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INTRODUCTION TO

3 ANALYTICAL WRITING

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Analytical Writing: The Basics

The Analytical Writing section is designed to test your ability to think critically a on a given topic. This section will always appear first on the exam. Each essay pr

will not be able to switch between the two or use remaining time from one essay to complete each essay. For those taking the computer-adaptive exam, responses are typed using basic word processing software. While basic functions like cut and paste are available, common features

Do I Really Need to Prepare for the Analytical Writing Section?

The Analytical Writing section is of particular importance to graduate and business school applicants, specifically to ascertain the writing skills and abilities of candidates. Across the board, test takers spend less time preparing for the Analytical Writing section than the other sections on the exam. In many cases, test takers are overconfident in their section, relying on their perceived writing ability and feeling like they can easily

However, it is important to familiarize yourself with the specific essay task you are looking for in a top-rated essay.

Even if you are a strong writer, you should still devote some time to preparing for the exam. This chapter will discuss the Analytical Writing section in general, explore the Analytical Writing section, distinguish the fundamental difference between the two prompts, and provide tips for writing an essay that scores well.

In the Analytical Writing section, you will be presented with two essay tasks and two prompts. **Analyze an Issue:** The Analyze an Issue prompt will present you with a specific topic. The topic lends itself to multiple perspectives, and there is no one right answer. You are asked to construct a well-reasoned, cohesive argument that both supports your stance on the issue and follows the instructions given in the prompt.

Analyze an Argument: The Analyze an Argument prompt will present you with a claim and its merits and logical soundness. Unlike the Analyze an Issue prompt, you will not be asked to support the claim. Instead, you will write a critical assessment of the arguments presented.

About the Prompts

The prompts for the Analytical Writing section are drawn from a wide range of subjects, from the social sciences, humanities, and physical sciences, for example. While the prompts cover a wide range of subjects, no content knowledge is expected. If you encounter a physical science prompt, be assured that you will not need to be a science expert in order to write a well-reasoned response.

Sample Analyze an Issue Prompt

Colleges and universities should require their students to spend at least one seme

Write a response in which you discuss your views on the policy and explain your

In developing and supporting your position, you should consider the possible con
and explain how these consequences shape your position.

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Sample Analyze an Argument Prompt

*A recent sales study found that consumption of beef dishes in New York City dine
in restaurants has increased by twenty percent
during the past three years. But there are currently no operating city rest
majority of families in New York City are dual-
income families, and a nation-wide study has shown that such families eat
significantly fewer home-
cooked meals than they did five years ago, though they are more concerned abou*

Therefore, the new Moo-

Town Steakhouse that specializes in premium beef should be quite popular in New York City.

Discuss the questions that need to be asked about the argument to determine your response, explain how these answers will aid in evaluating the argument.

Prompts on the ETS Website

Unlike other exams you have taken, all of the possible Analytical Writing essay prompts are available online for you to review. ETS makes available all the possible topics you can have for each resource and opportunity to practice with real essay questions. You can view the prompts online or request a copy by mail. There are lots of possible prompts with no real work on your exam. With the prompts available, however, you at least have the opportunity to review all the prompts, and get a clear idea of the phrasing of questions and their accompanying instructions. Reviewing all the prompts, that does not mean you need to work through all of them. Working through all the prompts is a huge undertaking, and your time could be better used honing your writing skills on the Analytical Writing Primer or the Vocabulary List. The subsequent chapters will outline some key strategies for practicing with the available prompts and developing an effective approach to the exam.

Plagiarism

It is important to remember that the work you submit for each essay is your own work. ETS scans submitted essays for similarities to other published print and electronic materials. Similarities between essays submitted by other test-takers. If ETS determines your work is too similar to other submitted essays or published material, they may cancel your score. If your score is canceled, you will not receive a refund of fees paid. Under certain circumstances, you may file a complaint with ETS directly.

Prep Tip: You can find the prompts for the exam on the ETS GRE website at: https://www.ets.org/gre/revised_general/prepare/analytical_writing/

How Essays Are Scored

Essays are scored based on your demonstrated ability to logically construct an argument, provide appropriate examples, and adequately defend your position. Only one score, scale score, is assigned to reflect your combined performance on both essays; you will not receive separate scores for each task. Essays that are off-topic or written in a language other than English will receive a score of “0.”

