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## 19TH EDITION

Sharon Weiner Green, M.A. and Ira K. Wolf, Ph.D.

- Fully updated to reflect the NEW GRE
- Comprehensive subject review in Verbal, Quantitative, and Analytical Writing Assessment
- Everything you need to know about the new numeric and multiple-answer question types
- Screen shots of the computer interface you will encounter on test day
- Brand new strategies for each of the new GRE question types



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All inquiries should be addressed to:  
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# Preface

As a prospective graduate student concerned with professional advancement, you know the importance of using good tools and drawing on solid research. In this Nineteenth Edition of *Barron's GRE*, we offer you both.

This revision contains the fruits of our close study of the major changes effective August 1, 2011, to the GRE General Test announced by the Educational Testing Service (ETS). We have scrutinized hundreds of actual GRE questions, traced dozens of GRE reading passages to their sources, analyzed subsets of questions by order of difficulty and question type. We have gone through all the topics in the new analytical writing section, categorizing the actual issues you will encounter on your test and analyzing the argument passages, pinpointing their logical flaws. In the process, we have come up with the following features, which should make this Nineteenth Edition particularly helpful to you:

## Typical GRE Questions Analyzed

The Nineteenth Edition takes you step by step through more than 1,000 practice verbal and mathematical questions that simulate actual GRE questions, showing you how to solve them and how to avoid going wrong.

## Testing Tactics

The Nineteenth Edition provides you with dozens of proven, highlighted testing tactics that will help you attack the different types of questions on the GRE.

## Comprehensive Mathematics Review

The Nineteenth Edition presents you with extensive mathematical review of all the topics that you need to know. This is especially valuable for college students and adults who haven't taken math since high school.

## GRE-Modeled Tests

The Nineteenth Edition offers you a Diagnostic Test geared to the current GRE, a test that will enable you to pinpoint your areas of weakness right away and concentrate your review on subjects in which you need the most work, plus two Model Tests, all with answers completely explained, that in format, difficulty, and content echo today's GRE. Two additional tests are on the accompanying CD-ROM (optional).

## Computer GRE Update

The Nineteenth Edition introduces you to the latest version of the computer-based GRE—and, along with the accompanying CD-ROM (optional), explains everything you need to know about how to take the computerized GRE.

## Analytical Writing Update

The Nineteenth Edition also provides you with an introduction to the GRE analytical writing section, familiarizing you with the range of topics covered and giving you helpful hints on how to write clear, cogent essays in no time at all.

This Nineteenth Edition once more upgrades what has long been a standard text. It reflects the contributions of numerous teachers, editors, and coaches, and the dedication of the staff at Barron's. It also reflects the forensic and rhetorical skills of Lexy Green, Director of Debate at the College Preparatory School, to whom we owe special thanks. We, the authors, are indebted to all these individuals for their ongoing efforts to make this book America's outstanding GRE study guide.

## Timetable for a Typical Computer-Based Graduate Record Examination

Total Time: 4 hours

Section	Time Allowed	Description
1	60 minutes	<i>Analytical Writing</i> Essay 1: Giving one's perspective on an issue Essay 2: Analyzing an argument (30 minutes each)
	<b>1-minute break</b>	
2	30 minutes	<i>Verbal Ability</i> 6 text completion questions 5 sentence equivalence questions 9 reading comprehension questions
	<b>1-minute break</b>	
3	35 minutes	<i>Quantitative Ability</i> 8 quantitative comparison questions 9 discrete quantitative questions 3 data interpretation questions
	<b>10-minute break</b>	
4	30 minutes	<i>Verbal Ability</i> 6 text completion questions 5 sentence equivalence questions 9 reading comprehension questions
	<b>1-minute break</b>	
5	35 minutes	<i>Quantitative Ability</i> 7 quantitative comparison questions 10 discrete quantitative questions 3 data interpretation questions
	<b>1-minute break</b>	
6	30 or 35 minutes	<i>Experimental Section</i> a third verbal or quantitative section

**NOTE:** Sections 2 through 6 can come in any order—for example, Section 2 could be a Quantitative Ability section and the Experimental Section could be any section except Section 1. Although the Experimental Section will not count in your score, it will look identical to one of the other sections—you won't know which section it is, so you must do your best on every section of the test.

PART 1

INTRODUCTION/  
DIAGNOSTIC TEST

[www.studyabroadlife.org](http://www.studyabroadlife.org)

# What You Need to Know About the GRE

## AN OVERVIEW OF THE COMPUTER-BASED GRE GENERAL TEST

The GRE General Test is an examination designed by the Educational Testing Service (ETS) to measure the verbal, quantitative, and analytical writing skills you have developed in the course of your academic career. High GRE scores strongly correlate with the probability of success in graduate school: the higher you score, the more likely you are to complete your graduate degree. For this reason, many graduate and professional schools require applicants to take the GRE General Test, a test now given only on computer. (They may also require you to take a GRE Subject Test in your particular field. Subject Tests currently are available in 14 fields.)

The computer-based GRE General Test you take will have five or six sections. There will always be

- one Analytical Writing section composed of two 30-minute tasks (60 minutes)
- two 20-question Verbal Ability sections (30 minutes each)
- two 20-question Quantitative Ability sections (35 minutes each)

In addition, there *may* be

- an unidentified Experimental Section, which would be a third verbal or quantitative section

Occasionally, there *may* be

- an identified optional research section (but *not* if there is an Experimental Section)

The verbal section measures your ability to use words as tools in reasoning; you are tested not only on the extent of your vocabulary but on your ability to discern the relationships that exist both within written passages and among individual groups of words. The quantitative section measures your ability to use and reason with numbers and mathematical concepts; you are tested not on advanced mathematical theory but on general concepts expected to be part of everyone's academic background. The mathematics covered should be familiar to most students who took at least two years of math in a high school in the United States. The writing section measures your ability to make rational assessments about unfamiliar, fictitious relationships and to logi-

## COMMONLY ASKED QUESTIONS ABOUT THE COMPUTER-BASED GRE

### How Does the GRE Differ from Other Tests?

Most tests college students take are straightforward achievement tests. They attempt to find out how much you have learned, usually in a specific subject, and how well you can apply that information. Without emphasizing memorized data, the GRE General Test attempts to measure verbal, quantitative, and analytical writing skills that you have acquired over the years both in and out of school.

Although the ETS claims that the GRE General Test measures skills that you have developed over a long period, even a brief period of intensive study can make a great difference in your eventual GRE scores. By thoroughly familiarizing yourself with the process of computer-based testing, the GRE test format, and the various question types, you can enhance your chances of doing well on the test and of being accepted by the graduate school of your choice.

### What Is It Like to Take a Computer-Based GRE?

If you purchased the version of this book that comes with a CD-ROM, then by using that CD, you can familiarize yourself with the icons that appear on the screen, practice navigating around the screen, and take two Model Tests, either in practice mode or test-taking mode. Whether or not your version of the book came with the optional CD-ROM, you can go to the ETS's official GRE website—[www.ets.org/GRE/](http://www.ets.org/GRE/)—and download their free *POWERPREP® II* software, which includes a test preview tool and a practice test.

When you actually take the GRE, you sit in a carrel in a computer lab or testing center, facing a computer screen. You may be alone in the room, or other test-takers may be taking tests in nearby carrels. With your mouse, you click on an icon to start your test. The first section of the test is the Analytical Writing section, and you will have 60 minutes in which to complete the two writing tasks. When you have finished the writing section, you will have a one-minute break to take a few deep breaths and get ready for the next four or five sections, each of which will consist of 20 multiple-choice verbal or quantitative questions. When the break is over, the first question in Section 2 appears on the screen. You answer it, clicking on the oval next to your answer choice, and then, ready to move on, you click on the box marked Next. A new question appears on screen, and you go through the process again. Be sure to answer every question. Because there is no penalty for an incorrect answer on the GRE General Test, when you don't know an answer, try to make an educated guess by eliminating clearly incorrect choices; if you can't eliminate any choices, make a wild guess, and move on.

At the end of the second section, you are given another one-minute break. After finishing the third section, you have a ten-minute break. There will be two more one-minute breaks—after the fourth and fifth sections.

### Why Do Some People Call the Computer-Based General Test a CAT?

CAT stands for Computer-Adaptive Test. What does this mean? It means that the test adapts to your skill level: it is customized.

What happens is that after you complete the first quantitative or verbal section, the computer program assesses your performance and adjusts the difficulty level of the questions you will have to answer in the second quantitative or verbal section. The more questions you answer correctly in the first section, the harder will be the questions that you will be given in the second section. However, the harder the questions are, the more they are worth. So your raw score depends on both the number of questions you answer correctly and the difficulty level of those questions.

Actually, the GRE is much less computer-adaptive than it used to be. It used to adapt the level of questions you received continuously; after every question the program would assess your performance and determine the level of difficulty of the next question. Now, it doesn't make that determination until you have completed an entire section.

### Can I Tell How Well I'm Doing on the Test from the Questions the Computer Assigns Me?

Don't even try; it never pays to try to second-guess the computer. There's no point in wasting time and energy wondering whether it's feeding you harder questions or easier ones. Let the computer keep track of how well you're doing—you concentrate on answering correctly as many questions as you can and on pacing yourself.

### Should I Guess?

Yes, you must! You are not going to know the correct answer to every question on the GRE. That's a given. But you should *never* skip a question. Remember, there is no penalty for an incorrect answer. So if a question has you stumped, eliminate any obviously incorrect answer choices, and then guess and don't worry whether you've guessed right or wrong. Your job is to get to the next question you *can* answer. Just remember to use the process of elimination to improve your guessing odds.

### How Can I Determine the Unidentified Experimental Section?

You can't. Do not waste even one second in the exam room trying to identify the Experimental Section. Simply do your best on every section. Some people claim that most often the last section is the Experimental Section. Others claim that the section with unusual questions is the one that does not count. Ignore the claims: you have no sure way to tell. If you encounter a series of questions that seem strange to you, do your best. Either these are experimental and will not count, in which case you have no reason to worry about them, or they will count, in which case they probably will seem just as strange and troublesome to your fellow examinees.



## TIP



After taking one of the Model Tests in the back of this book and/or on the optional CD-ROM, it is impossible to calculate exact scores, because there is no way to factor in the difficulty level of the questions. To give yourself a rough idea of how you did, on both the verbal and quantitative sections, assume that your raw score is equal to the number of correct answers, and that your scaled score is equal to 130 plus your raw score. For example, if you answered correctly 30 of the 40 quantitative questions, assume that your raw score would be 30 and that your scaled score would be 160.

## How Are GRE Scores Calculated and When Are They Reported?

On both the verbal and quantitative sections of the GRE, your *raw score* is the number of questions you answered correctly, adjusted for the difficulty level of those questions. Each raw score is then adjusted to a *scaled score*, which lies between 130 and 170. The written score report that you will receive in the mail will include both your scaled scores and your percentile rank indicating the percent of examinees scoring below your scaled scores on the General Test.

Your analytical writing score will be the average of the scores assigned to your essays by two trained readers. These scores are rounded up to the nearest half-point. Your combined analytical writing score can vary from 0 to 6, with 6 the highest score possible.

As soon as you have finished taking the test, the computer will calculate your *unofficial* scaled scores for the verbal and quantitative sections and display them to you on the screen. Because your essays are sent to trained readers for holistic scoring, you will not receive a score for the analytical writing section on the day of the test. You should receive in the mail an *official* report containing all three scores approximately three weeks after the test date.

## GRE TEST FORMAT

### Verbal Reasoning

The two verbal sections consist of a total of 40 questions. These questions fall into two basic types: sentence completion questions and critical reading questions.

Here is how a 20-question verbal section generally breaks down:

- 10 sentence completion questions
- 10 critical reading questions (including logical reasoning questions)

Although the amount of time spent on each type of question varies from person to person, in general, sentence completion questions take less time to answer than critical reading questions.

### SENTENCE COMPLETION QUESTIONS

In sentence completion questions, you are asked to choose the best way to complete a sentence or short passage from which one, two, or three words have been omitted. These questions test a combination of reading comprehension and vocabulary skills. You must be able to recognize the logic, style, and tone of the sentence so that you will be able to choose the answer that makes sense in context. You must also be able to recognize differences in usage. The sentences cover a wide variety of topics from a number of academic fields. They do not, however, test specific academic knowledge. You may feel more comfortable if you are familiar with the topic the sentence is discussing, but you should be able to handle any of the sentences using your knowledge of the English language.

Here is a typical sentence completion question, using one of the new sentence completion formats. In this question, you are asked to find *not one but two* correct

answers; both answers must produce completed sentences that are like each other in meaning. This is what the test-makers call a **sentence equivalent** question.

Select the two answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole and produce completed sentences that are alike in meaning.

Although the two mismatched roommates are the proverbial odd couple—Felix is pedantic where Oscar is imprecise, \_\_\_\_\_ where Oscar is slovenly, cultivated where Oscar is uncouth—they nevertheless manage to share a small apartment without driving each other crazy.

taciturn  
 fastidious  
 ebullient  
 nice  
 stoical  
 egregious

Click on your choices.

Unlike Oscar, Felix is *not* slovenly (messy and untidy); instead, he is a compulsive neatnik. Felix is *fastidious* or *nice* in his habits, excessively sensitive in matters of taste. (Note the use of *nice* in a secondary sense.)

Look at the same question, restructured into what the test-makers call a **text completion** question. In this type of question, you are asked to find only one correct answer per blank. However, you must have a correct answer for each and every blank.

For each blank select one entry from the corresponding column of choices. Fill all blanks in the way that best completes the text.

Although the two (i) \_\_\_\_\_ roommates are the proverbial odd couple—Felix is pedantic where Oscar is imprecise, (ii) \_\_\_\_\_ where Oscar is slovenly, cultivated where Oscar is (iii) \_\_\_\_\_—they nevertheless manage to share a small apartment without driving each other crazy.

Blank (i)	Blank (ii)	Blank (iii)
compatible	curious	refined
peripheral	unkempt	taciturn
mismatched	fastidious	uncouth

Click on your choices.



## NOTE

For all of the multiple-choice questions in the verbal and quantitative sections of the tests and practice exercises in this book, the answer choices are labeled A, B, C, D, and E, and these letters are used in the Answer Keys and the answer explanations. On an actual GRE exam, these letters never appear on the screen. Rather, each choice is preceded by a blank oval or square, and you will answer a question by clicking with the mouse on the oval or square in front of your choice.

See page 56 for sentence completion question tactics and practice exercises that will help you handle both of the new sentence completion question types.

### CRITICAL READING QUESTIONS

Critical reading questions test your ability to understand and interpret what you read. This is probably the most important ability that you will need in graduate school and afterward.

Although the passages may encompass any subject matter, you do not need to know anything about the subject discussed in the passage in order to answer the questions on that passage. The purpose of the question is to test your reading ability, not your knowledge of history, science, literature, or art.

The screenshot shows a GRE question interface. On the left, there is a passage excerpt. On the right, there is a question and four multiple-choice options. At the bottom right, there is a prompt to click on a choice.

Both societies are territorial: they occupy a particular home range, which they defend against intruders. Likewise, both are cooperative:

(40) members organize themselves into working groups that observe a clearly-defined division of labor. In addition, members of both groups can convey to each other a range of

(45) basic emotions and personal information: animosity, fright, hunger, rank within a particular caste, and ability to reproduce. Wilson readily concedes that, from a specialist's perspective, such a likeness

(50) may at first appear superficial, even unscientifically glib.

Nonetheless, in this eminent scholar's judgment, "It is out of such deliberate oversimplification that the beginnings of a general theory are made.

Which of the following statements best describes the organization of the author's discussion of the importance of the termite/maaque comparison in the development of a unified science of sociobiology?

He provides an example of a comparison and then rejects its implications.

He concedes that current data are insufficient and modifies his initial assertion of their importance.

He acknowledges hypothetical objections to the comparison, but concludes by reaffirming its significance.

He cites critical appraisals of the comparison, but refrains from making an appraisal of his own.

He notes an ambiguity in the comparison, but finally concedes its validity.

Click on your choice.

The key lines here are the passage's final sentences. Does the author *acknowledge hypothetical objections* to the comparison? Definitely. Does the author conclude by *reaffirming the significance* of the termite/maaque comparison? Clearly he does: he concludes by quoting Wilson (whom he calls an eminent scholar), in doing so giving implicit support to Wilson's assertion that such oversimplified comparisons can provide the basis for an important general theory. The correct answer is the third choice.

The New GRE contains both familiar and unfamiliar question types. Some of the unfamiliar questions involve logical reasoning and argument analysis. See page 82 for critical reading tactics that will help you handle the new logical reasoning questions. In addition, see Chapter 5 for additional tactics and practice exercises that will prepare you for the remainder of the critical reading portions of the test.

### Quantitative Ability

The quantitative part of the GRE consists of two math sections, each with 20 questions. Of the 40 questions, there are

- 15 quantitative comparison questions—7 or 8 per section;
- 19 discrete quantitative questions, consisting of about 11 multiple-choice questions, 4 multiple-answer questions, and 4 numeric entry questions, approximately evenly split between the two sections;
- 6 data interpretation questions—3 per section—all of which are discrete quantitative questions, mostly multiple-choice.

In order to answer these questions, you need to know arithmetic, some very elementary algebra, and a little geometry. Much of this material you learned in elementary and middle school; the rest you learned during the first two years of high school. You do not need to know *any* advanced mathematics. The questions are intended to determine if you have a basic knowledge of elementary mathematics, and if you have the ability to reason clearly.

If you haven't done any mathematics in a while, go through the math review in this book before attempting the Model Tests, and certainly before registering to take the GRE. If you feel that your math skills are still pretty good, you can try the Diagnostic Test first, and then read only those sections of the math review relating to those topics that gave you trouble.

### QUANTITATIVE COMPARISON QUESTIONS

Of the 40 mathematics questions on the GRE, 15 are what is known as quantitative comparisons. Unless you prepared for the SAT before 2005, it is very possible that you have never even seen such a question. Even if you have had some contact with this type of question, you need to review the basic idea and learn the essential tactics for answering them. Therefore, read these instructions *very* carefully.

In these questions there are two quantities—Quantity A and Quantity B—and it is your job to compare them. For these problems there are *only four possible answers*:

- Quantity A is greater;
- Quantity B is greater;
- The two quantities are equal; and
- It is impossible to determine which quantity is greater.

In this book, these four answer choices will be referred to as A, B, C, and D, respectively. In some of the questions, information about the quantities being compared is centered above them. This information *must* be taken into consideration when comparing the two quantities.

In Chapter 9 you will learn several important strategies for handling quantitative comparisons. For now, let's look at three examples to make sure that you understand the concepts involved.

Quantity A	Quantity B
$(3 + 4)^2$	$3^2 + 4^2$

- Evaluate each quantity:  $(3 + 4)^2 = 7^2 = 49$ , whereas  $3^2 + 4^2 = 9 + 16 = 25$ .
- Since  $49 > 25$ , Quantity A is greater. The answer is **A**.

$a + b = 16$	
Quantity A	Quantity B
The average (arithmetic mean) of $a$ and $b$	8

Quantity A is the average of  $a$  and  $b$ :  $\frac{a+b}{2}$ . Since we are told that  $a + b = 16$ ,

$$\text{Quantity A is } \frac{a+b}{2} = \frac{16}{2} = 8.$$

So, Quantity A and Quantity B are equal. The answer is **C**.

**NOTE:** We cannot determine the value of either  $a$  or  $b$ ; all we know is that their sum is 16. Perhaps  $a = 10$  and  $b = 6$ , or  $a = 0$  and  $b = 16$ , or  $a = -4$  and  $b = 20$ . *It doesn't matter.* The average of 10 and 6 is 8; the average of 0 and 16 is 8; and the average of  $-4$  and 20 is 8. Since  $a + b$  is 16, the average of  $a$  and  $b$  is 8, *all the time, no matter what.* The answer, therefore, is **C**.

