

Map the argument

Reading comprehension rewards accurate understanding of what the passage says, why it says it and what it does not establish.

A short passage map

After each paragraph, note its role in two to five words: context, claim, evidence, objection, qualification or conclusion. At the end, state the main claim in one sentence. A topic label such as "public transport" is too broad; "fare cuts may help, but the trial cannot isolate their effect" captures a claim and its limit.

Read questions precisely

Main idea asks for the central argument across the passage. Detail asks what is stated. Inference asks what follows from the text, often with a modest claim. Author attitude asks for a tone supported by the wording. "Except" or "not" reverses the selection task; mark it before inspecting options.

Do not use your outside knowledge to complete a missing argument. The correct answer must fit this passage. A statement can be true in the world and still be unsupported here.

Option filter

Check the entire option for scope and strength. Common problems: an absolute word where the passage is cautious; a causal claim from correlation; a detail promoted to the central point; a new comparison; or a reversal of the author's position.

When two options seem close, identify the exact phrase that distinguishes them, then return to the passage. Do not choose only because one option repeats more words from the text.

Try an original passage

Read once for structure. Then answer before seeing the explanations on the next page.

A school replaced some classroom lectures with recorded lessons. Attendance at live sessions fell, yet students asked more questions during those sessions. Administrators saw this as evidence that recordings had made teaching more efficient. A teacher offered a narrower interpretation: recordings may have allowed students to prepare questions in advance, but the school had also reduced the number of compulsory sessions. Without comparing learning outcomes and attendance policies across groups, the new pattern could not show whether students learned more.

Question 1: main point

- A. Recorded lessons always improve learning.
- B. Fewer live sessions caused all students to ask more questions.
- C. The observed pattern has more than one possible explanation and does not establish better learning.
- D. Live sessions are unnecessary when recordings exist.

Question 2: supported inference

- A. Some students might have used recordings to prepare questions.
- B. The school measured and confirmed higher test scores.
- C. Attendance would have risen if sessions remained compulsory.
- D. All students preferred recorded lessons.

Your evidence

For each answer, underline the supporting phrase in the passage. Then write which word or claim makes one tempting wrong answer too strong.

Explain, then practise verbal ability

Answers and reasoning

Question 1: C. The teacher allows one possible benefit but points to a change in attendance rules and missing learning-outcome evidence. A and D are absolute claims absent from the passage. B assigns a complete cause that the passage does not prove.

Question 2: A. The teacher says recordings may have allowed preparation. This supports a cautious possibility. B invents a measured result. C predicts a counterfactual. D generalises to all students without evidence.

Paragraph ordering

Find an opening that introduces its subject independently. Track pronouns, definite references and time sequence. A sentence beginning "This change" needs an earlier named change. Test each transition for meaning, not merely shared vocabulary.

Paragraph summary

Write your own eight-to-twelve-word summary before viewing choices. Keep the central claim and major qualification. Eliminate options that focus on one illustration, add a new claim or turn a possibility into certainty.

A practical review note: "I selected an option that said proved, while the passage said may" names an error that you can catch next time. "I misread it" does not.

Timed VARC routine

The accompanying RCMB mocks allot 40 minutes to VARC. The aim is to spend those minutes on answerable questions with evidence.

During the section

Start a passage by finding its central question and paragraph roles. Do not annotate every sentence. For each question, decide the requested task, make a provisional answer, then test options. If a question requires repeated rereading without a clearer distinction, mark it and move on. Return if time remains.

After the section

Review all wrong answers, guesses and slow correct answers. For each RC item, record the line or idea supporting the correct answer and the added or distorted claim in your original choice. For ordering and summary questions, explain the logical relation that your original sequence or summary missed.

Two short drills

1. Take a paragraph from any original or licensed practice passage. Write its role in five words, then write the author's position in one sentence. 2. For three old questions, rewrite one wrong option to make it consistent with the passage. This makes the error in scope visible.

Use only material you have the right to reuse if you create or distribute your own practice sheets. The passage and questions in this guide were written for this RCMB resource.

First review edition, 24 September 2026. Independently created RCMB practice material; not an official CAT publication or IIM endorsement. Practice timings and scoring apply to the accompanying RCMB mocks. Check current official instructions at iimcat.ac.in. Faculty review is recommended before public release.