Two reviewers will evaluate each of your prompts. Essay reviewers are typically with a broad range of specialties. Each reviewer will assign you a score of formulate a logical argument and appropriately respond to the essay task.

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To arrive at your cumulative section score, the scores assigned by both reviewers average of those figures is taken to arrive at your cumulative score.

For example, if your Analyze an Issue essay receives a score of “3” from one reviewer, your final score for the Analyze an Issue essay would be “3.5.” Let us suppose that you then receive a score of “4” from one reviewer and a score of “5” from the other. Your Argument essay would then be “4.5.” To arrive at your cumulative section score, for each essay—

in this case, “3.5” and “4.5.” The cumulative section score in this example would be calculated using the following equation: $(4.5 + 3.5)/2$. This leaves us with a final cumulative score of

Scoring Discrepancies

If the two reviewers assign you scores that differ by more than one point, a third reviewer is assigned. In this case, the third reviewer, who is typically a more senior and experienced reviewer,

No averaging will happen for that particular prompt. The score assigned by the test will be the score from your other essay task to derive your cumulative section score.

Score Reporting

Only one score—the average of your scores for the two essay tasks—will be reported on your official score report. Unlike the Verbal and Quantitative Reasoning sections, the Analytical Writing section will be reported at the end of your test administration. Your Analytical Writing section scores will be released, usually 10–15 days after your test administration. Institutions that receive your scores will only receive your cumulative section score.

Scoring Rubric

The Analytical Writing essay reviewers use a holistic approach to scoring, focusing on its overall cohesiveness and argumentation instead of assigning points based on specific elements that reviewers consider when calculating an overall score. So, what does it mean to receive a score of 6? The following general rubric outlines the typical characteristics of a whole score on the section. In the subsequent chapters, we will explore the scoring process in more detail.

Top to Mid-Range Percentile Analytical Writing Scores

6.0 – Outstanding

- Essay is well-structured, logically sound, and demonstrates a clear understanding of the essay topic and the evidence/argument.
- Essay is well-organized, ideas are presented clearly, and transitions are smooth.
- Key components of the argument/issue are addressed and essay reflects clear insight into the issue.
- Strong support is offered for arguments, and evidence is used appropriately to substantiate the points advanced by the writer.
- Essay demonstrates an excellent command of writing, sentence structure, and vocabulary.
- Essay contains minimal grammatical and spelling errors.

5.0 – Strong

- Essay offers a well-developed and organized assessment of the issue/argument and demonstrates strong understanding of the prompt and evidence.
- Ideas are clearly developed and articulated, transitions are smooth, and the essay is well-written.
- Evidence is used appropriately to support or critique the present issue/argument.

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- Essay demonstrates a strong command of writing though it may contain minor errors.

4.0 – Satisfactory

- Essay offers a satisfactory assessment of the issue/argument and demonstrates understanding of the essay task.
- Essay identifies the main issues and addresses most of the key components of the task.
- Essay offers sufficient support for or critique of the argument and presented evidence.

- The writing is structured but contains little complexity and some minor and crit

3.0 – Limited

- Essay is generally organized but offers a flawed critique of the issue/arg understanding of the evidence and a below-average command of writing.
- Essay fails to marshal evidence to form cohesive and well-supported arguments.
- Essay demonstrates a limited range of complexity in sentence structure and voc
- Writing contains grammatical, spelling, and syntax errors.

2.0 – Seriously Flawed

- Essay demonstrates a clear disconnect from the main components of the disorganized and illogical.
- Evidence is not leveraged to support argument and critique is not well-supported.
- Essay demonstrates a limited analysis of main components and little to no insig
- Essay contains critical grammatical, spelling, and syntax errors and exhib structure variation.

1.0 – Fundamentally Deficient

- Essay demonstrates poor understanding of the main components of the argumen organized analysis.
- Essay contains limited analysis and insight on the issue/argument and an inabil
- Writing contains critical grammatical, usage, and mechanical errors, and lacks

0.0 – Unscorable

- Essays are completely off-topic, contain only random keystrokes, are written in a language other than English, or simply copy the essay prompt without providing an answer.