Quantity A	Quantity B
$a^3$	$a^2$

- If  $a = 1$ ,  $a^3 = 1$ , and  $a^2 = 1$ . *In this case*, the quantities in the two columns are equal.
- This means that the answer to this problem *cannot* be A or B. Why?
- The answer can be A (or B) only if Quantity A (or B) is greater *all the time*. But it isn't — not when  $a = 1$ .
- So, is the answer C? *Maybe*. But for the answer to be C, the quantities would have to be equal *all the time*. Are they?

- No. If  $a = 2$ ,  $a^3 = 8$ , and  $a^2 = 4$ , and *in this case* the two quantities are *not equal*.
- The answer, therefore, is **D**.

## DISCRETE QUANTITATIVE QUESTIONS

Of the 40 mathematics questions on the GRE, 19 are what the ETS calls discrete quantitative questions. More than half of those questions are standard **multiple-choice questions**, for which there are five answer choices, exactly one of which is correct. The way to answer such a question is to do the necessary work, get the solution, and then look at the five choices to find your answer. In Chapter 8 we will discuss other techniques for answering these questions, but for now let's look at one example.

<b>EXAMPLE</b>	
Edison High School has 840 students, and the ratio of the number of students taking Spanish to the number not taking Spanish is 4:3. How many of the students take Spanish?	
<input type="radio"/> A 280 <input type="radio"/> B 360 <input type="radio"/> C 480 <input type="radio"/> D 560 <input type="radio"/> E 630	

To solve this problem requires only that you understand what a ratio is. Ignore the fact that this is a multiple-choice question. *Don't even look at the choices.*

- Let  $4x$  and  $3x$  be the number of students taking and not taking Spanish, respectively.
- Then  $4x + 3x = 840 \Rightarrow 7x = 840 \Rightarrow x = 120$ .
- The number of students taking Spanish is  $4 \times 120 = 480$ .
- Having found the answer to be 480, *now look at the five choices*. The answer is **C**.

A second type of discrete quantitative question that appears on the GRE is what the ETS calls a "multiple-choice question—more than one answer possible," and what for simplicity we call a **multiple-answer question**. In this type of question there could be as many as 12 choices, although usually there are no more than 7 or 8. Any number of the answer choices, from just one to all of them, could be correct. To get credit for such a question, you must select *all* of the correct answer choices and *none* of the incorrect ones. Here is a typical example.

<b>EXAMPLE</b>	
If $x$ is negative, which of the following statements <i>must</i> be true?	
Indicate <i>all</i> such statements.	
<input type="checkbox"/> A $x^2 < x^4$	
<input type="checkbox"/> B $x^3 < x^2$	
<input type="checkbox"/> C $x + \frac{1}{x} < 0$	
<input type="checkbox"/> D $x = \sqrt{x^2}$	

To solve this problem, examine each statement independently, and think of it as a true-false question.

- A. For many negative values of  $x$ ,  $x^2$  is less than  $x^4$ , but if  $x = -1$ , then  $x^2$  and  $x^4$  are each 1, so it is *not* true that  $x^2$  *must* be less than  $x^4$ . A is false.
- B. If  $x$  is negative,  $x^3$  is negative, and so *must* be less than  $x^2$ , which is positive. Statement B is true.
- C. If  $x$  is negative, so is  $\frac{1}{x}$ , and the sum of two negative numbers is negative. Statement C is true.
- D. The square root of a number is *never* negative, and so could *not possibly* equal  $x$ . Statement D is false.

You must choose B and C and neither A nor D.

The third type of discrete quantitative question is called a **numeric entry question**. The numeric entry questions are the only questions on the GRE for which no answer choices are given. For these questions, you have to determine the correct numerical answer and then use the number keys on the keyboard to enter the answer. There are two possibilities: if the answer is an integer or a number that contains a decimal point, there will be a single box for your answer; if the answer is to be entered as a fraction, there will be two boxes—one for the numerator and one for the denominator.

Here is a typical numeric entry question.

**Directions:** The answer to the following question is a fraction. Enter the numerator in the upper box and the denominator in the lower box.

On Monday,  $\frac{1}{5}$  of the students at Central High went on a field trip to a museum. On Tuesday  $\frac{5}{8}$  of the students who hadn't gone to the museum

on Monday had the opportunity to go. What fraction of the students in the school did not go to the museum either day?


In Section H of Chapter 11, we will discuss the algebraic way to solve a problem such as this one, but on the GRE the best approach is just to assume that the school has 40 students, 40 being the least common multiple of 5 and 8, the two denominators in the problem. Then, 8 students ( $\frac{1}{5}$  of 40) went to the museum on Monday, and of the remaining 32 students, 20 of them ( $\frac{5}{8}$  of 32) went on Tuesday. So,

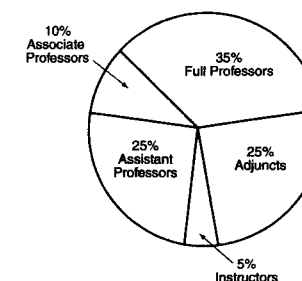
28 students went to the museum and 12 did not. So the fraction of the students in the school who did not go to the museum either day is  $\frac{12}{40}$ .

Enter 12 in the upper box for the numerator and 40 in the lower box for the denominator. Note that  $\frac{12}{40}$  can be reduced to  $\frac{6}{20}$  and  $\frac{3}{10}$  and you would get full credit for either of those answers, but on the GRE it is *not* necessary to reduce fractions.

## DATA INTERPRETATION QUESTIONS

In each of the two quantitative sections there are three consecutive questions that are based on the same set of data. Most data interpretation questions are multiple-choice questions, but you may have a multiple-answer and/or a numeric entry question. No data interpretation questions are quantitative comparisons. As you might guess from their name, all of these questions are based on information provided in graphs, tables, or charts. The questions test your ability to interpret the data that have been provided. You will either have to do a calculation or make an inference from the given data. The various types of questions that could arise will be explored in Chapter 10. Here is a typical data interpretation question.

Distribution by Rank of the 800 Faculty Members at Central State University (CSU) in 1990



From 1990 to 2000 the number of faculty members at CSU increased by 20%. If the total number of assistant, associate, and full professors remained the same, and the number of instructors increased by 50%, how many adjunct faculty were there in 2000?

--

This question is not difficult, but it requires several calculations.

- Since the number of faculty members increased by 20%, in 2000 there were 960 people on the faculty ( $20\%$  of  $800 = 160$ , and  $800 + 160 = 960$ ).
- In 1990, 70% ( $35\% + 10\% + 25\%$ ) of the faculty were professors, and 70% of  $800 = 560$ .

So in 1990 and also in 2000, there were 560 professors.

- In 1990, there were 40 instructors (5% of 800 = 40); since that number increased by 50%, and 50% of 40 is 20, there were 60 instructors in 2000.
- Of the 960 faculty members in 2000, 560 were professors and 60 were instructors. The remaining **340** were adjuncts ( $960 - 560 - 60 = 340$ ).

Enter 340 in the box.

## Analytical Writing

The analytical writing portion of the New GRE consists of two tasks:

- Writing an essay presenting your point of view on an issue of general intellectual concern.
- Writing an essay analyzing the line of reasoning in an argument.

You are allotted 30 minutes to complete the issue task, and 30 minutes to complete the argument analysis task. You must finish one task before you begin the other. You will find suggestions for tackling both writing tasks in Chapter 6.

### THE ISSUE TASK

In this task, you are asked to respond to a particular issue, clearly presenting your viewpoint on that issue and supporting your position with reasons and examples. This task is intended to test your ability to write logically, persuasively, and effectively.

At the test center, before you begin the timed portion of your issue writing assignment, you will first be shown a set of directions on screen. The directions for the issue task are straightforward. In essence, they say the following:

**Develop an argument supporting your viewpoint on an issue.**  
**30 Minutes**

Each topic is presented as a one- to two-sentence quotation commenting on an issue of general concern. Your essay may support, refute, or qualify the views expressed in the quotation. Whatever you write, however, must be relevant to the issue under discussion, and you must support your viewpoint with reasons and examples derived from your studies and/or experience. What is more, you must carefully analyze the issue, following the specific instructions given. Your task is not to be creative but to be analytic.

Faculty members from various institutions will evaluate your essay, judging it on the basis of your skill in the following areas:

- Analysis of the question's implications
- Organization and articulation of your ideas
- Use of relevant examples and arguments to support your case
- Handling of the mechanics of standard written English

To begin the timed portion of this task, click on the box labeled Continue. Once you click on Continue, a second screen will appear. This screen contains some general words of advice about how to write an issue essay:

- Think before you write. Plan what you are going to say.
- Work out your ideas in detail.
- Be coherent.
- Leave yourself enough time to revise.

None of this is rocket science. You already know what you are supposed to do. Don't waste your time reading pro forma advice, Just click on the Continue box and get to work.

Here is an issue topic modeled on the sample issue tasks on the Revised GRE's General Test prelaunch update. Please note that this is not an official GRE issue topic, although it does resemble official topics closely in subject matter and form.

### SAMPLE ISSUE TASK

#### Greatness in Art

The great artists in any medium—painters, poets, choreographers, sculptors—are those who create works of art that the majority of people can comprehend.

### THE ARGUMENT TASK

In this task, you are asked to critique the line of reasoning of an argument given in a brief passage, clearly pointing out that argument's strengths and weaknesses and supporting your position with reasons and examples. This task is intended to test both your ability to evaluate the soundness of a position and your ability to get your point across to an academic audience.

Again, before you begin the timed portion of your argument analysis task, you will first be shown a set of directions on screen. The directions for the argument task are straightforward. In essence, they say the following:

**Evaluate an argument.**  
**30 Minutes**

In 30 minutes, prepare a critical analysis of the argument expressed in a short paragraph. You may not offer an analysis of any other argument.

As you critique the argument, think about the author's underlying assumptions. Ask yourself whether any of them are questionable. Also, evaluate any evidence that the author brings up. Ask yourself whether it actually supports the author's conclusions.

In your analysis, you may suggest additional kinds of evidence to reinforce the author's argument. You may also suggest methods to refute the argument or additional data that might be useful to you as you assess the soundness of the argument. You may not, however, present your personal views on the topic. Your job is to analyze the elements of an argument, not to support or contradict that argument.

Faculty members from various institutions will judge your essay, assessing it on the basis of your skills in the following areas:

- Identification and assessment of the argument's main elements
- Organization and articulation of your thoughts
- Use of relevant examples and arguments to support your case
- Handling of the mechanics of standard written English

Here is an argument analysis topic modeled on the sample argument analysis task on the Revised GRE's General Test prelaunch update. Please note that this is not an official GRE argument analysis topic, although it does resemble the official topics closely in subject matter and form.

The following was written as part of an application for a parade permit made by a special event production company in San Francisco.

A televised Christmas parade held in San Francisco would be a sure fire source of profits and publicity for the city. Currently the only nationally televised pre-Christmas parade is the New York Macy's Thanksgiving Day Parade in late November. Our proposed early December Santa Day Parade would both capitalize on the Macy's Parade publicity and attract shoppers to San Francisco: over 10,000 people attended the St. Patrick's Day parade, while last October's Halloween parade through the Haight-Ashbury District drew at least twice that number. Finally, a recent marketing survey shows that people who come to New York to attend the Thanksgiving Day Parade spend over \$1,000 that weekend on restaurant meals, hotel rooms, and Christmas shopping.

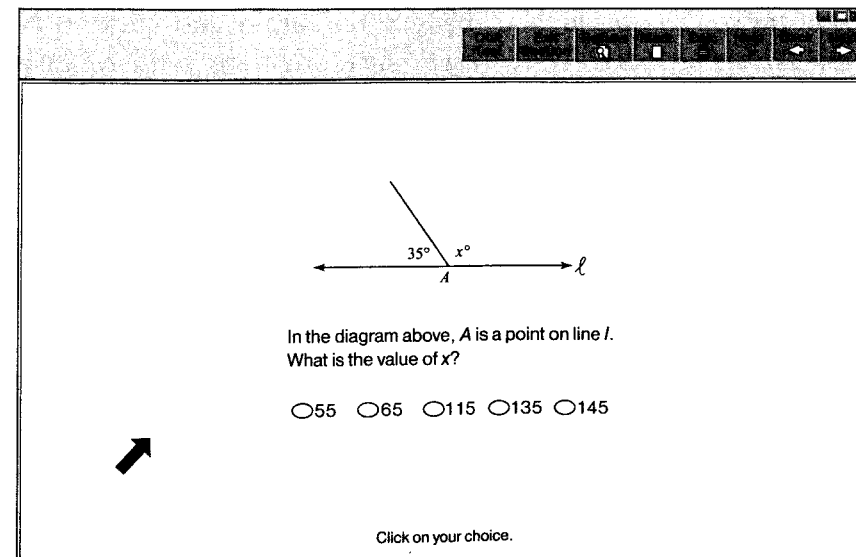
# Test-Taking Tactics for the Computer-Based GRE

## CHAPTER 2

If you purchased the version of this book that comes with a CD-ROM, you can use it *later* to familiarize yourself with the computer-based GRE, but do not use it until you have completed the bulk of your preparation, including going through each chapter in this book and doing the Model Tests in the back of the book. At that point, before taking one of the tests on the CD-ROM, *re-read* this chapter.

In this chapter, we will take you step by step through a discussion of all the calculator screens you will see as you take the computer-based GRE. But first let's look at a few sample questions to show you what the screens actually look like, to familiarize you with the various icons, and to demonstrate how to use the mouse to navigate the screen.

Here is a simple **multiple-choice** math question as it would appear on a computer screen. Right now the arrow is off to one side.

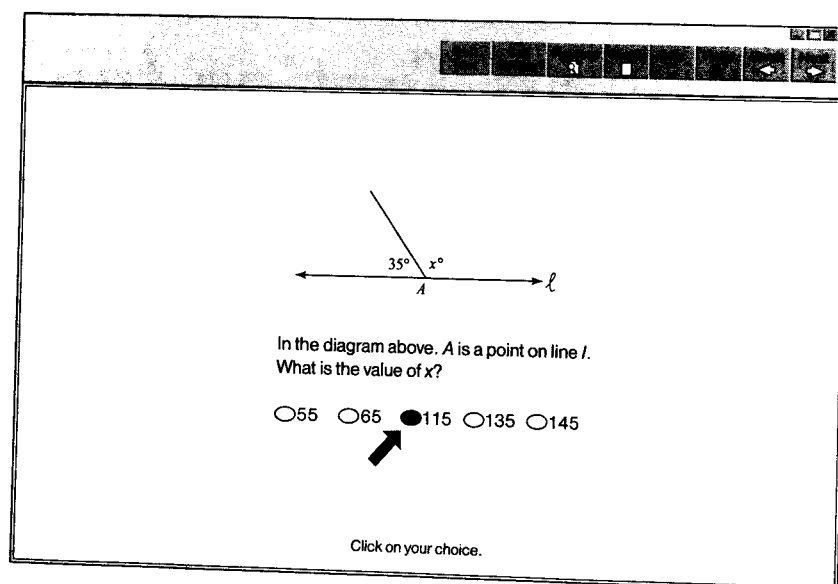


In the diagram above,  $A$  is a point on line  $l$ .  
What is the value of  $x$ ?

55  65  115  135  145

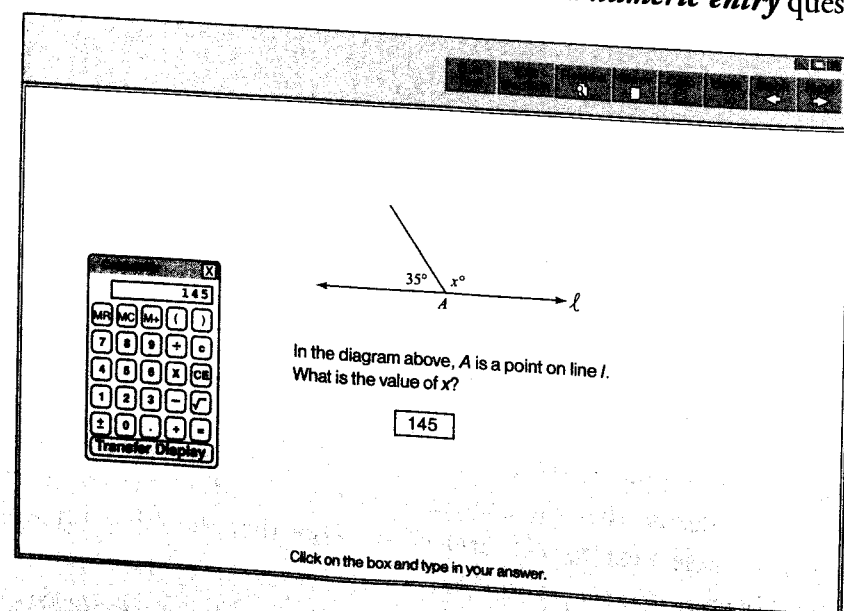
Click on your choice.

Suppose that in looking at the diagram, you see that the angle is a little greater than  $100^\circ$  and so decide that the answer must be 115. Move the mouse until the



Suppose that just as you are about to click on NEXT to go to the next question, you remember that diagrams on the GRE are not drawn to scale, and so the answer may not be 115. Hopefully, you realize that the sum of the measures of the two angles in the diagram is  $180^\circ$ , and so to get the answer, you have to subtract 35 from 180. You can do the subtraction mentally, you can do it on your scratch paper, or you can click on the CALCULATOR icon and do it on a calculator. As soon as you click on the icon, a four-function calculator will appear on the screen. If the calculator opens up on top of the question or the answer choices, click on the top of it and drag it to wherever is convenient for you. You can either enter the numbers from your keyboard or click the numbers on the calculator. Since  $180 - 35 = 145$ , you want to change your answer. Simply click on the circle next to 145. That circle is now black, and the one next to 115 is white again. If you think that you might want to return to this question, click on MARK and then click on NEXT. If you know that there is no reason to ever look at this question again, just click on NEXT. At any time, you can click on REVIEW to see which questions you have marked, and by clicking on one of the marked questions, you will immediately return to it.

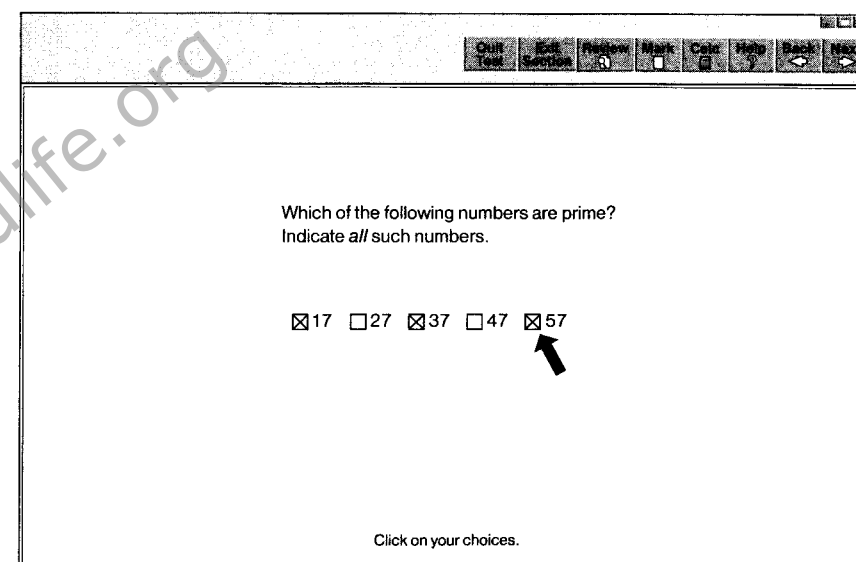
Suppose the question we just discussed had been a **numeric entry** question.



