caused an observed effect: The man has never been known to have missed a single class. He missed it on a particular day.

It must have been physically impossible for him to attend that day, **assuming that** there was no possibility of attending the class online.

Explain why a factor didn't cause its usual effect: The friends joked about a psychological truism:

My dog did not react to my showing him the stick while he usually does. Explanation: Pavlov missed a some crucial life lessons.

Decide which principle resolves a conflict between two opinions: There is a race condition in a variation on the Round Robin algorithm; the ranking, indexed separately, of the incoming HTTP requests resolve the deadlock.

Exercise: find the flaw if there is one in this one—Can there be such a variation on the Round Robin algorithm?

Strengthen or weaken reasoning

Tell which discovery would cast the most doubt on an argument's reasoning: The CXO's allegations regarding QA practices was bolstered after the discovery of a trail of irregularities over the last 5 years, not just the 2 years under consideration.

Tell what added evidence would best support a causal explanation: The electronic noise had a component that had its so far undetected source in a residual wireless interference. The noise, therefore, needed attenuation on different Fourier components.

Identify reasoning flaws

Decide which observation points to a reasoning flaw: The mix up in the antecedent and consequent in one of the choices for Tucci & Talaga's report on restaurants.

Tell which criticism an argument is most vulnerable to: If evidence is discovered that beyond the archaeological remains excavated were structures that belonged to another culture, the civilisation in this geographic region would be different.

Criticism: one cannot retroactively operate on reversing civilizational changes to disrupt the *status quo*.

Identify points of disagreement

Find the main implied point of disagreement in a dialogue between two people:

Speaker 1: The government must provide a more stable career after such a short-term commission.

Speaker 2: The government needs to account for fiscal constraints over the next century.

Speaker 1: To achieve this, the government cannot risk an individual's lifetime prospects.

Speaker 2: Individuals need to decide whether individuals matter more than what is at stakes.

Point of disagreement: the individual does not deserve risking lifetime prospects for short-term commissions.

Solve a practical problem

Find a way of sampling a population accurately despite an obstacle: See sampling methods. But don't take this literally—there can be other practical problems, I am sure.

Evaluate hypotheses	Judge explanations for a situation	<ul style="list-style-type: none"> Decide what would most help explain why a plan failed Decide what most likely caused an observed effect
Resolve discrepancies	Explain or justify an apparent conflict between two statements or situations	<ul style="list-style-type: none"> Explain why a factor didn't cause its usual effect Decide which principle resolves a conflict between two opinions
Strengthen or weaken reasoning	Identify new information that either supports or undermines an argument, explanation, or claim	<ul style="list-style-type: none"> Tell which discovery would cast the most doubt on an argument's reasoning Tell what added evidence would best support a causal explanation
Identify reasoning flaws	Identify mistakes such as confusing correlation with causation or confusing a sufficient assumption with a necessary one	<ul style="list-style-type: none"> Decide which observation points to a reasoning flaw Tell which criticism an argument is most vulnerable to
Identify points of disagreement	Tell what two parties disagree about, based on their statements	<ul style="list-style-type: none"> Find the main implied point of disagreement in a dialogue between two people
Solve a practical problem	Recognize a good strategy for solving a problem	<ul style="list-style-type: none"> Find a way of sampling a population accurately despite an obstacle

8.2 Question Types

Reading Comprehension and Critical Reasoning are the two main Verbal Reasoning question types. Each has several subtypes. During the test, the subtypes aren't labeled. Each question tells you what you need to do.

1. Reading Comprehension

The five Reading Comprehension question subtypes are Main Idea, Supporting Idea, Inference, Application, and Evaluation. Each tests a different main skill, but sometimes the skills overlap. For example, to find a passage's main idea, you must understand the passage's logical and rhetorical structure. To make inferences or apply ideas from a passage, you often must find its main and supporting ideas.

Below, we discuss the Reading Comprehension question subtypes.

A. Main Idea

- In each passage, the individual sentences and paragraphs develop one central point and share one overall purpose. A Main Idea question asks you to find this central point or purpose. Sometimes the passage tells you its central point. Other times you must infer it from the passage's overall structure and content.
- A Main Idea question may ask which answer option best restates the central point, best explains the author's main goal in writing the passage, or works best as a title for the passage.

Activate Windows
Go to Settings to activate Windows.



Answers to Exercises: Effect of service guarantee on sales at a restaurant

In their study of whether offering a guarantee of service quality will encourage customers to visit a particular restaurant, Tucci and Talaga have found that the effect of such guarantees is mixed. For higher-priced restaurants, there is some evidence that offering a guarantee increases the likelihood of customer selection, probably reflecting the greater financial commitment involved in choosing an expensive restaurant. For lower-priced restaurants, where one expects less assiduous service, Tucci and Talaga found that a guarantee could actually have a negative effect: a potential customer might think that a restaurant offering a guarantee is worried about its service. Moreover, since customers understand a restaurant's product and know what to anticipate in terms of service, they are empowered to question its quality. This is not generally true in the case of skilled activities such as electrical work, where, consequently, a guarantee might have greater customer appeal.

For restaurants generally, the main benefit of a service guarantee probably lies not so much in customer appeal as in managing and motivating staff. Staff members would know what service standards are expected of them and also know that the success of the business relies on their adhering to those standards. Additionally, guarantees provide some basis for defining the skills needed for successful service in areas traditionally regarded as unskilled, such as waiting tables.

Answers to Exercises: Translating economic value of ecological services

The argument for “monetizing”—or putting a monetary value on—ecosystem functions may be stated thus: Concern about the depletion of natural resources is widespread, but this concern, in the absence of an economic argument for conservation, has not translated into significant conservational progress. Some critics blame this impasse on environmentalists, whom they believe fail to address the economic issues of environmental degradation. Conservation can appear unprofitable when compared with the economic returns derived from converting natural assets (pristine coastlines, for example) into explicitly commercial ones (such as resort hotels). But according to David Pearce, that illusion stems from the fact that “services” provided by ecological systems are not traded on the commodities market, and thus have no readily quantifiable value. To remedy this, says Pearce, one has to show that all ecosystems have economic value—indeed, that all ecological services are economic services. Tourists visiting wildlife preserves, for example, create jobs and generate income for national economies; undisturbed forests and wetlands regulate water runoff and act as water-purifying systems, saving millions of dollars worth of damage to property and to marine ecosystems. In Gretchen Daily’s view, monetization, while unpopular with many environmentalists, reflects the dominant role that economic considerations play in human behavior, and the expression of economic value in a common currency helps inform environmental decision-making processes.

NOTE ON VOCABULARY

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Cf. ANALOGY measuring labour by humans vs the inanimate

References

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Keywords I would like you to focus on

ANALOGY: How about thinking about *Animal Farm*?

ANTECEDENT: time order of things versus logical order of things.

ASSUMPTION: You would not read this page if you were not interested.

CONSEQUENT: Chapter 2, Verse 47.

CONTEXT: BR Chopra's Mahabharata Episode 30, Vidur's question, "Who is able to survive and escape a raging forest fire?"

CONCLUDE: 'Conclusion' as narrower than 'things that conclude'.

DISCOURSE: <https://www.cmu.edu/student-affairs/civility/pdfs/what-is-discourse.pdf>

LOGICALLY CONSISTENT:

METALANGUAGE: any criticism from literary journals; e.g., Dickens' Language, Andre Deutsch.

METATEXT: This term is there on the internet.

PARAPHRASE: <https://direct.mit.edu/coli/article/39/3/463/1434/What-Is-a-Paraphrase>

SUBTEXT: *Animal Farm*? <https://www.thefreedictionary.com/subtext>