- A score of “0” is rarely assigned. It is not to be confused with a score notation (0) to essays where the input field is left completely blank.

Prep Fact: According to ETS, 90% of all Analytical Writing essays earn scores

Characteristics of a Top-Scoring Essay

In order to make your essay stand out and increase your chances of earning a top well-

written, but also fully address the prompt and align with the essay tasks. If the essay you write a well-

developed essay that argues the merits of both sides and how both options are a good are not going to score well, even with a well-

written essay. The key to scoring well on the Analytical Writing section is

more than writing well; you need to follow instructions, use the provided evidence

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Organization and Clarity

Essay reviewers have lots of essays to review and do not have time to re-read your essays in order to grasp your point.

As such, it is critical that your essay is well-organized and clearly articulates your argument and analysis of the prompt.

Essay reviewers should not have to guess your position or search for your position. Your position should be clearly stated and supported by both the provided evidence and the relevant background information.

The flow of the essay should be logical and easy to follow. Make sure you divide up your ideas into paragraphs that are directly related to each other and ensuring that your transitions are clear. We will discuss some strategies on how to organize your essay logically and what reviewers are looking for when deriving your score.

Appropriate Use of Evidence

Creating a well-organized, logically sound, and clear essay largely depends on how you use evidence to support your argument. A well-written essay will marshal not only the provided evidence in support of your position but also include relevant evidence introduced by you to further strengthen your argument. Examples, real-world occurrences, and logical assumptions can all be helpful in constructing a well-supported, logical essay.

Vocabulary, Grammar, and Sentence Variety

Though content is the most important factor that essay reviewers consider, it is also important to ensure your essay is grammatically sound and that it demonstrates a strong command of language. On a computerized exam, you will not have access to the typical word processing functions that you are likely accustomed to using. You will need to be diligent and ensure the end of each essay to proofread and correct mistakes.

While minor issues may not count against you, major issues or a lack of variety can significantly impact your cumulative score. Reviewers want to see that you understand and can use a variety of complex sentence structures and vocabulary. However, do not use your championship spelling bee words. Use vocabulary that is appropriate and matches the context of the prompt. There are ample opportunities in the Verbal Reasoning section for you to demonstrate your vocabulary skills.

Critical Analysis and Logical Reasoning

Having an essay that is logically sound and that provides a critical analysis of the prompt is essential if you want to score in the upper percentile for the Analytical Writing section.

reader of your point of view by providing a well-supported case. Having a logically sound argument also means that you have avoided common logical pitfalls and interpreted the issue and evidence with

A Note on Essay Length

You may have noticed that essay length was not listed as one of the key scoring essay. While there is no prescribed length for your essay, you should ensure that your essay is prompt. Your essay length is certainly important, but it should be a second articulate logical arguments in an organized and cohesive manner by using sufficient length will likely happen organically.

The essay reviewers know that you have a limited amount of time to construct a reasoned, complete essay; they understand that you can only do so much in the 30 minutes you are given and that polished and extensive analysis of the presented issue or argument. What is expected is an understanding of the main concepts and sufficiently address the major concepts of the prompt. Covering all these bases is rather hard to do in a few sentences.

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So, while there is no specific length that is required, an essay that includes paragraphs, and a conclusion stands a greater chance of receiving a 5 or 6 than one should generally be between 400–600 words. But make sure you are going for quality, not superfluous information to make your essay seem longer. Doing so can adversely

Chapter Overview

In this chapter, we covered the basics of Analytical Writing, scoring, and the Analytical Writing section is designed to test your ability to think critically and formulate conclusions on a topic. Even if you are a strong writer, it is important to spend an adequate amount of time understanding the essay tasks.

Analytical Writing Essay Tasks and Scoring

Essay Task

About the Prompt

Scoring

The Analyze the Issue prompt will present you with

Analyze an Issue specific instructions on how to analyze a given topic. The topic lends itself to multiple perspectives and there is no “correct” answer. Essays are scored on a scale of 1–6.