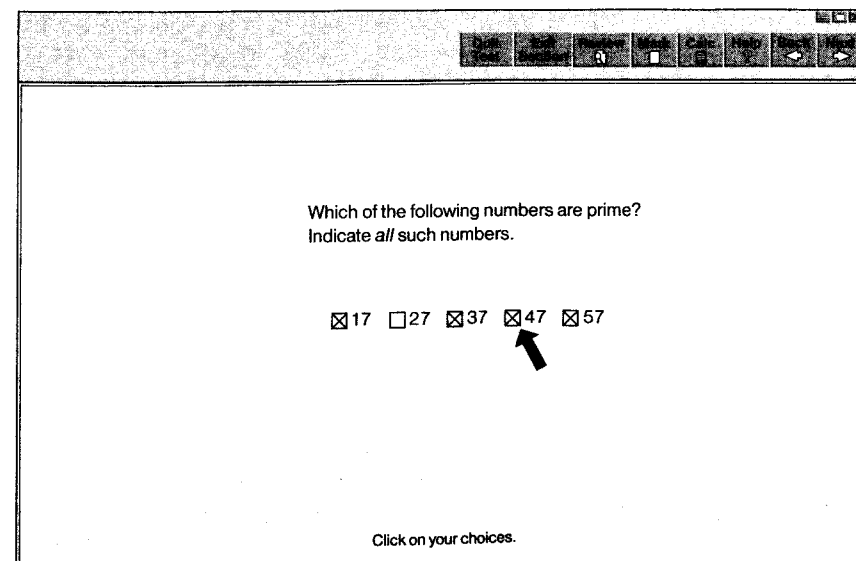
If you subtracted 35 from 180 in your head, and you knew that the answer was 145, you could click in the box and type 145. If you used your calculator to subtract, you could still type 145 in the box, but if you prefer, instead of typing 145, you could click on the bar labeled TRANSFER DISPLAY at the bottom of the calculator, and the 145 that is in the calculator's digital readout will automatically appear in the box. Note that the only time you can click on the TRANSFER DISPLAY bar is when the question on the screen is a numeric entry question; at all other times that bar is greyed out.

Finally, let's look at a **multiple-answer** question. Notice that on multiple-answer questions there are squares, instead of circles, in front of each answer choice.

On multiple-answer questions, when you click on a square in front of an answer choice, an X appears in the square. In this question, suppose you clicked on 17, 37, and 57, the screen would then look like this.

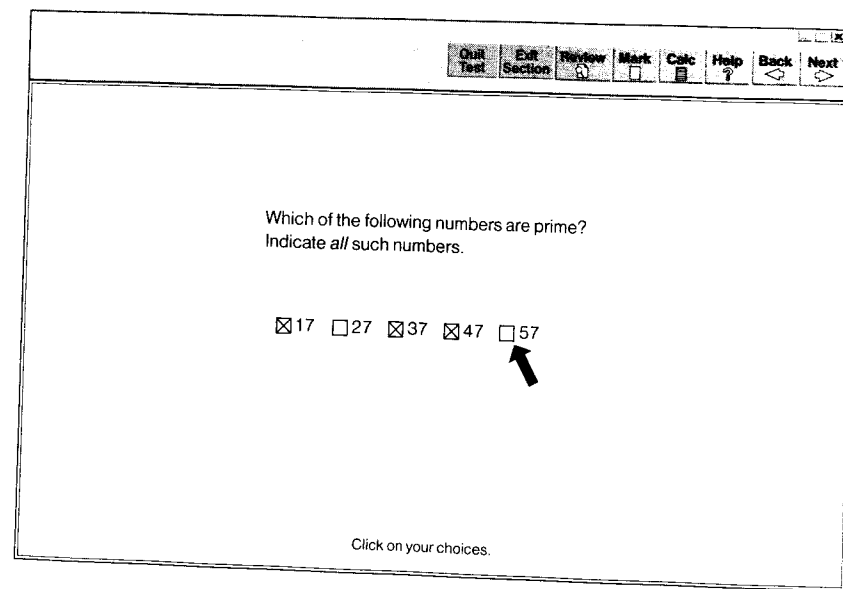


If you then realize that 47 is also a prime, just click on it; an X will appear in its square.

**TIP**

If you use the calculator to answer a question and then click on NEXT to go to the next question, the calculator will remain on the screen (with whatever your previous answer was still in the digital readout). You may leave it there, but it is better to close it, by clicking on the X in the upper-right-hand corner, and then just clicking on the calculator icon the next time you need it.

Finally, if you realize that you made another mistake, by including 57 ( $57 = 3 \times 19$ ), just click on the square in front of 57 and the X will go away.

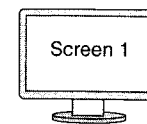


### HELPFUL HINTS

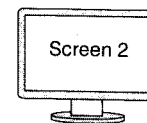
1. You should *never* click on the EXIT SECTION icon. This is tantamount to saying, "I give up. I can't deal with this section anymore." At the very least go through each question, taking a wild guess if necessary, get to the end of the section, and click CONTINUE to go to the next section.
2. You should *never* click on the HELP icon. All this will do is bring up a page of directions. Learn the directions for every type of question now, and review them, if necessary, when they appear before each section begins. Once you begin a section, the clock starts and clicking on HELP to reread the directions is just a waste of time.
3. Don't click on REVIEW until you have gotten to the end of the section. When you click on REVIEW, all you will see is a list numbered from 1–20, indicating for each question whether it has been ANSWERED or UNANSWERED and whether or not it has been MARKED. *No question should be unanswered.* If you are completely stumped and have no idea what the right answer is, just guess something before clicking on NEXT. Remember, your raw score is simply the number of correct answers you have. It would be terrible if you skipped a few questions, planning to come back to them, and then ran out of time. Instead of having a few guesses, which might result in a correct answer or two, you would have a few blanks, which earn no points whatsoever.
4. If time hasn't run out after you have answered Question 20, click on REVIEW to see which questions you marked. Click on one of them. That question will immediately appear, and you can give it a little more time. Perhaps you will figure it out; perhaps you will be able to eliminate some choices and make a better guess than you did originally.

## A GUIDED TOUR OF THE COMPUTER-BASED GRE

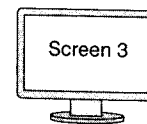
The following outline tells you exactly what you will see, screen by screen, when you take the computerized GRE. To some extent you can alter the flow of screens. For example, after answering the fourteenth math question, we assume that you would click on NEXT to bring up the screen for Question 15. However, at that point, if you chose to, you could click on MARK to put a check mark next to Question 14 in the list of questions you have looked at; you could click on BACK to return to Question 13 or click on BACK repeatedly to return to any previous question in the section; you could click on REVIEW to see exactly which questions you had already answered, which ones you had skipped, and which ones you had marked; or you could click on HELP to reread the directions for the math questions. As you will see shortly, most of those would be poor choices, but you could do any of them.



When you are ready to begin the test, the first screen you will see is a page of TEST CENTER REGULATIONS. You may take as much time as you like to read over this list of rules—no eating, no drinking, no smoking, no creating disturbances, no tampering with the computer—but you shouldn't need to because you should have already read it when you looked at *POWERPREP II* on the GRE website. When you are through looking at this screen, click on CONTINUE.



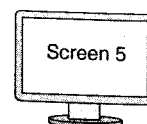
The second screen is a CONFIDENTIALITY AGREEMENT. This is where you promise not to cheat or to take any test materials or scrap paper out of the room. The way you say "I agree" is to click on CONTINUE.



The third screen contains GENERAL TEST INFORMATION. Much of this information—when you can take breaks; how long the breaks are; when you can leave the room—is included in this book, but feel free to take as much time as you like to read it over. When you are ready to proceed, click on CONTINUE.



This screen gives you the DIRECTIONS FOR THE ANALYTICAL WRITING section of the GRE. Again, once you read this book, you should know all of these directions. When you are ready to move on, click on CONTINUE.



This screen has the DIRECTIONS FOR TASK 1 (ANALYZE AN ISSUE). The most important point to remember is that although you have 60 minutes for Section 1, you have a maximum of 30 minutes for each of the two tasks. If, for example, you finish Task 1 in 23 minutes, you may move on to Task 2, but once you do, you can never return to Task 1 to write for 7 more minutes. Nor can you tack those 7 minutes on to the time you have for Task 2. Once you leave Task 1, you will have



exactly 30 minutes for Task 2. Once you are ready to leave this screen, TAKE A DEEP BREATH: as soon as you click on CONTINUE, the test officially begins.



This screen has Task 1. On the left of the screen will be the issue you are to analyze; on the right of the screen will be a blank page on which you are to type your analysis. In the upper-right-hand corner of the screen, below the row of icons, you will see a digital readout of the amount of time remaining. If you find that distracting, you may click on HIDE TIME to make it go away, but it will reappear when there are only five minutes left. During every section, the countdown clock will be visible unless you choose to hide it. Even if you do, in every section, the clock will reappear during the last five minutes. If you finish your essay in less than 30 minutes, read it over and make any changes you like. If you still have time left, and don't want to look at the essay any more, you *can* hit NEXT, but you don't have to. You can relax. When the 30 minutes are up, the computer will automatically close that screen and take you to the next one. If you do click on NEXT, the computer will give you one last chance to change your mind.



If your full 30 minutes for Task 1 has not expired, this screen will remind you that you still have time left and give you the option of returning to Task 1 (RETURN) or moving on (CONTINUE).



Once you have left Task 1, the next screen has the DIRECTIONS FOR TASK 2 (ANALYZE AN ARGUMENT). Note: the clock is *not* running while you read these directions. So if you want an extra minute or so before starting your second essay, wait before clicking on CONTINUE.



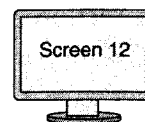
This screen has Task 2. The argument you are to analyze will be on the left, and just as in Task 1, on the right there will be a blank page on which you are to type your analysis. And as in Task 1, the moment this screen appears, the clock will start counting down from 30:00. When you have finished your essay, you may look it over, rest a while, or click on NEXT.



If your full 30 minutes for Task 2 has not expired, this screen will remind you that you still have time left and give you the option of returning to Task 2 (RETURN) or moving on (CONTINUE).



Once you have left Task 2, the next screen will tell you that you have finished Section 1 and are about to begin Section 2. When you are ready, click on CONTINUE.



This screen will tell you that the next section will begin in 60 seconds. This is your first official break. You *should* take this short break to relax before beginning Section 2, but you don't have to. At any time before your 60 seconds are up, you can click on CONTINUE to move on.



#### NOTE

Section 2 will either be a 30-minute verbal section or a 35-minute quantitative section. In the practice tests in this book, Sections 2 and 4 are verbal and Sections 3 and 5 are quantitative. On an actual GRE, however, the sections can come in any order, and it is very likely that there will be an Experimental Section—either a third verbal section or a third quantitative section—which can come at any point in the test. The Experimental Section will not affect your score, but there is no way to know which section it is, so you must do your very best on each section.



This screen gives you the DIRECTIONS FOR THE VERBAL ABILITY sections of the GRE. Reading this screen, slowly, if you like, gives you a little longer break before resuming the test. When you are ready to begin Section 2, click on CONTINUE.



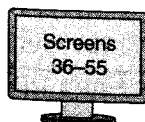
Screens 14–33 will be the 20 verbal questions in Section 2, one question per screen. Go through the section, answering *every* question, guessing whenever necessary. If, when you click on CONTINUE after Question 20, your 30 minutes for Section 2 aren't up, the next screen you see will give you the option of returning to Section 2, by clicking on RETURN, or going on to Section 3, by again clicking on CONTINUE.



This screen will tell you that the next section will begin in 60 seconds. This is your second official break. You *should* take this short break to relax before beginning Section 3, but you don't have to. At any time before your 60 seconds are up, you may click on CONTINUE to move on.



This screen gives you the DIRECTIONS FOR THE QUANTITATIVE ABILITY sections of the GRE. Reading this screen, slowly, if you like, gives you a little longer break before resuming the test. When you are ready to start Section 3, click on CONTINUE.



Screens 36–55 will be the 20 quantitative questions in Section 3, one question per screen. Go through the section, answering *every* question, guessing whenever necessary. If there is a question that has you stumped, you can MARK it, but still answer it (even if your answer is a wild guess) before clicking on NEXT. Just as in Section 2, after answering Question 20, you may click on CONTINUE, but if you still have time left, a screen will appear that will give you the chance to change your mind: you

can click on RETURN to go back to the questions in Section 3 or you can really end the section by once again clicking on CONTINUE.

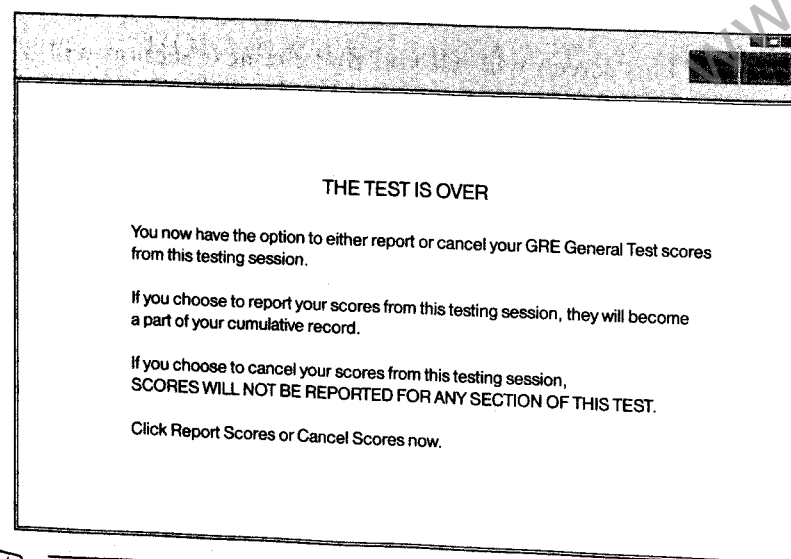


This screen will tell you that the next section will begin in 10 minutes. This is your third official break, and the only one that lasts more than 60 seconds. TAKE THIS BREAK! Whether you need to or not, go to the restroom now. If you have to go later during the test, the clock will be running. Outside the room, you can have a drink and/or a snack. And, of course, you can use this break to take some deep breaths and to relax before beginning the rest of the test. Having said this, you should know that you don't have to take the full 10-minute break. At any time before the 10 minutes are up, you may click on CONTINUE to move on.

At this point, the screens essentially repeat. There will be at least two more sections (one verbal and one quantitative), and probably three (the third section being yet another verbal or another quantitative one). Remember that if there are six sections, any section other than the writing section can be the experimental one, even Section 2 or 3. Each verbal section will have 20 questions and be 30 minutes long, just like Section 2, and each quantitative section will have 20 questions and be 35 minutes long, just like Section 3.



After you have answered Question 20 in Section 6 and clicked on CONTINUE, the test is over. At this point you will see the following screen.



#### NOTE

If you click on CANCEL, the next screen will give you a chance to avoid a disaster, in case you clicked CANCEL accidentally. Once again, you will be asked to REPORT or CANCEL, your scores, and this time your decision is irreversible.

If you choose to REPORT your scores, the next screen will...

# A Diagnostic Test

The Diagnostic Test in this chapter consists of three complete sections: one each of analytical writing, verbal ability, and quantitative ability. The format of each section is identical to that of the corresponding section of an actual GRE. The main difference between this Diagnostic Test and the Model Tests at the back of the book, the model tests on the optional CD-ROM, and the real GRE is that it is shorter—one verbal section and one quantitative section instead of two of each. Of course, unlike a real GRE, this Diagnostic Test isn't computerized. If you purchased the version of this book that contains a CD-ROM, then later in your preparation, to get a feel for what it is like to take a computerized GRE, do one or two model tests on the CD-ROM.

After taking the test, score your answers and evaluate your results, using the self-rating guides provided. (Be sure also to read the answer explanations for questions you answered incorrectly and questions you answered correctly but found difficult.)

You should now be in a position to approach your review program realistically and allot your time for study. For example, you should know which topics in mathematics require review and drill. You should also know which of your verbal and analytical skills require concentrated study.

## SIMULATE TEST CONDITIONS

To best simulate actual test conditions, find a quiet place to work. Have a stop watch or a clock handy so that you can keep perfect track of the time. Go through each section by answering the questions in the order in which they appear. If you don't know the answer to a question, guess (making an educated guess, if possible) and move on. Knowing how much time you have for each section and how many questions there are, try to pace yourself so that you have time to finish each section in the time allowed. Do not spend too much time on any one question. Again, if you get stuck, just guess and go on to the next question. If any time remains, you may return to a question that you were unsure of or check your work.

# Answer Sheet

## DIAGNOSTIC TEST

### Section 2

- |   |                     |    |                     |    |                     |    |                     |
|---|---------------------|----|---------------------|----|---------------------|----|---------------------|
| 1 | (A) (B) (C) (D) (E) | 6  | (A) (B) (C) (D) (E) | 11 | (A) (B) (C) (D) (E) | 16 | (A) (B) (C) (D) (E) |
| 2 | (A) (B) (C) (D) (E) | 7  | (A) (B) (C) (D) (E) | 12 | (A) (B) (C) (D) (E) | 17 | (A) (B) (C) (D) (E) |
| 3 | (A) (B) (C) (D) (E) | 8  | (A) (B) (C) (D) (E) | 13 | (A) (B) (C) (D) (E) | 18 | (A) (B) (C) (D) (E) |
| 4 | (A) (B) (C) (D) (E) | 9  | (A) (B) (C) (D) (E) | 14 | (A) (B) (C) (D) (E) | 19 | (A) (B) (C) (D) (E) |
| 5 | (A) (B) (C) (D) (E) | 10 | (A) (B) (C) (D) (E) | 15 | (A) (B) (C) (D) (E) | 20 | (A) (B) (C) (D) (E) |

### Section 3

- |   |                     |    |                     |    |                      |    |                      |
|---|---------------------|----|---------------------|----|----------------------|----|----------------------|
| 1 | (A) (B) (C) (D) (E) | 6  | (A) (B) (C) (D) (E) | 11 | (A) (B) (C) (D) (E)  | 16 | <input type="text"/> |
| 2 | (A) (B) (C) (D) (E) | 7  | (A) (B) (C) (D) (E) | 12 | <input type="text"/> | 17 | (A) (B) (C) (D) (E)  |
| 3 | (A) (B) (C) (D) (E) | 8  | (A) (B) (C) (D) (E) | 13 | (A) (B) (C) (D) (E)  | 18 | (A) (B) (C) (D) (E)  |
| 4 | (A) (B) (C) (D) (E) | 9  | (A) (B) (C) (D) (E) | 14 | (A) (B) (C) (D) (E)  | 19 | (A) (B) (C) (D) (E)  |
| 5 | (A) (B) (C) (D) (E) | 10 | (A) (B) (C) (D) (E) | 15 | (A) (B) (C) (D) (E)  | 20 | (A) (B) (C) (D) (E)  |

Remove answer sheet by cutting on dotted line

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## Section 1 Analytical Writing

TIME: 60 MINUTES—2 WRITING TASKS

### Task 1: Issue Exploration

30 MINUTES

*Directions:* In 30 minutes, compose an essay on the topic below. You may not write on any other topic. Write your essay on the lined page that follows.

The topic is presented in a one- to two-sentence quotation commenting on an issue of general concern. Your essay may support, refute, or qualify the views expressed in the quotation. Whatever you write, however, must be relevant to the issue under discussion, and you must support your viewpoint with reasons and examples derived from your studies and/or experience.

Faculty members from various institutions will evaluate your essay, judging it on the basis of your skill in the following areas.

- Analysis of the quotation's implications
- Organization and articulation of your ideas
- Use of relevant examples and arguments to support your case
- Handling of the mechanics of standard written English

### Topic

“We venerate loyalty—to our schools, employers, institutions, friends—as a virtue. Loyalty, however, can be at least as detrimental an influence as it can be a beneficial one.”

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**Task 2: Argument Analysis****30 MINUTES**

*Directions:* In 30 minutes, prepare a critical analysis of an argument expressed in a short paragraph. You may not offer an analysis of any other argument. Write your essay on the lined page that follows.

As you critique the argument, think about the author's underlying assumptions. Ask yourself whether any of them are questionable. Also evaluate any evidence the author brings up. Ask yourself whether it actually supports the author's conclusion.

In your analysis, you may suggest additional kinds of evidence to reinforce the author's argument. You may also suggest methods to refute the argument, or additional data that might be useful to you as you assess the soundness of the argument. *You may not, however, present your personal views on the topic.* Your job is to analyze the elements of an argument, not to support or contradict that argument.

Faculty members from various institutions will judge your essay, assessing it on the basis of your skill in the following areas:

- Identification and assessment of the argument's main elements
- Organization and articulation of your thoughts
- Use of relevant examples and arguments to support your case
- Handling of the mechanics of standard written English

**Topic**

The following appeared in an editorial in the *Bayside Sentinel*.

"Bayside citizens need to consider raising local taxes if they want to see improvements in the Bayside School District. Test scores, graduation and college admission rates, and a number of other indicators have long made it clear that the Bayside School District is doing a poor job educating our youth. Our schools look run down. Windows are broken, bathrooms unusable, and classroom equipment hopelessly out of date. Yet just across the Bay, in New Harbor, school facilities are up-to-date and in good condition. The difference is money; New Harbor spends twenty-seven percent more per student than Bayside does, and test scores and other indicators of student performance are stronger in New Harbor as well."

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## Section 2 Verbal Reasoning

TIME: 30 MINUTES—20 QUESTIONS

Questions 1–6 (Sentence Equivalent)

*Directions:* For each of the following sentences, select the **two** answers of the six choices given that, when substituted in the sentence, both logically complete the sentence as a whole **and** create sentences that are equivalent to one another in meaning.

1. Many of us attempt to rewrite our personal stories to present ourselves in the best light; indeed, we are almost universally \_\_\_\_\_ to do so.
- A reluctant  
 B illuminated  
 C apt  
 D prone  
 E intimidated  
 F comprehensive
2. Far from condemning Warhol for his apparent superficiality and commercialism, critics today \_\_\_\_\_ him for these very qualities, contending that in these superficial, commercial artworks he had captured the essence of American culture in the 1970s.
- A belittle  
 B chastise  
 C tolerate  
 D extol  
 E flaunt  
 F hail
3. A born trickster, he was as inclined to \_\_\_\_\_ as an embezzler is inclined to fraud.
- A bravado  
 B chicanery  
 C cowardice  
 D candor  
 E ingenuousness  
 F artifice
4. Paradoxically, the very admonitions intended to reform the prodigal served only to \_\_\_\_\_ his wicked ways.
- A turn him from  
 B confirm him in  
 C distress him about  
 D absolve him of  
 E reinforce  
 F transform

5. Although no two siblings could have disagreed more in nature—where she was gregarious, he was introverted; where she was outspoken, he was \_\_\_\_\_—the twins nevertheless got on amazingly well.
- A reserved  
 B discreet  
 C garrulous  
 D insensitive  
 E imprudent  
 F fluent
6. Amusingly enough, lawyers sometimes drive their sport cars in the same fashion that they construct their cases: a lawyer noted for the \_\_\_\_\_ of his arguments, for example, may also be known for the circuitousness of his routes.
- A brevity  
 B pertinacity  
 C judiciousness  
 D deviousness  
 E conciseness  
 F indirectness

**Directions:** The next questions are based on the content of the following passage. Read the passage and then determine the best answer choice for each question. Base your choice on what this passage states directly or implies, not on any information you may have gained elsewhere.

For each of Questions 7–11, select *one* answer choice unless otherwise instructed.

Questions 7–9 are based on the following passage.

James's first novels used conventional narrative techniques: explicit characterization, action that related events in distinctly phased sequences, settings firmly outlined and specifically described. But this method gradually gave way to a subtler, more deliberate, more diffuse style of accumulation of minutely discriminated details whose total significance the reader can grasp only by constant attention and sensitive inference. His later novels play down scenes of abrupt and prominent action, and do not so much offer a succession of sharp shocks as slow piecemeal additions of perception. The curtain is not suddenly drawn back from shrouded things, but is slowly moved away. Such a technique is suited to James's essential subject, which is not human action itself but the states of mind that produce and are produced by human actions and interactions. James was less interested in what characters do, than in the moral and psychological antecedents, realizations, and consequences

which attend their doings. This is why he more often speaks of "cases" than of actions. His stories, therefore, grow more and more lengthy while the actions they relate grow simpler and less visible; not because they are crammed with adventitious and secondary events, digressive relief, or supernumerary characters, as overstuffed novels of action are; but because he presents in such exhaustive detail every nuance of his situation. Commonly the interest of a novel is in the variety and excitement of visible actions building up to a climactic event which will settle the outward destinies of characters with storybook promise of permanence. A James novel, however, possesses its characteristic interest in carrying the reader through a rich analysis of the mental adjustments of characters to the realities of their personal situations as they are slowly revealed to them through exploration and chance discovery.

7. The passage supplies information for answering which of the following questions?
- A Did James originate the so-called psychological novel?  
 B Is conventional narrative technique strictly chronological in recounting action?  
 C Can novels lacking overtly dramatic incident sustain the reader's interest?  
 D Were James's later novels more acceptable to the general public than his earlier ones?  
 E Is James unique in his predilection for exploring psychological nuances of character?
8. In which sentence of the passage does the author use figurative language to clarify James's technique in his later novels?

**NOTE:** In the computer-based GRE, the directions would be: *Click on the sentence in the passage.*

- A The first sentence ("James's first novels ... described.")  
 B The second sentence ("But this method ... inference.")  
 C The fourth sentence ("The curtain ... moved away.")  
 D The fifth sentence ("Such a technique ... interactions.")  
 E The sixth sentence ("James was ... doings.")
9. In the context in which it appears, "attend" (line 24) most nearly means
- A take care of  
 B watch over  
 C pay attention to  
 D accompany  
 E celebrate

Questions 10–11 are based on the following passage.

According to the theory of plate tectonics, the lithosphere (earth's relatively hard and solid outer layer consisting of the crust and part of the underlying mantle) is divided into a few dozen plates that vary in size and

shape; in general, these plates move in relation to one another. They move away from one another at a mid-ocean ridge, a long chain of sub-oceanic mountains that forms a boundary between plates. At a mid-ocean ridge, new lithospheric material in the form of hot magma pushes up from the earth's interior. The injection of this new lithospheric material from below causes the phenomenon known as sea-floor spreading. Given that the earth is not expanding in size to any appreciable degree, how can "new" lithosphere be created at a mid-ocean ridge? For new lithosphere to come into being in one region, an equal amount of lithospheric material must be destroyed somewhere else. This destruction takes place at a boundary between plates called a subduction zone. At a subduction zone, one plate is pushed down under another into the red-hot mantle, where over a span of millions of years it is absorbed into the mantle.

10. According to the passage, a mid-ocean ridge differs from a subduction zone in that
- A it marks the boundary line between neighboring plates  
 B only the former is located on the ocean floor  
 C it is a site for the emergence of new lithospheric material  
 D the former periodically disrupts the earth's geomagnetic field  
 E it is involved with lithospheric destruction rather than lithospheric creation
11. It can be inferred from the passage that as new lithospheric material is injected from below
- A the plates become immobilized in a kind of gridlock  
 B it is incorporated into an underwater mountain ridge  
 C the earth's total mass is altered  
 D it reverses its magnetic polarity  
 E the immediately adjacent plates sink

Questions 12–16

**Directions:** Each of the following sentences or groups of sentences contains one, two, or three blanks. These blanks signify that a word or set of words has been left out. Below each sentence are columns of words or sets of words. For each blank, pick the *one* word or set of words from the corresponding column that *best* completes the text.

12. By \_\_\_\_\_ strict rules of hygiene in maternity wards, Ignaz Semmelweis saved many women from dying of childbed fever, a fate that many expectant mothers feared.

- |                  |
|------------------|
| (A) challenging  |
| (B) instituting  |
| (C) intimidating |
| (D) invalidating |
| (E) sanitizing   |

13. The earth is a planet bathed in light; it is therefore (i) \_\_\_\_\_ that many of the living organisms that have evolved on the earth have (ii) \_\_\_\_\_ the biologically advantageous capacity to trap light energy.

- Blank (i)
- |                  |
|------------------|
| (A) anomalous    |
| (B) unsurprising |
| (C) problematic  |

- Blank (ii)
- |                  |
|------------------|
| (D) encapsulated |
| (E) divested     |
| (F) developed    |

14. To contrast the demeanor of Austen's clergyman brothers James and Henry with that of Mr. Collins, the much-abused figure of fun in *Pride and Prejudice*, is instructive, for where the Austen brothers were properly (i) \_\_\_\_\_ to their social superiors and benevolent to their dependents, the odious Mr. Collins was invariably (ii) \_\_\_\_\_ to his betters, fawning in particular on his patron, Lady Catherine de Burgh.

- Blank (i)
- |                   |
|-------------------|
| (A) deferential   |
| (B) disingenuous  |
| (C) demonstrative |

- Blank (ii)
- |                 |
|-----------------|
| (D) responsible |
| (E) sycophantic |
| (F) sardonic    |

15. The reclassification of the solar system that demoted Pluto to a "dwarf planet" did not go (i) \_\_\_\_\_, for several hundred indignant astronomers petitioned the International Astronomical Union to (ii) \_\_\_\_\_ its decision.

- Blank (i)
- |                 |
|-----------------|
| (A) astray      |
| (B) uncontested |
| (C) unrewarded  |

- Blank (ii)
- |                |
|----------------|
| (D) reconsider |
| (E) initiate   |
| (F) promulgate |

16. Relatively few politicians willingly (i) \_\_\_\_\_ center stage, although a touch of (ii) \_\_\_\_\_ on their parts now and again might well increase their popularity with the voting public.

- Blank (i)
- |             |
|-------------|
| (A) forsake |
| (B) embrace |
| (C) endure  |

- Blank (ii)
- |                     |
|---------------------|
| (D) garrulity       |
| (E) misanthropy     |
| (F) self-effacement |

**Directions:** The passage below is followed by questions based on its content. Once you have read the passage, select the answer choice that *best* answers each question. Answer all questions on the basis of what is *stated* or *implied* in the passage.

For each of Questions 17–20, select *one* answer choice unless otherwise instructed.

Questions 17–18 are based on the following passage.

The stability that had marked the Iroquois Confederacy's generally pro-British position was shattered with the overthrow of James II in 1688, the colonial uprisings that followed in Massachusetts, New York, and Maryland, and the commencement of King William's War against Louis XIV of France. The increasing French threat to English hegemony in the interior of North America was signaled by French-led or French-inspired attacks on the Iroquois and on outlying colonial settlements in New York and New England. The high point of the Iroquois response was the spectacular raid of August 5, 1689, in which the Iroquois virtually wiped out the French village of Lachine, just outside Montreal. A counter-raid by the

French on the English village of Schenectady in March 1690 instilled an appropriate measure of fear among the English and their Iroquois allies.

The Iroquois position at the end of the war, which was formalized by treaties made during the summer of 1701 with the British and the French, and which was maintained throughout most of the eighteenth century, was one of "aggressive neutrality" between the two competing European powers. Under the new system the Iroquois initiated a peace policy toward the "far Indians," tightened their control over the nearby tribes, and induced both English and French to support their neutrality toward the European powers by appropriate gifts and concessions.



17. The author's primary purpose in this passage is to
- (A) denounce the imperialistic policies of the French
  - (B) disprove the charges of barbarism made against the Indian nations
  - (C) expose the French government's exploitation of the Iroquois balance of power
  - (D) describe and assess the effect of European military power on the policy of an Indian nation
  - (E) show the inability of the Iroquois to engage in European-style diplomacy

18. With which of the following statements would the author be LEAST likely to agree?
- (A) The Iroquois were able to respond effectively to French acts of aggression.
  - (B) James II's removal from the throne preceded the outbreak of dissension among the colonies.
  - (C) The French sought to undermine the generally positive relations between the Iroquois and the British.
  - (D) Iroquois negotiations involved playing one side against the other.
  - (E) The Iroquois ceased to receive trade concessions from the European powers early in the eighteenth century.

Questions 19–20 are based on the following passage.

A recent assessment of the status of global amphibian populations identified habitat loss as the single greatest identifiable factor contributing to amphibian declines. Habitat loss primarily results from the residential, agricultural, arboricultural, or recreational development of an area.

Anthropogenic conversion of land has caused significant reductions in the wetland, forest, and grassland habitat that amphibians require for their survival. Outright habitat loss probably has the greatest effect on

- amphibians, but habitat degradation, or the general decline in the health of a habitat, often results from environmental contamination, the introduction of exotic invasive species, or a reduction in required resources within a habitat, and similarly affects amphibians. Likewise, habitat fragmentation (the disruption or fragmentation of habitat into discontinuous or isolated remnants of viable habitat) emerges from isolated patches of habitat loss and can often have delayed effects on animal populations.

**Directions:** For the following question, consider each of the choices separately and select *all* that apply.

19. Which of the following statements about habitat loss is supported by the passage?
- (A) The role of habitat loss in the decline of global amphibian populations is the subject of current evaluation.
  - (B) Outright habitat loss causes less damage to amphibian populations than either habitat degradation or habitat fragmentation.
  - (C) Introducing non-native species to an area may prove detrimental to the native animal populations.
20. In the course of the passage, the author does all of the following EXCEPT
- (A) define a term
  - (B) cite an authority
  - (C) state a probability
  - (D) qualify a statement
  - (E) make an assertion

## Section 3 Quantitative Ability

TIME: 35 MINUTES—20 QUESTIONS

**Directions:** In each of Questions 1–8, there are two quantities—Quantity A and Quantity B. You are to compare those quantities, taking into consideration any additional information given. The correct answer to such a question is

- (A) if Quantity A is greater;
- (B) if Quantity B is greater;
- (C) if the two quantities are equal;
- (D) if it is impossible to determine which quantity is greater.

**Note:** The given information, if any, is always centered above the two quantities. In any question, if a symbol or letter appears more than once, it represents the same thing each time.

	$a > 0$	
	<u>Quantity A</u>	<u>Quantity B</u>
1.	$a^4 a^5$	$(a^3)^2$

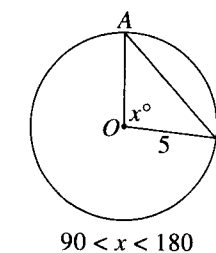


	$0 < a < b < 1$	
	<u>Quantity A</u>	<u>Quantity B</u>
2.	$a + b - c$	0

	<u>Quantity A</u>	<u>Quantity B</u>
3.	$\sqrt{a+b}$	$\sqrt{a} + \sqrt{b}$

There are 250 people lined up outside a theater. Jack is the 25th person from the front, and Jill is the 125th person from the front.

	<u>Quantity A</u>	<u>Quantity B</u>
4.	The number of people between Jack and Jill	100



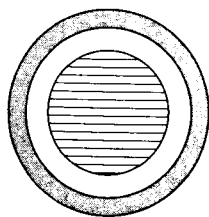
	<u>Quantity A</u>	<u>Quantity B</u>
5.	The perimeter of $\triangle AOB$	17

$$\frac{a-b}{c-a} = 1$$

	<u>Quantity A</u>	<u>Quantity B</u>
6.	The average (arithmetic mean) of $b$ and $c$	$a$

- |   |   |
|---|---|
| <p><u>Quantity A</u></p> <p>7. The average (arithmetic mean) of the measures of the three angles of a triangle whose largest angle measures <math>75^\circ</math></p> | <p><u>Quantity B</u></p> <p>The average (arithmetic mean) of the measures of the three angles of a triangle whose largest angle measures <math>105^\circ</math></p> |
|---|---|

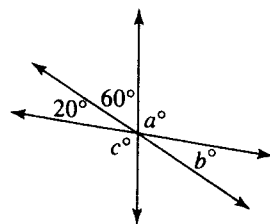
The three circles have the same center. The radii of the circles are 3, 4, and 5.



- |  |  |
|--|--|
| <p><u>Quantity A</u></p> <p>8. The area of the shaded region</p> | <p><u>Quantity B</u></p> <p>The area of the striped region</p> |
|--|--|

**Directions:** Questions 9–20 have three different formats. Unless a question has its own directions that specifically state otherwise, each question has five answer choices, exactly one of which is correct.

9. In the figure below, what is the value of  $a + b + c$ ?



- (A) 210
- (B) 220
- (C) 240
- (D) 270
- (E) 280

11. Twenty children were sharing equally the cost of a present for their teacher. When 4 of the children decided not to contribute, each of the other children had to pay \$1.50 more. How much did the present cost, in dollars?

- (A) 50
- (B) 80
- (C) 100
- (D) 120
- (E) 150

**Directions:** For the following question, enter your answer in the box.

10. What is the value of  $n$  if  $4^{10} \times 64^2 = 16^2 \times 4^n$ ?

- (A) 6
- (B) 10
- (C) 12
- (D) 15
- (E) 30

12. Of the 200 seniors at Monroe High School, exactly 40 are in the band, 60 are in the orchestra, and 10 are in both. How many seniors are in neither the band nor the orchestra?

**Directions:** For the following question, consider each of the choices separately and select *all* that apply.

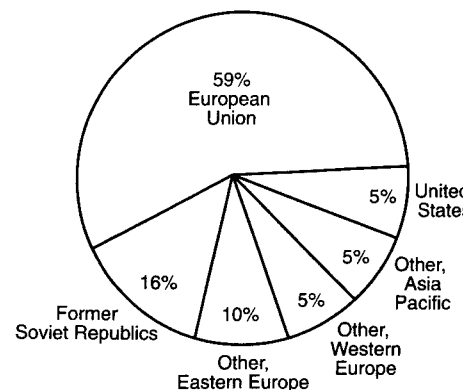
13. Benjamin's average (arithmetic mean) on the six biology tests he took last semester was 89. On each of his first five tests, his grade was between 90 and 100, inclusive. Which of the following could have been his grade on his sixth test?

Indicate *all* such grades.

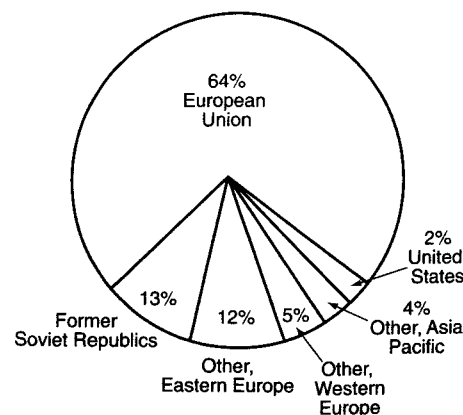
- |        |        |        |
|--------|--------|--------|
| (A) 15 | (D) 45 | (G) 75 |
| (B) 25 | (E) 55 | (H) 85 |
| (C) 35 | (F) 65 | (I) 95 |

Questions 14–16 refer to the following graphs.

**1993**  
Total Exports to Eastern Europe = \$98 Billion



**1996**  
Total Exports to Eastern Europe = \$174 Billion



14. Which of the following statements concerning the value of exports to Eastern Europe from other Eastern European countries from 1993 to 1996 is the most accurate?

- (A) They increased by 2%.
- (B) They increased by 12%.
- (C) They increased by 20%.
- (D) They increased by 50%.
- (E) They increased by 100%.

15. France is one of the countries in the European Union. If in 1996 France's exports to Eastern Europe were four times those of the United States, then what percent of the European Union's exports to Eastern Europe came from France that year?