“correct” answer.

in half-point increments. Your scores

on both essays are averaged to arrive

The Analyze an Argument prompt will present you with an argument and ask you to evaluate its merits and logical score. Analyze an

argument and ask you to evaluate its merits and logical score.

Argument

soundness. Unlike the Analyze an Issue prompt, you will

not choose a side for this prompt.

Key Components of a Good Essay

Organization and Clarity: Your essay should be organized and your position clear.

Vocabulary, Grammar, and Sentence Variety: Use a variety of sentence structures and be mindful of grammar and spelling.

Appropriate Use of Evidence: Use the evidence provided to offer support or cite relevant evidence of your own when appropriate.

Critical Analysis and Logical Reasoning: Offer a critical analysis of the main claim; your reasoning flows logically and avoids common logical flaws.

Appropriate Length: Ideally, your essay should be between 400–600 words, though

Ensure you write enough to fully address the essay tasks and provide a well-supported argument.

Prompts Available on the ETS Website

Remember that all the prompts for both essay tasks are available on the ETS website. Use the prompts to write essays and to gain greater insight into the prompts themselves and the specific requirements.

UP NEXT: In the next chapter, we will discuss how to study and prepare for the essay tasks and outline a strategic approach to outlining and writing your essay on test day.

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How to Prepare for the Analytical Writing Section

In the previous chapter, we discussed how test-takers are often underprepared for the Analytical Writing section, devoting significantly less time to studying for it compared to the Verbal and Quant

the criteria for scoring and the key characteristics that essay reviewers look for will help you understand the importance of spending an adequate amount of time building your

How do you prepare to write organized, logical, and well-supported essays? There are several tools included in this text and offered by ETS that will help you hone your approach to the Analytical Writing section to produce strong, high-scoring essays.

Writing Primer

Before launching into the Analytical Writing chapters on the Analyze an Issue and Analyze an Argument sections, it is recommended that you work through the Writing Primer in the back of this book.

- Walk you through common writing mistakes.
- Discuss key characteristics of good, logically sound writing that essay graders appreciate.
- Provide a review of grammar, mechanics, sentence structure, punctuation, and paragraph writing.
- Provide an overview of logical constructs and common reasoning errors, as well as demonstrate the characteristics of high-scoring GRE Analytical Writing essays.

In terms of structuring your study plan for this section of the exam, the Writing Primer is a strong resource. It will best situate you to avoid costly mistakes and impress your reviewers, thus increasing your chances of earning a high score.

Essay Prompts

As we discussed in the last chapter, you have access to all the Analytical Writing prompts. This section is a perfect resource for you to get direct exposure to prompts you will encounter on the exam. You can also have your essays read by professors or peers to read your essays and provide you with feedback on your writing. Reading your own work.

ScoreItNow!TM

ScoreItNow!

TM is an online scoring service offered by ETS that allows you to submit your essays by an e-grader. The scoring service will simulate testing conditions for you, present you with your essays, and provide you with an immediate score once you are done with your essays. The system

based depending on the number of essays you wish to have scored.

ScoreItNow!

™ is a useful practice tool that allows you to see how your writing measures up to reviewers use to score your essay. None of the scores earned in the system are valid not recorded or stored in any database. You can use the confidential scoring system scores being seen by anyone but you.

Prep Tip: While ScoreItNow!™ is a great tool, it is fee-based and may not be accessible to everyone. Tapping into your network and asking professors, colleagues, or peers essays using the outlined criteria is also a helpful way to get feedback on your essays.

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Developing a Strategy

You only have 30 minutes to write each essay in the Analytical Writing section, so it is crucial and above all things, it must be strategic. With the time limit, you must dive deeply into the material and spending lots of time exploring all the possible angles.

You have to dive in and attack the essay, and to do that, you must have a comfort

A strategic approach to the Analytical Writing section merits attention to several
Time Management

Understanding how to best use the allotted time to strategically approach the essay
Essay Format

Structuring your essay so that it is organized, it contains a proper introduction, and it addresses
the main components of the prompt

Critical Writing Components

Clearly articulating your position in an appropriate tone, ensuring that you provide a clear and
Key Differences Between the Prompts

Understanding that the Analyze an Issue and Analyze an Argument prompts are very different and
of response they require and ensuring your essays align with each essay task
You should work to implement your strategy while preparing for the exam and consult the
the sample prompts; test day is not the time to try out new strategies! Let us help you
more closely.