- (A) 5%
- (B) 8%
- (C) 12.5%
- (D) 20%
- (E) 25%

**Directions:** For the following question, enter your answer in the box.

16. If from 1996 to 2000 the percent increase in total exports to Eastern Europe was the same as the percent increase from 1993 to 1996, and the percent of exports from the European Union remained the same as in 1996, to the nearest billion, what was the value, in dollars, of exports from the European Union to Eastern Europe in 2000?

 dollars

17. Let the lengths of the sides of a triangle be represented by  $x + 3$ ,  $2x - 3$ , and  $3x - 5$ . If the perimeter of the triangle is 25, what is the length of the shortest side?
- Ⓐ 5  
Ⓑ 6  
Ⓒ 7  
Ⓓ 8  
Ⓔ 10
18. In 1990, twice as many boys as girls at Adams High School earned varsity letters. From 1990 to 2000 the number of girls earning varsity letters increased by 25% while the number of boys earning varsity letters decreased by 25%. What was the ratio in 2000 of the number of girls to the number of boys who earned varsity letters?
- Ⓐ  $\frac{5}{3}$   
Ⓑ  $\frac{6}{5}$   
Ⓒ  $\frac{1}{1}$   
Ⓓ  $\frac{5}{6}$   
Ⓔ  $\frac{3}{5}$
19. If  $x + 2y = a$  and  $x - 2y = b$ , which of the following expressions is equal to  $xy$ ?
- Ⓐ  $ab$   
Ⓑ  $\frac{a+b}{2}$   
Ⓒ  $\frac{a-b}{2}$   
Ⓓ  $\frac{a^2 - b^2}{4}$   
Ⓔ  $\frac{a^2 - b^2}{8}$
20. A square and an equilateral triangle each have sides of length 5. What is the ratio of the area of the square to the area of the triangle?
- Ⓐ  $\frac{4}{3}$   
Ⓑ  $\frac{16}{9}$   
Ⓒ  $\frac{\sqrt{3}}{4}$   
Ⓓ  $\frac{4\sqrt{3}}{3}$   
Ⓔ  $\frac{16\sqrt{3}}{9}$

## Self-Appraisal

Now that you have completed the Diagnostic Test, evaluate your performance. Identify your strengths and weaknesses, and then plan a practical study program based on what you have discovered.

Use the Answer Key on the next page to check your answers. Your raw score for each section is equal to the number of correct answers you had. Once you have determined your raw score for each ability area, use the conversion chart that follows to get your scaled score. Note that this conversion chart is provided to give you a very rough estimate of the GRE score you would achieve if you took the test now without any further preparation. When you take the computer-based GRE, your scaled score will be determined not only by the number of questions you answer correctly, but also by the difficulty level of those questions. The unofficial conversion chart presented here gives you only an approximate idea of how raw scores convert into scaled scores.

Use this Diagnostic Test to identify areas you may be weak in. You may find that you had trouble with a particular question type (for example, you didn't do well on the reading comprehension questions in the verbal section), or with particular subject matter (for example, you didn't do well on the geometry questions, whether they were quantitative comparisons or discrete quantitative). Determining what you need to concentrate on will help you plan an effective study program.

Remember that, in addition to evaluating your scores and identifying weak areas, you should read all the answer explanations for questions you answered incorrectly, questions you guessed on, and questions you answered correctly but found difficult. Reviewing the answer explanations will help you understand concepts and strategies, and may point out shortcuts.

**Score Conversion Chart for the Verbal and Quantitative Sections**

Raw Score	Scaled Score	Raw Score	Scaled Score
20	170	9	148
19	168	8	146
18	166	7	144
17	164	6	142
16	162	5	140
15	160	4	138
14	158	3	136
13	156	2	134
12	154	1	132
11	152	0	130
10	150		

# Diagnostic Test

## ANSWER KEY

### Section 1—Analytical Writing

There are no “correct answers” to this section.

### Section 2—Verbal Reasoning

- |         |         |          |          |
|---------|---------|----------|----------|
| 1. C, D | 6. D, F | 11. B    | 16. A, F |
| 2. D, F | 7. C    | 12. B    | 17. D    |
| 3. B, F | 8. C    | 13. B, F | 18. E    |
| 4. B, E | 9. D    | 14. A, E | 19. A, C |
| 5. A, B | 10. C   | 15. B, D | 20. B    |

### Section 3—Quantitative Ability

**Note:** The letters in brackets following the Quantitative Ability answers refer to the sections of Chapter 11 in which you can find the information you need to answer the questions. For example, 1. C [E] means that the answer to question 1 is C, and that the solution requires information found in Section 11-E: Averages. Also, 14. E [10] means that the answer to question 14 is based on information in Chapter 10: Data Interpretation.

- |            |            |                       |              |
|------------|------------|-----------------------|--------------|
| 1. D [A]   | 6. C [E,G] | 11. D [G]             | 16. 198 [10] |
| 2. C [J]   | 7. C [E,J] | 12. 110 [O]           | 17. C [G]    |
| 3. B [A,B] | 8. C [L]   | 13. C, D, E, F, G [E] | 18. D [C,D]  |
| 4. B [O]   | 9. B [I]   | 14. E [10]            | 19. E [G]    |
| 5. A [J,L] | 10. C [A]  | 15. C [10]            | 20. D [J,K]  |

## ANSWER EXPLANATIONS

### Section 1—Analytical Writing

There are no “correct answers” to this section.

### Section 2—Verbal Reasoning

- (C), (D) Both *apt* and *prone* have several meanings. *Apt*, for example, can mean appropriate, as in an apt remark, or it can mean unusually quick and intelligent, as in an apt pupil. *Prone* can mean prostrate; it can also mean having a downward slope. Here both *apt* and *prone* are used in the sense of inclined or liable.  
Note the use of *indeed* to both confirm and emphasize the preceding statement. Not only do many of us try to rewrite our lives, but we are almost universally inclined to do so.
- (D), (F) *Far from* is a contrast signal. It indicates that you are looking for an antonym for *condemn*. The critics do not condemn Warhol for what seems to be superficiality and commercialism. Instead, they *extol* or *hail* him for having captured the superficial, commercial nature of American culture during the 1970s.  
Note that *hail* in this context is synonymous with acclaim or approve enthusiastically (secondary meaning).
- (B), (F) By definition, embezzlers are inclined to fraud. By definition, tricksters are inclined to trickery, that is, to *chicanery* or *artifice*. Here *artifice* means subtle but base deception, not skill or ingenuity.
- (B), (E) *Paradoxically* inherently signals a contrast. It indicates that something unexpected and unwanted has occurred. An admonition or warning intended to reform a spendthrift failed to have the desired result. Instead, it *reinforced* his profligate behavior, *confirming* or strengthening *him in his* wasteful habits.
- (A), (B) You are looking for an antonym for *outspoken* (frank and unreserved in speech). To be *reserved* is to be restrained or reticent in manner. To be *discreet* is to be judicious in conduct or speech.
- (D), (F) The key word here is *circuitousness*. The writer here is developing an analogy between the way lawyers drive their cars and the way they build or construct their legal arguments. Thus, someone known for choosing circuitous (roundabout; twisty) routes might also be known for coming up with *devious* (tricky; oblique) or *indirect* (roundabout; not direct) arguments.
- (C) The author states that the later novels of James play down prominent action. Thus, they lack *overtly dramatic incident*. However, the author goes on to state that James's novels *do* possess interest; they carry the reader through “a rich analysis of the mental adjustments of the characters to the realities of their personal situations.” It is this implicitly dramatic psychological revelation that sustains the reader's interest.

Question A is unanswerable on the basis of the passage. It is evident that James wrote psychological novels; it is nowhere stated that he originated the genre.

Question B is unanswerable on the basis of the passage. Although conventional narrative technique relates “events in distinctly phased sequences,” clearly separating them, it does not necessarily recount action in *strictly* chronological order.

Question D is unanswerable on the basis of the passage. The passage does not deal with the general public’s reaction to James.

Question E is unanswerable on the basis of the passage. The passage talks of qualities in James as a novelist in terms of their being *characteristic*, not in terms of their making him *unique*.

8. (C) In the third sentence the author describes James’s later novel as offering “slow piecemeal additions of perception.” To clarify the process, he goes on in sentence four to paint a picture in words, using figurative language. No literal curtain is drawn away here; however, the image of a curtain being slowly drawn away helps the reader develop a feeling for James’s method of psychological revelation.
9. (D) The word “attend” here is used in the sense of “to accompany or go with as a concurrent circumstance or result.” People’s actions inevitably involve moral and psychological realizations and consequences; they go with the territory, so to speak.
10. (C) The subduction zone is the site of the destruction or consumption of existing lithospheric material. In contrast, the mid-ocean ridge is the site of the creation or emergence of new lithospheric material.  
Choice A is incorrect. Both mid-ocean ridges and subduction zones are boundaries between plates.  
Choice B is incorrect. Both are located on the ocean floor.  
Choice D is incorrect. It is unsupported by the passage.  
Choice E is incorrect. The reverse is true.
11. (B) Choice B is correct. You are told that the new lithospheric material is injected into a mid-ocean ridge, a suboceanic mountain range. This new material does not disappear; it is added to the material already there. Thus, it is *incorporated into* the existing mid-ocean ridge.  
Choice A is incorrect. “In general the plates are in motion with respect to one another.” Nothing suggests that they become immobilized; indeed, they are said to diverge from the ridge, sliding as they diverge.  
Choice C is incorrect. The passage specifically denies it. (“The size of the earth is essentially constant.”)  
Choice D is incorrect. It is the earth itself whose magnetic field reverses. Nothing in the passage suggests the new lithospheric material has any such potential.  
Choice E is incorrect. At a mid-ocean ridge, the site at which new lithospheric material is injected from below, the plates diverge; they do not sink. (They sink, one plate diving under another, at a subduction zone.)
12. (B) How did Semmelweiss save women from dying of childbed fever? He did so by establishing or *instituting* strict rules of hygiene.
13. (B), (F) Given the ubiquity of light, it is *unsurprising* that creatures have *developed* the biologically helpful ability to make use of light energy.  
Note the use of *therefore* indicating that the omitted portion of the sentence supports or continues a thought developed elsewhere in the sentence.
14. (A), (E) Here the author is contrasting appropriate clerical behavior with inappropriate clerical behavior. The Austen brothers behave appropriately: they are properly *deferential* to their social superiors, paying them proper respect. The fictional Mr. Collins, however, behaves inappropriately: he is *sycophantic* (obsequious, fawning) to his social superiors.
15. (B), (D) To *contest* an action is to dispute it or call it in question. The reclassification of Pluto did not go *uncontested*, for a large number of astronomers asked the International Astronomical Union to *reconsider* or rethink its decision, calling the union’s action in question.  
Note the use of *for*, indicating a relationship of cause and effect.
16. (A), (F) The politicians are unwilling to *forsake* or abandon center stage. However, if they did leave center stage once in a while, the public might like them better for their *self-effacement* (withdrawal from attention).
17. (D) The opening sentence describes the shattering of the Iroquois leadership’s pro-British policy. The remainder of the passage describes how Iroquois policy changed to reflect changes in European military goals.  
Choice A is incorrect. The passage is expository, not accusatory.  
Choice B is incorrect. Nothing in the passage suggests that such charges were made against the Iroquois.  
Choice C is incorrect. It is unsupported by the passage.  
Choice E is incorrect. The passage demonstrates the Iroquois were able to play European power politics.  
Remember, when asked to find the main idea, be sure to check the opening and summary sentences of each paragraph.
18. (E) Lines 23–34 indicate that in the early 1700s and through most of the eighteenth century the Iroquois *did* receive concessions from the European powers. Therefore, Choice E is the correct answer.  
Choice A is incorrect. The raid on Lachine was an effective response to French aggression, as was the Iroquois-enforced policy of aggressive neutrality.  
Choice B is incorrect. James II’s overthrow was followed by colonial uprisings.  
Choice C is incorrect. In response to the Iroquois leaders’ supposed favoring of the British, the French initiated attacks on the Iroquois (lines 7–13).  
Choice D is incorrect. This sums up the policy of aggressive neutrality.
19. (A), (C) Choice A is supported by the passage: the opening sentence of the passage discusses a “recent assessment” of the status of global amphibian populations. Likewise, Choice C is supported by the passage: habit degradation, which negatively affects amphibians, can be caused by “the introduction of

exotic invasive species," that is, *non-native species*. Note that to receive credit for this question you must have chosen *both* correct answers, not just one.

20. (B) The author never *cites* or quotes *an authority*.

Choice A is incorrect. The author *defines* the term habit fragmentation.

Choice C is incorrect. The author *states a probability*. He asserts, "Outright habitat loss *probably* has the greatest effect on amphibians."

Choice D is incorrect. The author *qualifies a statement*. He first states, "Outright habitat loss probably has the greatest effect on amphibians." He then qualifies what he has said by stating that habitat degradation similarly affects amphibians.

Choice E is incorrect. The author *makes several assertions*.

### Section 3—Quantitative Ability

1. (D) Use the laws of exponents.

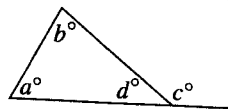
Quantity A is  $a^4 a^5 = a^{4+5} = a^9$ .

Quantity B is  $(a^3)^2 = a^{3 \times 2} = a^6$ .

If  $a = 1$ , the quantities are equal; but if  $a = 2$ , Quantity A is much greater. Neither quantity is always greater, and the two quantities are not always equal (D).

2. (C) Since the measure of an exterior angle of a triangle is equal to the sum of the measures of the two opposite interior angles,

$$c = a + b \Rightarrow a + b - c = 0.$$



The quantities are equal (C).

Alternative Solution. Plug in easy-to-use numbers. If  $a = 60$  and  $b = 70$ , then  $d = 50 \Rightarrow c = 130$ , and  $60 + 70 - 130 = 0$ .

3. (B)

	Quantity A	Quantity B
	$\sqrt{a+b}$	$\sqrt{a} + \sqrt{b}$
Since both quantities are positive, we can square them.	$a + b$	$a + 2\sqrt{ab} + b$
Subtract $a + b$ from each quantity	0	$2\sqrt{ab}$

Since  $a$  and  $b$  are positive,  $2\sqrt{ab}$  is positive. Quantity B is greater.

4. (B) From the 124 people in front of Jill, remove Jack plus the 24 people in front of Jack:  $124 - 25 = 99$ . Quantity B is greater.

5. (A) Since  $OA$  and  $OB$  are radii, they are each equal to 5. With no restrictions on  $x$ , chord  $AB$  could be any positive number less than 10 (the length of a diameter). If  $x$  were 90,  $AB$  would be  $\sqrt{50}$ ; since  $x > 90$ ,  $AB > \sqrt{50} > 7$ . Therefore, the perimeter of  $\triangle AOB$  is greater than  $5 + 5 + 7 = 17$ . Quantity A is greater.

6. (C)  $\frac{a-b}{c-a} = 1 \Rightarrow a - b = c - a \Rightarrow 2a = b + c \Rightarrow a = \frac{b+c}{2}$ .

The quantities are equal (C).

Alternative Solution. Since you have an equation with three variables, you can choose values for two of them and find the third. Let  $a = 2$  and  $b = 1$ .

Then  $\frac{2-1}{c-2} = 1 \Rightarrow c = 3$ . The average of  $b$  and  $c$  is 2, which equals  $a$ .

7. (C) The average of the measures of the three angles of *any* triangle is  $180^\circ \div 3 = 60^\circ$ . The quantities are equal (C).

8. (C) The area of the shaded region is the area of the large circle,  $25\pi$ , minus the area of the middle circle,  $16\pi$ :  $25\pi - 16\pi = 9\pi$ . The striped region is just a circle of radius 3. Its area is also  $9\pi$ . The quantities are equal (C).

9. (B) The unmarked angle opposite the  $60^\circ$  angle also measures  $60^\circ$ , and the sum of the measures of all six angles in the diagram is  $360^\circ$ . So,

$$\begin{aligned} 360 &= a + b + c + 20 + 60 + 60 \\ &= a + b + c + 140. \end{aligned}$$

Subtracting 140 from each side, we get that  $a + b + c = 220$ .

10. (C)  $4^{10} \times 64^2 = 4^{10} \times (4^3)^2 = 4^{10} \times 4^6 = 4^{16}$ .

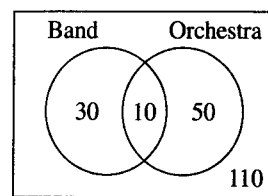
Also,  $16^2 \times 4^n = (4^2)^2 \times 4^n = 4^4 \times 4^n = 4^{4+n}$ .

So,  $4^{16} = 4^{4+n}$  and  $16 = 4 + n$ . Then  $n = 12$ .

11. (D) Let  $x$  be the amount in dollars that each of the 20 children were going to contribute; then  $20x$  represents the cost of the present. When 4 children dropped out, the remaining 16 each had to pay  $(x + 1.50)$  dollars. So,  $16(x + 1.5) = 20x \Rightarrow 16x + 24 = 20x \Rightarrow 24 = 4x \Rightarrow x = 6$ , and so the cost of the present was  $20 \times 6 = 120$  dollars.

Alternative Solution. Since each of the 16 remaining children had to pay an extra \$1.50, the extra payments totaled  $16 \times \$1.50 = \$24$ . This is the amount that would have been paid by the 4 children who dropped out, so each of the 4 would have paid \$6. The cost of the gift was  $20 \times \$6 = \$120$ .

12. **110** Draw a Venn diagram. Since 10 seniors are in *both* band and orchestra, 30 are in band only and 50 are in orchestra only.



Therefore,  $10 + 30 + 50 = 90$  seniors are in at least one group, and the remaining 110 are in neither.

13. **(C)(D)(E)(F)(G)** On the six tests, Benjamin earned a total of  $6 \times 89 = 534$  points. On his first five tests, he earned at least  $5 \times 90 = 450$  points, but no more than  $5 \times 100 = 500$  points. So his grade on the sixth test was at least  $534 - 500 = 34$  and at most  $534 - 450 = 84$ .  
Only answer choices C, D, E, F, and G are between 34 and 84.
14. **(E)** Exports to Eastern Europe from other Eastern European countries increased from \$9.8 billion (10% of \$98 billion) to \$20.88 billion (12% of \$174 billion)—an increase of slightly more than 100%.
15. **(C)** If France's exports to Eastern Europe were four times those of the United States, then France accounted for 8% of the total exports. Since 8% is  $\frac{1}{8}$  of 64%, France accounted for  $\frac{1}{8}$  or 12.5% of the exports from the European Union.
16. **198** The percent increase in total exports to Eastern Europe from 1993 to 1996 was

$$\frac{\text{the actual increase}}{\text{original amount}} \times 100\% = \frac{174 - 98}{98} \times 100\% = \frac{76}{98} \times 100\% = 77.55\%$$

So, in billions of dollars, the increase in total exports to Eastern Europe from 1996 to 2000 was  $0.7755 \times 174 = 134.94$ , making total exports  $174 + 135 = 309$  billion dollars. The value of exports from the European Union was 64% of  $309 = 197.76$  billion dollars. To the nearest billion, the figure was 198.

17. **(C)** Set up the equation:

$$(x + 3) + (2x - 3) + (3x - 5) = 25$$

Collect like terms:

$$6x - 5 = 25$$

Add 5 to each side:

$$6x = 30$$

Divide each side by 6:

$$x = 5$$

Plugging in 5 for  $x$ , we get that the lengths of the sides are 8, 7, and 10. The length of the shortest side is 7.

18. **(D)** A nice way to answer this question is to pick easy-to-use numbers. Assume that in 1990 there were 200 boys and 100 girls who earned varsity letters. Then in 2000, there were 150 boys and 125 girls. So, the ratio of girls to boys was  $125:150 = 5:6$  or  $\frac{5}{6}$ .

19. **(E)** The easiest way to solve this is to plug in numbers. Let  $x = 2$  and  $y = 1$ . Then  $xy = 2$ ,  $a = 4$ , and  $b = 0$ . Now, plug in 4 for  $a$  and 0 for  $b$  and see which of the five choices is equal to 2. Only (E) works:

$$\frac{a^2 - b^2}{8} = \frac{4^2 - 0^2}{8} = \frac{16}{8} = 2.$$

Here is the correct algebraic solution.

Add the two equations:

$$\begin{array}{r} x + 2y = a \\ + x - 2y = b \\ \hline 2x = a + b \end{array}$$

Divide by 2:

$$x = \frac{a + b}{2}$$

Multiply the second equation by  $-1$  and add it to the first:

$$\begin{array}{r} x + 2y = a \\ + -x + 2y = -b \\ \hline 4y = a - b \end{array}$$

Divide by 4:

$$y = \frac{a - b}{4}$$

$$\text{Then } xy = \frac{a + b}{2} \cdot \frac{a - b}{4} = \frac{a^2 - b^2}{8}.$$

*This is the type of algebra you want to avoid.*

20. **(D)** Since you need a ratio, the length of the side is irrelevant. The area of a square is  $s^2$  and the area of an equilateral triangle is  $\frac{s^2\sqrt{3}}{4}$ . Then the ratio is

$$s^2 \div \frac{s^2\sqrt{3}}{4} = s^2 \times \frac{4}{s^2\sqrt{3}} = \frac{4}{\sqrt{3}} = \frac{4\sqrt{3}}{3}.$$

Of course, you could have used any number instead of  $s$ , and if you forgot the formula for the area of an equilateral triangle, you could have used

$$A = \frac{1}{2}bh.$$

PART 2

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VERBAL ABILITY: TACTICS,  
REVIEW, AND PRACTICE

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# Sentence Completion Questions

**S**entence completion questions are those old favorites, fill-in-the-blank questions. The new GRE presents some variations on this familiar form. The packaging is different, but the task remains the same.

We sometimes refer to the first question type, the **sentence equivalence question**, as the **double or nothing question**. To get credit for answering a sentence equivalence question correctly, you must come up with not one correct answer choice, but *two* correct answer choices that work equally well.

Sentence equivalence questions look like this:

The medical researchers replied to the charge that their proposed new treatment was \_\_\_\_\_ by demonstrating that it in fact observed standard medical practices.

- A deleterious
- B untested
- C unorthodox
- D expensive
- E intricate
- F unconventional

The medical researchers defend their new treatment by saying that it follows accepted, standard practices. What, therefore, must have been the critic's charge or accusation about the treatment? They must have alleged it was nonstandard, violating acceptable medical practices. The two words that best complete this sentence are *unorthodox* and *unconventional*.

We refer to the second question type, the **text completion question**, as the **mix and match question**. In a text completion question, you will be presented with a sentence or group of sentences containing one to three blanks. Instead of seeing a single list of answer choices, you will see one, two, or three independent columns of choices; for each blank in the sentence, you must select one correct answer choice from the appropriate column, mixing and matching your choices until you come up with a combination that makes sense.



## Your Clue

The answer choices to sentence equivalence questions are marked with **square boxes**, not with circles or ovals. **Square boxes** are your clue that you must select **two** answer choices to get the question right.

Text completion questions look like this:

Her novel published to universal (i) \_\_\_\_\_, her literary gifts acknowledged by the chief figures of the Harlem Renaissance, her reputation as yet (ii) \_\_\_\_\_ by envious slights, Hurston clearly was at the (iii) \_\_\_\_\_ of her career.

Blank (i)	Blank (ii)	Blank (iii)
indifference	belittled	zenith
derision	resented	extremity
acclaim	untarnished	ebb

Think about the structure of the sentence. It begins with three parallel absolute phrases, each telling about some aspect of Hurston's literary position at a particular time in her career. All three phrases are positive in tone. The concluding independent clause ("Hurston clearly was at the \_\_\_\_\_ of her career") should be positive as well.

Now examine the first blank. What reaction did people have to Hurston's novel? Look at the part of the sentence without any blanks: "her literary gifts (were) acknowledged by the chief figures of the Harlem Renaissance." In acknowledging Hurston's gifts, these literary luminaries were praising her novel. Her novel clearly had been published to great *acclaim* (approval).

Next, study the second blank. You know that, at the time this writer is discussing, Hurston's standing in the literary world was high. Her novel was acclaimed; her gifts were acknowledged (recognized). This third absolute phrase also must state something positive about Hurston. Recast it as a sentence: Her reputation (was) as yet \_\_\_\_\_ by envious slights. Envious slights (insults or slurs, prompted by jealousy) would have had a negative effect on Hurston's reputation. However, *as yet*, at the time under discussion, no negative comments had besmirched Hurston's reputation, which was *untarnished* (spotless; unblemished).

Finally, consider the third blank. How would you describe Hurston's career at the time under discussion? It was at its highest point: in years to come envious slights would tarnish her reputation and her novels would be forgotten, but for the moment Hurston was riding high: she was at the *zenith* (peak) of her career.

## Testing Tactics

### The Sentence Equivalence Question

To answer this type of sentence completion question correctly, you must come up with a pair of words, both equally fit to complete the meaning of the sentence as a whole. *If you fail to get both answers correct, you get no credit for the question.*

These are the GRE website's directions for these double or nothing sentence equivalence questions:

*For the following questions, select the **two** answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole **and** produce completed sentences that are alike in meaning.*

### TACTIC

1

### Before You Look at the Sentence, Look Over the Answer Choices to Locate Any Obvious Synonyms

Your task is to find two words that can complete the sentence in thought and style, and that can function interchangeably in the context. In other words, you may be looking for synonyms; you definitely are looking for words that complete the sentence in the same fashion.

Before you look at the sentence itself, examine the answer choices. See if you can spot a pair of synonyms. Then substitute these two words in the sentence. If both make logical sense in the context, you may well have found your answer pair. To check yourself, look over the other four choices. Try each of them in the sentence. Satisfy yourself that the synonyms you spotted work better than any of these other words.

Here are six answer choices to a sentence equivalence question.

- A extravagant
- B tawdry
- C parsimonious
- D optimistic
- E profligate
- F pedestrian

*Extravagant* and *profligate* are synonyms; both mean spendthrift or wasteful.

Now here is the sentence. Do the synonyms that you spotted work in this context?

Although the young duke's trustees had tried to teach him fiscal prudence, they feared he would never learn to curb his \_\_\_\_\_ ways.

Clearly, they do. If the young duke has not learned to be careful about his finances, it is understandable that his trustees might worry about his inability to curb or restrain his *profligate* and *extravagant* ways.

**NOTE:** *Be very careful when you apply this tactic.* The test-makers are very aware that some examinees simply scan the answer choices looking for synonyms. Therefore, often they will deliberately plant obvious synonym pairs among the answer choices. These eye-catchers or distractors are there to trick the unwary. Because you will recognize these words as synonyms, you may want to select them without reading the sentence closely. However, the test-makers are not testing your knowledge of vocabulary *per se*. They are testing your reading comprehension. The words you choose do not have to be synonyms. However, they must both make sense in the sentence in an equivalent way.

### TIP

Every sentence equivalence question has **two** correct answer choices. To get credit for the question, **you must get both answers right.**

**TACTIC****2****If You Fail to Detect a Pair of Synonyms Right Away, Read the Sentence and Think of a Word That Makes Sense**

This tactic is helpful because it enables you to get a sense of the sentence as a whole without being distracted by any misleading answers among the answer choices. You are free to concentrate on spotting key words or phrases in the body of the sentence and to call on your own “writer’s intuition” in arriving at a stylistically apt choice of word.

See how the process works in a typical model question.

Because experience had convinced her that Hector was both self-seeking and avaricious, she rejected the possibility that the motivation behind his donation had been wholly \_\_\_\_\_.

- A redundant
- B frivolous
- C egotistical
- D ephemeral
- E altruistic
- F benevolent

This sentence presents a simple case of cause and effect. The key phrase here is *self-seeking and avaricious*. The woman has found the man to be selfish and greedy. *Therefore*, she refuses to believe his motivation for donating money can be \_\_\_\_\_. She expects selfishness (*self-seeking*) and greed (*avaricious*), not their opposite.

You are looking for words that are antonyms for *selfish*. What words immediately come to mind? *Selfless, generous, charitable*. The missing words are, of course, *altruistic* and *benevolent*. They are the correct answer pair.

Practice Tactic 2 extensively to develop your intuitive sense of the *mot juste*—the exactly right word.

**TACTIC****3****Consider Secondary Meanings of the Answer Choices as well as Their Primary Meanings**

Frequently, the test-makers attempt to mislead you by using familiar words in an unfamiliar way. Suppose you have found one answer choice that perfectly fits the meaning of the sentence as a whole but cannot find a second answer choice that seems exactly right.

Reread the sentence, substituting that perfect answer choice for the blank. Then take a fresh look at the other answer choices. Remember that these words or phrases may have multiple meanings. Think of contexts in which you have heard these words or phrases used. That may help you come up with additional meanings for them.

See how this tactic helps you answer the following sentence equivalence question.

Snakes are the most stationary of all vertebrates; as long as a locality \_\_\_\_\_ them a sufficiency of food and some shelter to which they can readily retreat, they have no inducement to change it.

- A provides
- B constitutes
- C affords
- D denies
- E disallows
- F withholds

Snakes tend to be stationary creatures. Why? They stay put because a particular locality meets their needs: it *provides* or offers them food and shelter.

Look at the other answer choices. Can you rule out any of them? *Denies, disallows, and withholds* are all negative terms; none of them seem appropriate in this context. After all, if a locality *denied* or *disallowed* the snakes food and shelter or *withheld* food and shelter from them, that would not be an inducement or incentive for the snakes to stay put. Likewise, *constitutes* (composes; establishes) does not seem appropriate in the context. It feels awkward, even ungrammatical (the verb does not normally take an indirect object).

Only *affords* is left. Here it clearly is *not* used with its primary meaning, “to be able to meet the expense of,” as in affording to buy a new car.

Try to think of other contexts for *afford*. “It affords me great pleasure to be here.” “Gustavo’s Facebook entries afford us a glimpse into the daily life of a musician on tour.” These sentences use *afford* with a secondary meaning: to give, offer, or provide. The correct answers to this sentence equivalence question are *affords* and *provides*.

**TACTIC****4****Look at All the Possible Choices Before You Choose an Answer Pair**

*Never* decide on your answer before you have read all the choices. You are looking for *two* words that *both* make sense in the sentence. What is more, not only do both these words have to make sense in the sentence, but they have to make the same kind of sense. You have to be able to substitute one for the other in the sentence without changing the meaning of the sentence as a whole.

In order to be sure you have not been hasty in making your decision, substitute all the answer choices for the missing word. Do not spend a lot of time doing so, but do try them all. Then decide which two of these words function in the same way. That way you can satisfy yourself that you have come up with the *best* possible pair.

See how this tactic helps you deal with another question patterned on examples from the GRE.

The evil of class and race hatred must be eliminated while it is still in \_\_\_\_\_ state; otherwise, it may grow to dangerous proportions.

- A an amorphous
- B an overt
- C a rudimentary
- D a threatening
- E an independent
- F an embryonic

On the basis of a loose sense of this sentence's meaning, you might be tempted to select the first choice, *amorphous*. After all, this sentence basically tells you that you should wipe out hatred before it gets too dangerous. Clearly, if hatred is vague or *amorphous*, it is less formidable than if it is well-defined. However, this reading of the sentence is inadequate: it fails to take into account the sentence's key phrase.

The key phrase here is "may grow to dangerous proportions." The writer fears that class and race hatred may grow large enough to endanger society. He wants us to wipe out this hatred before it is fully grown. Examine each answer choice, eliminating those answers that carry no suggestion that something lacks its full growth or development. Does *overt* suggest that something isn't fully grown? No, it suggests that something is obvious or evident. Does *rudimentary* suggest that something isn't fully grown? Yes, it suggests that something is unfinished or immature. This may well be one of your two correct answer choices.

Look for a second word that suggests a lack of full growth. Does *independent* suggest that something isn't fully grown? No, it suggests that something is free and unconstrained. Does *threatening* suggest that something isn't fully grown? No, it suggests that something is a source of danger or cause for alarm. Only one word is left: *embryonic* (at an early, incomplete stage of development). If you substitute *embryonic* for *rudimentary* in the sentence, you will not change the sentence's essential meaning. The correct answer choices are *rudimentary* and *embryonic*.

#### TACTIC

#### 5 Watch for Signal Words That Link One Part of the Sentence to Another

Writers use transitions to link their ideas logically. These transitions or signal words are clues that can help you figure out what the sentence actually means.

GRE sentence equivalence and text completion questions often contain several signal words, combining them in complex ways.

#### CAUSE AND EFFECT SIGNALS

Look for words or phrases explicitly indicating that one thing **causes** another or **logically determines** another.

#### Cause and Effect Signal Words

accordingly	in order to
because	so . . . that
consequently	therefore
given	thus
hence	when . . . then
if . . . then	

#### SUPPORT SIGNALS

Look for words or phrases explicitly indicating that the omitted part of the sentence **supports** or **continues a thought** developed elsewhere in the sentence. In such cases, a synonym or near-synonym for another word in the sentence may provide the correct answer.

#### Support Signal Words

additionally	furthermore
also	indeed
and	likewise
as well	moreover
besides	too

#### EXPLICIT CONTRAST SIGNALS

Look for function words or phrases (conjunctions, sentence adverbs, etc.) that explicitly **indicate a contrast** between one idea and another, setting up a reversal of a thought. In such cases, an antonym or near-antonym for another word in the sentence may provide the correct answer.

#### Explicit Contrast Signal Words

albeit	nevertheless
although	nonetheless
but	notwithstanding
despite	on the contrary
even though	on the other hand
however	rather than
in contrast	still
in spite of	while
instead of	yet

#### IMPLICIT CONTRAST SIGNALS

Look for content words whose meaning inherently indicates a contrast. These words can turn a situation on its head. They indicate that something unexpected, possibly even unwanted, has occurred.

**Implicit Contrast Signal Words**

anomaly	anomalous	anomalously
illogic	illogical	illogically
incongruity	incongruous	incongruously
irony	ironic	ironically
paradox	paradoxical	paradoxically
surprise	surprising	surprisingly
	unexpected	unexpectedly

Note the function of such a contrast signal word in the following question.

Paradoxically, the more \_\_\_\_\_ the details this artist chooses, the better able she is to depict her fantastic, other-worldly landscapes.

- A ethereal
- B realistic
- C fanciful
- D mundane
- E extravagant
- F sublime

The artist creates imaginary landscapes that do not seem to belong to this world. We normally would expect the details comprising these landscapes to be as fantastic and other-worldly as the landscapes themselves. The truth of the matter, however, is *paradoxical*: it contradicts what we expect. The details she chooses may be *realistic* (true to life) or *mundane* (ordinary, everyday), yet the more lifelike and unremarkable they are, the more fantastic the paintings seem. The correct answers are *realistic* and *mundane*.

**TACTIC****6 Use Your Knowledge of Word Parts and Parts of Speech to Get at the Meanings of Unfamiliar Words**

If a word used by the author is unfamiliar, or if an answer choice is unknown to you, two approaches are helpful.

1. Break down the word into its component parts—prefixes, suffixes, roots—to see whether they provide any clues to its meaning. For example, in the preceding list of Implicit Contrast Signal Words, the word *incongruous* contains three key word parts. *In-* here means not; *con-* means together; *gru-* means to move or come. *Incongruous* behavior, therefore, is behavior that does not go together or agree with someone's usual behavior; it is unexpected.

2. Change the unfamiliar word from one part of speech to another. If the adjective *embryonic* is unfamiliar to you, cut off its adjective suffix *-nic* and recognize the familiar word *embryo*. If the noun *precocity* is unfamiliar to you, cut off its noun suffix *-ity* and visualize it with different endings. You may come up with the adjective *precocious* (maturing early). If the verb *appropriate* is unfamiliar to you, by adding a word part or two you may come up with the common noun *appropriation* or the still more common noun *misappropriation* (as in the misappropriation of funds).

Note the application of this tactic in the following example.

This island is a colony; however, in most matters it is \_\_\_\_\_ and receives no orders from the mother country.

- A synoptic
- B independent
- C methodical
- D autonomous
- E heretical
- F disinterested

First, locate any answer choices that are obviously correct. If a colony receives no orders from its mother country, it is *independent* to act according to its own wishes: it is essentially self-governing. It is not necessarily *methodical* (systematic), nor is it by definition *heretical* (unorthodox) or *disinterested* (impartial). Thus, you may rule out Choices C, E, and F.

The two answer choices remaining may be unfamiliar to you. Analyze them, using what you know of related words. *Synoptic* is related to the noun *synopsis*, a summary or abridgement. Does this term have anything to do with how a colony might govern itself? Definitely not. *Autonomous*, however, comes from the prefix *auto-* (self) and the root *nom-* (law). An autonomous nation is independent; it rules itself. Thus, the correct answers are *independent* and *autonomous*.

**The Text Completion Question**

To answer this type of sentence completion question correctly, you must come up with the right word for each and every blank in the sentence or group of sentences. As in a Cloze procedure, you have to insert words in a text, monitoring for meaning as you read. Your goal is closure: the completion of a partly finished semantic pattern.

These are the GRE website's directions for text completion questions:

For the following questions, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

**TIP**

Remember, if you can eliminate two or more answer choices, it pays to guess.

**Strategy for Analyzing Question Types**

There is no partial credit for text completion questions: to get any credit, you must fill in every blank in the text correctly.

## Testing Tactics for Text Completion Questions

### TACTIC

#### 7 In Double- and Triple-Blank Texts, Go Through One Column at a Time, Eliminating the Answer Choices That Don't Fit

In a text completion question with two or three blanks, read through the entire text to get a sense of it as a whole. Pay special attention to the parts of the text (subordinate clauses, participial phrases, etc.) *without* any blanks. See whether you can predict what the first missing word may be. Then go through the first column, inserting each word in the sentence's first blank. Ask yourself whether a given word would make sense in this blank. If it makes no sense, eliminate it. If it makes possible sense, keep it in mind as you work on filling in the next blank.

Critics of the movie version of *The Color Purple* (i) \_\_\_\_\_ its saccharine, overoptimistic tone as out of keeping with the novel's more (ii) \_\_\_\_\_ quality.

Blank (i)	Blank (ii)
acclaimed	acerbic
decried	cloying
echoed	sanguine

For a quick, general sense of the opening clause, break it down. What does it say? Critics \_\_\_\_\_ the movie's sugary sweet tone.

How would critics react to something sugary sweet and overly hopeful? Most likely they would *not* acclaim (praise) it. You are probably safe to cross out the word *acclaimed*. However, they might well *decry* or disparage it. They might even *echo* or copy it, although that answer choice seems unlikely.

You have two possibilities for the first blank, *decried* and *echoed*, with the former more likely than the latter. Now consider the second blank. The movie's sugary, overly hopeful tone is out of keeping with the novel's quality: the two tones disagree. Therefore, the novel's tone is not *sanguine* (hopeful) or *cloying* (sickly sweet). It is instead on the bitter or sour side; in a word, *acerbic*.

Now that you are sure of your second answer choice, go back to the first blank. Reread the sentence:

Critics of the movie \_\_\_\_\_ its saccharine, overoptimistic tone as out of keeping with the novel's more acerbic quality. Clearly, the critics would not echo the movie's tone. Instead, they decried or disparaged it. By rereading the text you have confirmed your answer choices.

### TIP

Do not assume that you have to work your way through the blanks sequentially. It may be easier to fill in the second blank first!

### TACTIC

#### 8

#### Break Down Complex Passages into Simpler Components

In analyzing long, complex text completion items, you may find it useful to simplify the texts by breaking them down. Rephrase dependent clauses and long participial phrases, turning them into simple sentences.

See how this tactic helps you to analyze the following complex sentence.

Museum director Hoving (i) \_\_\_\_\_ refers to the smuggled Greek urn as the "hot pot," not because there are doubts about its authenticity or even great reservations as to its price, but because the (ii) \_\_\_\_\_ of its acquisition is open to question.

Blank (i)	Blank (ii)
characteristically	timeliness
colloquially	manner
repeatedly	expense

What do we know?

1. The urn has been smuggled.
2. Hoving calls it a "hot pot."
3. It is genuine. (There are no doubts about its authenticity.)
4. It did not cost too much. (There are no great reservations as to its price.)

In calling the smuggled urn a "hot pot," Hoving is not necessarily speaking *characteristically*: we have no information about his typical mode of speech. Similarly, we have no evidence that Hoving has *repeatedly* called it a hot pot: we know only that he called it a hot pot at least once. Hoving is speaking *colloquially*, that is, informally. (*Hot* here is a slang term meaning stolen or illegally obtained.) You have your first correct answer choice, *colloquially*.

Now consider the second blank. The urn's *expense* is not being questioned, nor is the *timeliness* (well-timed occurrence) of its acquisition. However, because the urn has been smuggled in to the country, there clearly are unresolved questions about how it got here, in other words, about its mode or *manner* of acquisition. The second correct answer choice is *manner*.

### TACTIC

#### 9 If a Sentence Contains a Metaphor, Check to See Whether That Metaphor Controls the Writer's Choice of Words (and Your Answer Choice)

Writers sometimes indulge in extended metaphors, complex analogies that imaginatively identify one object with another.

In the following example, the mind of a prejudiced person is compared to the pupil of an eye in its response to light or illumination.

The mind of a bigot is like the pupil of the eye: the more light you pour upon it, the more it will \_\_\_\_\_.

blink
veer
stare
reflect
contract

The image of light unifies this sentence. In choosing an answer, you must complete the sentence in such a way as to develop that metaphor fully and accurately. Exactly what takes place when you shine a light into someone's eye? The person may stare back or blink; you may see the light reflected in the person's eye. But what happens to the pupil of the eye? It neither blinks nor reflects. Instead it shrinks in size: it *contracts*. Likewise, exposed to the light of tolerance, the bigot's mind resists illumination, shrinking from light. *Contract* completes the metaphor; it is the correct answer choice.

**TACTIC**

**10** Once You Have Filled In All the Blanks to Your Satisfaction, Reread the Completed Passage to Make Sure It Makes Sense

No matter how confident you are that you have filled in an individual blank correctly, you cannot be sure you have successfully completed the passage until you have confirmed your word choice(s) by rereading the entire text. This is what you did in working out the answers to the sample question in Tactic 4. Remember: you are aiming for closure. Do not omit this stage in the procedure.

## Practice Exercises

### Sentence Completion Exercise A (Sentence Equivalence)

*Directions:* For the following questions, select the **two** answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole **and** produce completed sentences that are alike in meaning.

- Normally an individual thunderstorm lasts about 45 minutes, but under certain conditions the storm may \_\_\_\_\_, becoming ever more severe, for as long as four hours.
  - A wane
  - B moderate
  - C persist
  - D endure
  - E vacillate
  - F disperse
- Perhaps because something in us instinctively distrusts such displays of natural fluency, some readers approach John Updike's fiction with \_\_\_\_\_.
  - A wariness
  - B indifference
  - C suspicion
  - D veneration
  - E bewilderment
  - F remorse
- We lost confidence in him because he never \_\_\_\_\_ the grandiose promises he had made.
  - A forgot about
  - B reneged on
  - C carried out
  - D tired of
  - E delivered on
  - F retreated from
- We were amazed that a man who had been heretofore the most \_\_\_\_\_ of public speakers could, in a single speech, electrify an audience and bring them cheering to their feet.
  - A prosaic
  - B enthralling
  - C accomplished
  - D pedestrian
  - E auspicious
  - F iconoclastic
- Despite the mixture's \_\_\_\_\_ nature, we found that by lowering the temperature in the laboratory we could dramatically reduce its tendency to vaporize.
  - A resilient
  - B homogeneous
  - C volatile
  - D insipid
  - E acerbic
  - F unstable
- In a revolutionary development in technology, some manufacturers now make biodegradable forms of plastic; some plastic trash bags, for example, gradually \_\_\_\_\_ when exposed to sunlight.
  - A harden
  - B stagnate
  - C inflate
  - D propagate
  - E decompose
  - F disintegrate

7. Aimed at curbing European attempts to seize territory in the Americas, the Monroe Doctrine was a warning to \_\_\_\_\_ foreign powers.
- A pertinacious  
 B cautionary  
 C credulous  
 D rapacious  
 E predatory  
 F remote
8. Few other plants can grow beneath the canopy of the sycamore tree, whose leaves and pods produce a natural herbicide that leaches into the surrounding soil, \_\_\_\_\_ other plants that might compete for water and nutrients.
- A inhibiting  
 B distinguishing  
 C nourishing  
 D suppressing  
 E harvesting  
 F fertilizing
9. The child was so spoiled by her indulgent parents that she pouted and became \_\_\_\_\_ when she did not receive all of their attention.
- A discreet  
 B suspicious  
 C elated  
 D sullen  
 E tranquil  
 F grumpy
10. The reasoning in this editorial is so \_\_\_\_\_ that we cannot see how anyone can be deceived by it.
- A unsound  
 B coherent  
 C astute  
 D dispassionate  
 E scrupulous  
 F specious
11. Because Inspector Morse could not contain his scorn for the police commissioner, he was imprudent enough to make \_\_\_\_\_ remarks about his superior officer.
- A ambiguous  
 B impartial  
 C unfathomable  
 D contemptuous  
 E scathing  
 F pertinent
12. Though he was theoretically a friend of labor, his voting record in Congress \_\_\_\_\_ that impression.
- A implied  
 B confirmed  
 C created  
 D belied  
 E tallied  
 F contradicted
13. Modern architecture has discarded \_\_\_\_\_ trimming on buildings and has concentrated on an almost Greek simplicity of line.
- A flamboyant  
 B ornate  
 C austere  
 D inconspicuous  
 E aesthetic  
 F derivative
14. The young clerk was quickly promoted when his employers saw how \_\_\_\_\_ he was.
- A indigent  
 B assiduous  
 C autocratic  
 D industrious  
 E intractable  
 F self-serving

15. Because it arrives so early in the season, before many other birds, the robin has been called the \_\_\_\_\_ of spring.
- A prototype  
 B hostage  
 C harbinger  
 D herald  
 E progeny  
 F newcomer

3. Written in an amiable style, the book provides a comprehensive overview of European wines that should prove \_\_\_\_\_ to both the virtual novice and the experienced connoisseur.
- A inviting  
 B tedious  
 C engaging  
 D inspirational  
 E perplexing  
 F opaque

### Sentence Completion Exercise B (Sentence Equivalence)

*Directions:* For the following questions, select the **two** answer choices that, when used to complete the sentence, fit the meaning of the sentence as a whole **and** produce completed sentences that are alike in meaning.

1. Truculent in defending their individual rights of sovereignty under the Articles of Confederation, the newly formed states \_\_\_\_\_ constantly.
- A digressed  
 B conferred  
 C bickered  
 D dismembered  
 E rebuffed  
 F squabbled
2. In Anglo Saxon times, the monastic scribes made \_\_\_\_\_ distinction between Latin texts and texts in the vernacular by assigning the former an Anglo-Caroline script and reserving the pointed insular script for texts in Old English.
- A a nice  
 B a subtle  
 C a pointless  
 D an obvious  
 E an unconventional  
 F a judgmental

4. Shy and hypochondriacal, Madison was uncomfortable at public gatherings; his character made him a most \_\_\_\_\_ orator and practicing politician.
- A conscientious  
 B unlikely  
 C fervent  
 D gregarious  
 E improbable  
 F effective
5. Alec Guinness has few equals among English-speaking actors, and in his autobiography he reveals himself to possess an uncommonly \_\_\_\_\_ prose style as well.
- A ambivalent  
 B infamous  
 C felicitous  
 D happy  
 E redundant  
 F ephemeral



6. Because Pauling stubbornly continued to believe in the power of Vitamin C to cure cancer despite much evidence to the contrary, his colleagues felt he had lost his scientific \_\_\_\_\_.
- A tenacity  
 B inventiveness  
 C contrariness  
 D impartiality  
 E hypothesis  
 F objectivity
7. The distinctive qualities of African music were not appreciated or even \_\_\_\_\_ by Westerners until fairly recently.
- A deprecated  
 B discerned  
 C ignored  
 D revered  
 E remarked on  
 F neglected
8. Bored by the verbose and rambling prose of the typical Victorian novelist, the student welcomed the change to the \_\_\_\_\_ prose of Ernest Hemingway.
- A consistent  
 B terse  
 C florid  
 D equivocal  
 E pithy  
 F discursive
9. She is a pragmatist, as \_\_\_\_\_ to base her future on impractical dreams as she would be to build a castle on shifting sand.
- A determined  
 B disinclined  
 C loath  
 D quick  
 E diligent  
 F foolhardy
10. Although eighteenth-century English society as a whole did not encourage learning for its own sake in women, it illogically \_\_\_\_\_ women's sad lack of education.
- A decried  
 B postulated  
 C criticized  
 D tolerated  
 E vaunted  
 F legitimized
11. Unlike the gregarious Capote, who was never happier than when he was in the center of a crowd of celebrities, Faulkner, in later years, grew somewhat \_\_\_\_\_ and shunned company.
- A dispassionate  
 B infamous  
 C reclusive  
 D ambivalent  
 E withdrawn  
 F notorious
12. Studded starfish are well protected from most predators and parasites by \_\_\_\_\_ surface whose studs are actually modified spines.
- A a vulnerable  
 B an armored  
 C an obtuse  
 D a brittle  
 E a concave  
 F a rugged
13. Traffic speed limits are set at a level that achieves some balance between the desire of most people to travel as quickly as possible and the danger of \_\_\_\_\_ speed.
- A inordinate  
 B marginal  
 C inadvertent  
 D inadequate  
 E regulated  
 F excessive
14. Baldwin's brilliant *The Fire Next Time* is both so eloquent in its passion and so penetrating in its candor that it is bound to \_\_\_\_\_ any reader.
- A embarrass  
 B disgust  
 C disquiet  
 D unsettle  
 E disappoint  
 F bore
15. Glendon provides a dark underside to Frederick Jackson Turner's frontier thesis that saw rugged individualism as the essence of American society—an individualism that Glendon sees as \_\_\_\_\_ atomism.
- A antithetical toward  
 B skeptical of  
 C degenerating into  
 D aspiring to  
 E regressing to  
 F revitalized by

### Sentence Completion Exercise C (Text Completion)

*Directions:* For the following question, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

1. Unlike other examples of \_\_\_\_\_ verse, Milton's *Lycidas* does more than merely mourn the death of Edward King; it also denounces corruption in the church in which King was ordained.

<input type="radio"/> A satiric
<input type="radio"/> B elegiac
<input type="radio"/> C free
<input type="radio"/> D didactic
<input type="radio"/> E pedestrian

2. Just as disloyalty is the mark of the renegade, (i) \_\_\_\_\_ is the mark of the (ii) \_\_\_\_\_.

Blank (i)
<input type="radio"/> A avarice
<input type="radio"/> B cowardice
<input type="radio"/> C vanity

Blank (ii)
<input type="radio"/> D craven
<input type="radio"/> E laggard
<input type="radio"/> F misanthrope

3. Because she had a reputation for (i) \_\_\_\_\_, we were surprised and pleased when she greeted us so (ii) \_\_\_\_\_.

Blank (i)

(A) graciousness
(B) credulity
(C) petulance

Blank (ii)

(D) affably
(E) disdainfully
(F) irascibly

4. Despite an affected (i) \_\_\_\_\_ that convinced casual observers that he was (ii) \_\_\_\_\_ about his painting and cared only for frivolity, Warhol cared deeply about his art and labored at it (iii) \_\_\_\_\_.

Blank (i)

(A) fervor
(B) gloom
(C) nonchalance

Blank (ii)

(D) indifferent
(E) passionate
(F) systematic

Blank (iii)

(G) ambivalently
(H) diligently
(I) intermittently

5. Although a few years ago the fundamental facts about the Milky Way seemed fairly well (i) \_\_\_\_\_, now even its mass and its radius have come into (ii) \_\_\_\_\_.

Blank (i)

(A) diminished
(B) established
(C) disparaged

Blank (ii)

(D) disrepute
(E) prominence
(F) question

6. One of the most (i) \_\_\_\_\_ educators in New York, Dr. Shalala (ii) \_\_\_\_\_ a controversy in 1984 by calling the city public schools a "rotten barrel" in need of (iii) \_\_\_\_\_ reform.

Blank (i)

(A) indifferent
(B) outspoken
(C) eclectic

Blank (ii)

(D) diverted
(E) ignited
(F) defused

Blank (iii)

(G) partial
(H) superficial
(I) systemic

7. The newest fiber-optic cables that carry telephone calls cross-country are made of glass so \_\_\_\_\_ that a piece 100 miles thick is clearer than a standard windowpane.

(A) fragile

(B) immaculate

(C) iridescent

(D) tangible

(E) transparent

8. The texts as we have them were written down and edited carefully by Christians proud of their ancestors but unable to bear the thought of their indulging in heathen practices; thus, all references to the ancient religion of the Celts were (i) \_\_\_\_\_, if not (ii) \_\_\_\_\_.

Blank (i)

(A) aggrieved
(B) detailed
(C) muddied

Blank (ii)

(D) ironic
(E) overawed
(F) suppressed

9. To alleviate the problem of contaminated chicken, the study panel recommends that the federal government shift its inspection emphasis from cursory bird-by-bird check to a more \_\_\_\_\_ random sampling for bacterial and chemical contamination.

(A) discreet

(B) perfunctory

(C) rigorous

(D) solicitous

(E) symbolic

10. The orator was so (i) \_\_\_\_\_ that the audience soon became (ii) \_\_\_\_\_.

Blank (i)	Blank (ii)
(A) bombastic	(D) drowsy
(B) inaudible	(E) irresolute
(C) soporific	(F) moribund

11. Her true feelings (i) \_\_\_\_\_ themselves in her sarcastic asides; only then was her (ii) \_\_\_\_\_ revealed.

Blank (i)	Blank (ii)
(A) anticipated	(D) anxiety
(B) concealed	(E) bitterness
(C) manifested	(F) charm

12. The sugar dissolved in water (i) \_\_\_\_\_; finally all that remained was an almost (ii) \_\_\_\_\_ residue on the bottom of the glass.

Blank (i)	Blank (ii)
(A) gradually	(D) fragrant
(B) quickly	(E) imperceptible
(C) subsequently	(F) problematic

13. After the Japanese attack on Pearl Harbor on December 7, 1941, Japanese-Americans were (i) \_\_\_\_\_ of being spies for Japan, although there was no evidence to (ii) \_\_\_\_\_ this accusation.

Blank (i)	Blank (ii)
(A) acquitted	(D) back up
(B) reminded	(E) carry out
(C) suspected	(F) shrug off

14. Mencken's readers enjoyed his (i) \_\_\_\_\_ wit, but his victims often (ii) \_\_\_\_\_ at the broad, yet pointed satire.

Blank (i)	Blank (ii)
(A) cutting	(D) connived
(B) kindly	(E) smiled
(C) subtle	(F) winced

15. After having worked in the soup kitchen feeding the homeless, the volunteer began to see her own good fortune as (i) \_\_\_\_\_ and her difference from the destitute as chance rather than (ii) \_\_\_\_\_.

Blank (i)	Blank (ii)
(A) a fluke	(D) destiny
(B) an omen	(E) resolution
(C) a reward	(F) tradition

### Sentence Completion Exercise D (Text Completion)

*Directions:* For the following question, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

1. Chaotic in conception but not in \_\_\_\_\_, Kelly's canvases are as neat as the proverbial pin.

(A) conceit
(B) execution
(C) intent
(D) origin
(E) theory

2. During the middle of the eighteenth century, the (i) \_\_\_\_\_ style in furniture and architecture, marked by elaborate scrollwork and (ii) \_\_\_\_\_ decoration, flourished.

Blank (i)	Blank (ii)
(A) abstract	(D) austere
(B) medieval	(E) excessive
(C) rococo	(F) functional

3. Tocqueville decided to swear the oath of loyalty to the new Orleanist king in part (i) \_\_\_\_\_ (he wanted to keep his position as magistrate), and in part (ii) \_\_\_\_\_ (he was convinced that the democratization of politics represented by the new regime was inevitable).

Blank (i)

(A) opportunistically
(B) selflessly
(C) theoretically

Blank (ii)

(D) altruistically
(E) irresolutely
(F) pragmatically

4. In seeking to rediscover Zora Neale Hurston, it is intriguing to look at the figure she cut in the minds of her contemporaries, the high regard she (i) \_\_\_\_\_ before shifting aesthetic values (ii) \_\_\_\_\_ her to curio status.

Blank (i)

(A) deplored
(B) enjoyed
(C) offered

Blank (ii)

(D) elevated
(E) relegated
(F) suspended

5. The tapeworm is an example of (i) \_\_\_\_\_ organism, one that lives within or on another creature, (ii) \_\_\_\_\_ some or all of its nutrients from its host.

Blank (i)

(A) an autonomous
(B) a hospitable
(C) a parasitic

Blank (ii)

(D) converting
(E) deriving
(F) sublimating

6. Ms. Sutcliffe's helpful notes on her latest wine discoveries and her no-nonsense warnings to consumers about (i) \_\_\_\_\_ wines provide (ii) \_\_\_\_\_ guide to the numbing array of wines of Burgundy.

Blank (i)

(A) overpriced
(B) superior
(C) vintage

Blank (ii)

(D) an inadequate
(E) a spotty
(F) a trusty

7. Measurement is, like any other human endeavor, a complex activity, subject to (i) \_\_\_\_\_, not always used properly, and frequently misinterpreted and (ii) \_\_\_\_\_.

Blank (i)

(A) correlation
(B) error
(C) legislation

Blank (ii)

(D) analyzed
(E) incorporated
(F) misunderstood

8. Just as insincerity is the mark of the (i) \_\_\_\_\_, boastfulness is the mark of the (ii) \_\_\_\_\_.

Blank (i)

(A) zealot
(B) skeptic
(C) hypocrite

Blank (ii)

(D) glutton
(E) autocrat
(F) braggart

9. For Miró, art became (i) \_\_\_\_\_ ritual; paper and pencils were holy objects to him, and he worked as though he were (ii) \_\_\_\_\_ a religious rite.

Blank (i)

(A) a cryptic
(B) an eclectic
(C) a sacred

Blank (ii)

(D) absolving
(E) performing
(F) protracting

10. If the *Titanic* had hit the iceberg head on, its watertight compartments might have saved it from (i) \_\_\_\_\_, but the great liner swerved to (ii) \_\_\_\_\_ the iceberg, and in the collision so many compartments were opened to the sea that disaster was (iii) \_\_\_\_\_.

Blank (i)

(A) adversity
(B) denouement
(C) foundering

Blank (ii)

(D) avoid
(E) contract
(F) mollify

Blank (iii)

(G) averted
(H) inevitable
(I) limited

11. We have become so democratic in our habits of thought that we are convinced that truth is (i) \_\_\_\_\_ through a (ii) \_\_\_\_\_ of facts.

Blank (i)

(A) assimilated
(B) determined
(C) exculpated

Blank (ii)

(D) hierarchy
(E) plebiscite
(F) transcendence

12. The first forty years of life give us the text; the next thirty supply the \_\_\_\_\_.

(A) abridgment
(B) bibliography
(C) commentary
(D) epitaph
(E) title

13. The leader of the group is the passionately committed Crimond, whose (i) \_\_\_\_\_ politics is (ii) \_\_\_\_\_ proportional to his disciples' lapsed political faith.

Blank (i)

(A) engagement in
(B) indifference to
(C) retreat from

Blank (ii)

(D) critically
(E) inversely
(F) marginally

14. Although the economy suffers (i) \_\_\_\_\_, it also has strong (ii) \_\_\_\_\_ and self-correcting tendencies.

Blank (i)

(A) contradictions
(B) digressions
(C) downturns

Blank (ii)

(D) recidivist
(E) recuperative
(F) unstable

15. Faced with these massive changes, the government keeps its own counsel; although generally benevolent, it has always been \_\_\_\_\_ regime.

(A) an altruistic
(B) an indifferent
(C) a reticent
(D) a sanguine
(E) an unpredictable

## ANSWER KEY

## Sentence Completion Exercise A

1. C, D
2. A, C
3. C, E
4. A, D
5. C, F
6. E, F
7. D, E
8. A, D
9. D, F
10. A, F
11. D, E
12. D, F
13. A, B
14. B, D
15. C, D

## Sentence Completion Exercise B

1. C, F
2. A, B
3. A, C
4. B, E
5. C, D
6. D, F
7. B, E
8. B, E
9. B, C
10. A, C
11. C, E
12. B, F
13. A, F
14. C, D
15. C, E

## Sentence Completion Exercise C

1. B
2. (i) B; (ii) D
3. (i) C; (ii) D
4. (i) C; (ii) D; (iii) H
5. (i) B; (ii) F
6. (i) B; (ii) E; (iii) I
7. E
8. (i) C; (ii) F
9. C
10. (i) C; (ii) D
11. (i) C; (ii) E
12. (i) A; (ii) E
13. (i) C; (ii) D
14. (i) A; (ii) F
15. (i) A; (ii) D

## Sentence Completion Exercise D

1. B
2. (i) C; (ii) E
3. (i) A; (ii) F
4. (i) B; (ii) E
5. (i) C; (ii) E
6. (i) A; (ii) F
7. (i) B; (ii) F
8. (i) C; (ii) F
9. (i) C; (ii) E
10. (i) C; (ii) D; (iii) H
11. (i) B; (ii) E
12. C
13. (i) A; (ii) E
14. (i) C; (ii) E
15. C

# Reading Comprehension

## Questions

CHAPTER

5

GRE reading comprehension questions test your ability to understand what you read — both content and technique. Each verbal section on the GRE includes two to five relatively short passages, each passage followed by one to four questions. A passage may deal with the **sciences** (including medicine, botany, zoology, chemistry, physics, geology, astronomy); the **humanities** (including art, literature, music, philosophy, folklore); or the **social sciences** (including history, economics, sociology, government). Some passages are strictly objective, explaining or describing a phenomenon or process neutrally. Others reflect a particular bias or point of view: the author is trying to convince the reader to share his or her opinion about the subject being discussed.

The GRE tends to take its reading passages from *The New York Review of Books*, from prestigious university presses (Harvard, Princeton, Oxford), from government publications, and from scholarly journals. Often the test-makers hit academically “hot” topics — biodiesel fuels, plate tectonics, damage to the ozone layer, Arthurian romance, the status of women’s literature — that have aroused controversy over the past several decades. Frequently they edit these passages to make them more demanding both in vocabulary level and in grammatical complexity.

Some of the reading comprehension questions on the GRE are factual, asking you about specific details in the passages. Others ask you to interpret the passages, to make judgments about them. Still others ask you to recognize various techniques used by the authors or possible applications of their ideas to other circumstances. Some questions include lengthy and complex statements, as lengthy and complex as any sentences in the passage. Read the questions closely, as closely as you read the text. Be sure, in answering reading comprehension questions, that you read *all* the answer choices before deciding which is correct.

The reading comprehension portions of the new GRE contain some surprises for test-takers. A few reading comprehension questions have brand new formats—some require you to click on a sentence within the passage that fits a particular description; others require you to select one or more answer choices to get a question right. In addition, “new” types of logical reasoning questions now appear in the reading comprehension portions of the test. These new logical reasoning questions resemble questions found on the Analytical Ability sections of the old GRE, the Logical Reasoning sections of the LSAT, the verbal sections of the GMAT, and so on. These questions ask you to determine the logical conclusion of an argument, to analyze

**TIP**

Read the question *first!* Know what info you’re seeking before you start your search.

isolate the assumptions underlying an argument, and to distinguish what strengthens an argument from what weakens it.

The reading comprehension questions following each passage are not arranged in order of difficulty. They are arranged to reflect the way the passage's content is organized. A question based on information found at the beginning of the passage generally will come before a question based on information at the passage's end.

## Testing Tactics

### TACTIC

1

#### First Read the Question, Then Read the Passage

In responding to reading comprehension passages on the GRE, you often will have to consider more material than can fit conveniently on a single screen. You will confront a split screen similar to the one on this page. On one-half of the screen you will see the question you must answer; on the other you will see a segment of the passage under consideration. You will have to scroll through the passage in order to read the text in its entirety.

Both societies are territorial: they occupy a particular home range, which they defend against intruders. Likewise, both are cooperative: (40) members organize themselves into working groups that observe a clearly-defined division of labor. In addition, members of both groups can convey to each other a range of (45) basic emotions and personal information: animosity, fright, hunger, rank within a particular caste, and ability to reproduce. Wilson readily concedes that, from a specialist's perspective, such a likeness (50) may at first appear superficial, even unscientifically glib. Nonetheless, in this eminent scholar's judgment, "It is out of such deliberate oversimplification that the beginnings of a general theory are made.

Which of the following statements best describes the organization of the author's discussion of the importance of the termite/macaque comparison in the development of a unified science of sociobiology?

He provides an example of a comparison and then rejects its implications.

He concedes that current data are insufficient and modifies his initial assertion of their importance.

He acknowledges hypothetical objections to the comparison, but concludes by reaffirming its significance.

He cites critical appraisals of the comparison, but refrains from making an appraisal of his own.

He notes an ambiguity in the comparison, but finally concedes its validity.

Click on your choice.

Under these conditions, clearly only one tactic works: first read the question, then read the passage.

It is particularly important to follow this tactic when you are dealing with the logical reasoning questions on the GRE. You must look at the question before you look at the argument.

Rather than jumping in blindly and analyzing each and every aspect of the argument—assumptions, central point, evidence, further application, logical flaws—do no more work than necessary. Look at the question stem. Then examine the argument. Know what aspect of the argument you are to concentrate on, and focus on it. You will save time and effort.

The logical reasoning reading question that follows consists of a short passage followed by the question, "Which of the following best serves as an assumption that would make the argument above logically correct?" If you read the question before you read the passage, you will know that, as presented, the argument is faulty. As a result, you will be looking for the flaw as you read the passage and may already realize what's wrong before reading through the five answer choices. If you read the passage first, you may not catch the subtle flaw, and you may find the conclusion perfectly reasonable. Then when you read the question, and learn that the argument was not logically correct, you will be forced to go back and reread the passage, wasting valuable time.

In order to save \$500,000 in this year's budget, the city council voted to freeze the salaries of its school building inspectors. This shortsighted decision is yet another example of the council's being penny wise and pound foolish. The cursory inspections that will result from this action will cause many structural defects to go undetected, resulting in millions more dollars being spent on repairs in the future.

### EXAMPLE

In order for his argument to be logically correct, the author of the above argument used which of the following statements as an unstated underlying assumption?

- A City inspectors are already overpaid and so the wage freeze is warranted.
- B The city council cares less about the safety of the school children than it does about saving money.
- C If they do not receive an increase in their wages, school inspectors will become lax in performing their jobs.
- D The council does not feel that cursory inspections will necessarily result in defects going undetected.
- E The council will not authorize repairs in the future, so it will never have to incur the extra costs.

The passage attempts to justify the conclusion that the city will eventually have to pay much more than it is now saving. Having first read the question, you were on the lookout for a flaw in the passage's logic (the passage's failure to state an underlying assumption). Therefore, you probably picked up the subtle shift from "freeze the salaries" in the first sentence to perform "cursory inspections" in the third sentence. If you did, you might have said to yourself, "The fact that the wages of the inspectors are not being raised does not necessarily mean that they will retaliate by rendering poorer service." This then is the gap in the passage's logic. To justify the conclusion presented, you need to assume that freezing salaries will result in cursory or slipshod inspections; and this is precisely what Choice C says.

In the preceding example, none of the other choices is an assumption upon which the argument depends. You can read and analyze each of the other choices before eliminating it, but that takes time. It is always better if you can anticipate the correct choice.



### Caution

Read only the question itself—do not read the answer choices before reading the passage. Doing so will confuse you and waste time.

### READING COMPREHENSION STRATEGIES

1. Read the question carefully, so that you are sure you understand what it is asking. Decide whether it is asking about a specific, readily identifiable detail within the passage, or whether it is asking about the passage as a whole. Note any key words in the question that may help you spot where the answer may be found.
2. Next, turn to the passage. Read as rapidly as you can with understanding, but do not force yourself. Do not worry about the time element. If you worry about not finishing the test, you will begin to take shortcuts and miss the correct answer in your haste.
3. As you read the opening sentences, try to anticipate what the passage will be about. Whom or what is the author talking about? What, in other words, is the *topic* of this passage?
4. As you scroll through the passage, think about what kind of writing this is. What is the author trying to do?

Is the author trying to *explain* some aspect of the topic?

Is the author trying to *describe* some aspect of the topic?

Is the author trying to *argue* or debate some aspect of the topic?

What does the author feel about this topic? What audience is the author addressing here? Answering these questions will give you a sense of the passage as a whole.

5. Use your scratch paper intelligently. Take brief notes of important words or phrases in different paragraphs so that you can scroll back to them quickly when you want to verify an answer choice. You may also want to note key words in question stems (words like EXCEPT and LEAST, which the test-makers capitalize for emphasis, and that restrict your answer choice).
6. Your first scrolling through the passage should give you a general impression of the scope of the passage and of the location of its major subdivisions. In order to answer the question properly, **you must go back to the passage to verify your answer choice.** Do not rely on your memory. Above all, do not rely on anything you may have learned from your reading or courses about the topic of this passage. Base your answer on what this passage says, not on what you know from other sources.

#### TACTIC

### 2

#### Learn to Spot the Major Reading Question Types

It helps to familiarize yourself with the major types of reading questions on the test. If you can recognize just what a given question is asking for, you will be better able to tell which reading tactic to apply.

Here are seven categories of reading questions you are likely to face:

1. **Main Idea** Questions that test your ability to find the central thought of a passage or to judge its significance often take one of the following forms:
  - The main point of the passage is to...
  - The passage is primarily concerned with...
  - The author's primary purpose in this passage is to...

The chief theme of the passage can best be described as...

Which of the following titles best states the central idea of the passage?

Which of the following statements best expresses the main idea of the passage?

2. **Finding Specific Details** Questions that test your ability to understand what the author states *explicitly* are often worded:

According to the author,...

The author states all of the following EXCEPT...

According to the passage, which of the following is true of the...

The passage supplies information that would answer which of the following questions?

Which of the following statements is (are) best supported by the passage?

Which of the following is NOT cited in the passage as evidence of...?

3. **Drawing Inferences** Questions that test your ability to go beyond the author's explicit statements and see what these statements imply may be worded:

It can be inferred from the passage that...

The author implies that...

The passage suggests that...

Which of the following statements about...can be inferred from the passage?

4. **Application to Other Situations** (These are logical reasoning questions.) Questions that test your ability to recognize how the author's ideas might apply to other situations often are worded:

With which of the following statements would the author of the passage be most likely to agree?

With which of the following aphorisms would the author be in strongest agreement?

The author's argument would be most weakened by the discovery of which of the following?

The author's contention would be most clearly strengthened if which of the following were found to be true?

Which of the following examples could best be substituted for the author's example of...?

Which of the following statements would be most likely to begin the paragraph immediately following the passage?

The author is most probably addressing which of the following audiences?

5. **Tone/Attitude** Questions that test your ability to sense an author's emotional state often take the form:

The author's attitude toward the problem can best be described as...

The author regards that idea that...with...

The author's tone in the passage is that of a person attempting to...

Which of the following best describes the author's tone in the passage?



6. **Technique** Questions that test your ability to recognize a passage's method of organization or technique often are worded:

Which of the following best describes the development of this passage?  
 In presenting the argument, the author does all of the following EXCEPT...  
 The relationship between the second paragraph and the first paragraph can best be described as...  
 In the passage, the author makes the central point primarily by...  
 The organization of the passage can best be described as...

7. **Determining the Meaning of Words from Their Context** Questions that test your ability to work out the meaning of unfamiliar words from their context often are worded:

As it is used in the passage, the term...can best be described as...  
 The phrase...is used in the passage to mean that...  
 As used by the author, the term...refers to...  
 The author uses the phrase...to describe...

## TACTIC

### 3 When Asked to Find the Main Idea, Be Sure to Check the Opening and Summary Sentences of Each Paragraph

The opening and closing sentences of a paragraph are key sentences for you to read. They can serve as guideposts, pointing out the author's main idea.

When you are asked to determine a passage's main idea, *always* check the opening and summary sentences of each paragraph. Authors typically provide readers with a sentence that expresses a paragraph's main idea succinctly. Although such *topic sentences* may appear anywhere in the paragraph, readers customarily look for them in the opening or closing sentences.

Note that in GRE reading passages topic sentences are sometimes implied rather than stated directly. If you cannot find a topic sentence, ask yourself these questions:

- Who or what is this passage about?  
(The subject of the passage can be a *person*, *place*, or *thing*. It can be something abstract, such as an *idea*. It can even be a *process*, or something in motion, for which no single-word synonym exists.)
- What aspect of this subject is the author talking about?
- What is the author trying to get across about this aspect of the subject?  
(Decide the most important thing that is being said about the subject. Either the subject must be *doing* something, or something is *being done* to it.)

Read the following natural science passage and apply this tactic.

According to Wilson<sup>1</sup>, only when we are able to apply the same parameters and mathematical principles to weighing both troops of rhesus macaques and termite colonies will a unified science of sociobiology finally exist. While recognizing that many of his colleagues question such an outcome, Wilson, one of sociobiology's leading proponents, finds himself simultaneously more and more struck by the functional similarities

- that characterize both insect and vertebrate societies and less concerned with the structural differences that divide them to such an apparently irreconcilable degree. Thus, he freely compares termites and macaques, pointing out numerous likenesses between them. Both societies are territorial: they occupy a particular home range, which they defend against intruders. Likewise, both are cooperative: members organize themselves into working groups that observe a clearly-defined division of labor. In addition, members of both groups can convey to each other a range of basic emotions and personal information: animosity, fright, hunger, rank within a particular caste, and ability to reproduce. Wilson readily concedes that, from a specialist's perspective, such a likeness may at first appear superficial, even unscientifically glib. Nonetheless, in this eminent scholar's judgment, "it is out of such deliberate oversimplification that the beginnings of a general theory are made."

<sup>1</sup>Edwin O. Wilson, Harvard professor and author of *Sociobiology*.

Now look at a typical main idea question on this passage.

## EXAMPLE

Which of the following best summarizes the author's main point?

- (A) Facile and simplistic comparisons of animal societies could damage the prospects for the establishment of a unified science of sociobiology.
- (B) It is necessary to study both biology and sociology in order to appreciate how animals as different as termites and rhesus macaques can be said to resemble each other.
- (C) The majority of animal species arrange themselves in societies whose patterns of group behavior resemble those of human societies.
- (D) It is worthwhile noting that animals as dissimilar as termites and rhesus monkeys observe certain analogous and predictable behavior patterns.
- (E) An analysis of the ways in which insect and vertebrate societies resemble one another could supply the foundation for a unified science of sociobiology.

Look at the opening and summary sentences of the passage: "only when we are able to apply the same parameters and mathematical principles to weighing both troops of rhesus macaques and termite colonies will a unified science of sociobiology finally exist...it is out of such deliberate oversimplification that the beginnings of a general theory are made." First, is there a person, place, thing, idea, or process that is common to both sentences? Are there any words in the last sentence that repeat something in the first? *A general theory* repeats the idea of *a unified science* of sociobiology. The paragraph's subject seems to be the unified science of sociobiology. Note as well the words pointing to expectations for the future — *will...finally exist*, *beginnings*. The tone of both sentences appears positive: when certain conditions are met, then, in Wilson's view, a specific result will follow — we will have a unified science or general theory of sociobiology. This result, however, is not guaranteed; it can come about only if the conditions are met.

Now turn to the answer choices. What does Choice A say about a unified science of sociobiology? It states some things could make it less likely, not more likely,

to come about. Choice A is incorrect; it contradicts the passage's sense that a unified science of sociobiology is a *likely* outcome. Choices B, C, and D also may be incorrect: not one of them mentions a unified science of sociobiology. On closer inspection, Choice B proves incorrect: it makes an unsupported statement that one needs biological and sociological education to understand the resemblances between insects and vertebrates. Choice C also proves incorrect: it goes far beyond what the passage actually states. Where the passage speaks in terms of termites and rhesus macaques, Choice C speaks in terms of the *majority* of animal species and extends the comparison to include humans as well. Choice D, while factually correct according to the passage, is incorrect because it is too narrow in scope. It ignores the author's main point; it fails to include Wilson's interest in the possibility that a study of such similar patterns of behavior might lead to a general theory of sociobiology. The correct answer is Choice E. It is the only statement that speaks of a unified science of sociobiology as a likely possibility.

## TACTIC

4

**When Asked to Choose a Title, Watch Out for Choices That Are Too Specific or Too Broad**

A paragraph has been defined as a group of sentences revolving around a central theme. An appropriate title for a paragraph, therefore, must express this central theme that each of the sentences in the paragraph develops. It should be neither too broad nor too narrow in scope; it should be specific and yet comprehensive enough to include all the essential ideas presented by the sentences. A good title for a passage of two or more paragraphs should express the thoughts of ALL the paragraphs.

When you are trying to select the best title for a passage, watch out for words that come straight out of the passage. They may not always be your best choice.

This second question on the sociobiology passage is a title question. Note how it resembles questions on the passage's purpose or main idea.

## EXAMPLE

Which of the following is the best title for the passage?

- (A) Deceptive Comparisons: Oversimplification in Biological Research
- (B) An Uncanny Likeness: Termites and Rhesus Macaques
- (C) Structural Dissimilarities Between Insects and Vertebrates
- (D) Arguments Against a Science of Sociobiology
- (E) Sociobiology: Intimations of a General Theory

Choice A is incorrect: it is at once too narrow and too broad. It is too narrow in that the passage refers to *oversimplification* only in passing; it does not have oversimplification as its subject. It is too broad in that the passage emphasizes sociobiology, not the whole realm of biological research. It is also misleading; the passage never asserts that the deliberate oversimplification of the comparison between termites and macaques is intended to deceive.

Choice B is incorrect: it is too narrow. True, the author discusses the resemblance between termite and macaque societies; however, this likeness is not his subject. He

discusses it to provide an example of the sort of comparison that may lay the groundwork for a potential science of sociobiology.

Choice C is also incorrect because it is not inclusive enough. It fails to mention the potential science of sociobiology. In addition, while the passage refers to *structural differences* between insect and vertebrate societies, it stresses structural similarities, not structural dissimilarities.

Choices D and E both mention the theory of sociobiology. Which is the better title for the piece? Clearly, Choice E: the author is not arguing against the potential science of sociobiology; he is reporting Wilson's opinions concerning the likelihood of sociobiology's emergence as a unified science. Thus, he finds in the termite-macaque comparison *intimations* or hints of an incipient general theory.

**TACTIC** When Asked to Determine Questions of Attitude, Mood, or Tone, Look for Words That Convey Emotion, Express Values, or Paint Pictures

5

In determining the attitude, mood, or tone of an author, examine the specific diction used. Is the author using adjectives to describe the subject? If so, are they words like *fragrant*, *tranquil*, *magnanimous* — words with positive connotations? Or are they words like *fetid*, *ruffled*, *stingy* — words with negative connotations?

When we speak, our tone of voice conveys our mood — frustrated, cheerful, critical, gloomy, angry. When we write, our images and descriptive phrases get our feelings across.

The next model question on the Wilson passage is an attitude question. Note the range of feelings in the answer choices.

## EXAMPLE

According to the author, Wilson's attitude toward the prospect of a unified theory in sociobiology can best be characterized as which of the following?

- (A) Unconditional enthusiasm
- (B) Cautious optimism
- (C) Unbiased objectivity
- (D) Resigned acquiescence
- (E) Strong displeasure

How does Wilson feel about the possibility of a unified theory of sociobiology? The answer choices range from actively negative (*strong displeasure*) to actively positive (*unconditional enthusiasm*), with passively negative (*resigned acquiescence*), neutral (*unbiased objectivity*), and guardedly positive (*cautious optimism*) in between.

Wilson's attitude toward the possibility of a unified theory of sociobiology is implicit in the author's choice of words. It is clear that Wilson views this possibility positively; the whole thrust of his argument is that the current studies of the similarities between insect and vertebrate societies could mark the beginnings of such a unified theory and that the specialist should not dismiss these studies as glib or simpleminded. Note in the second sentence how the author describes Wilson as a