Time Management

Managing your time on the entire exam is critical. However, the Analytical Writing section is a
challenge in this area. Your time limit starts when the prompt is displayed on the screen. You
cohesive essay that offers critical analysis and insight into a randomly generated topic. You
minute time limit!

As you begin to work through prompts and write your sample essays, you should focus on
arguments without much worry about the time constraints. It is important to spend time
making sure you understand key logical constructs and how to avoid common errors. It is
of time into your study plan. Once you have practiced a few essays focused on writing, you
how to put together a high-scoring essay under time constraints.

Your time should be divided among four key tasks:

- Reading
- Brainstorming and Outlining
- Writing your Essay

- Proofreading

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Read: 2 minutes

Make sure you fully read the presented argument or issue and the instructions that you receive and form a clear understanding of the essay task. Underline key terms and instructions. 2 minutes is not enough time, but remember, since you have access to the materials, you have seen most of the instructions, even if the argument and issue presented are new. For the provided prompts and familiarizing yourself with the essay tasks will allow you to understand the prompt.

Brainstorm and Outline: 5 minutes

After you have read the prompt and are clear on the essay task, spend the next couple of minutes outlining your essay. The first step here is to decide your position. Once you know your position, you can then brainstorm some counterpoints and supporting evidence before outlining your essay. If you work through the Analyze an Issue and Analyze an Argument prompts, you will find that you can systemize your approach to the essay tasks. The more you practice writing sample essays, the easier it will likely be on the exam.

Write: 18 minutes

Writing the essay is, of course, the most important task. Spend about 18 minutes as a guide. Your essay should include a brief introduction, 2–3 body paragraphs,

Proofread: 5 minutes

You are not expected to produce a flawless essay in 30 minutes. But you should r over what you have written and correct any grammar, punctuation, spelling, and mechanics. See the Writing Primer.

Prep Tip: Since the word processing software does not include grammar or spell check, it's a good idea to practice typing your essays with those functions disabled or turned off.

Practicing without these tools helps you better simulate actual testing conditions and catch errors on your own while proofreading.

Essay Format

Organization is a critical aspect of the Analytical Writing essay. If you want to score well, your essay needs to be well-organized and flow logically. There is no specific format outlined for the test. However, on exam day, you should have a general idea on how to best structure your essay for both Argument and Analytical Writing prompts. While each prompt will require a slightly different approach, certain essay format elements that should be present in both essays.

Introduction

Your introduction should clearly state your position on the issue or argument. It should try to avoid long-winded introductions with superfluous information and phrases. You should avoid addressing the reader directly (“What would you do if this happened to you?”), or in a hypothetical (“Imagine a world without crime.”) Demonstrate that you understand the prompt, firm up your thesis statement, and move on to the body of the essay.

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Body

This is the meat of your essay. You want to craft two to three paragraphs based on the main components of the prompt. You should start a new paragraph for each key point to support your viewpoint with the appropriate evidence. Your transitions should be logical so the essay reviewer can easily follow along.

Conclusion

For the conclusion, you want to drive your point home. Re-emphasize your thesis, and close out your argument.

Avoid phrases like “As I have shown” or “As you can see.” If you have clearly argued your statements will not be necessary.

Critical Writing Components

Clarity of Position

Your essay should very clearly articulate your position. Be certain to take a clear point. Particularly with the Analyze an Issue prompt, you want to make sure that you address the merits of both sides of the argument. A key consideration for your position. If you have not taken a clear stand, it will be hard to meet this expectation. Your essay will help you construct an organized and logical argument. Avoid broad statements that cannot be supported by evidence or that add little value to your argument. Relevant and proper use of evidence will play a major role in helping you draft an essay that clearly

Logical Flow of Ideas

Having a logically sound argument is also a critical component of a good essay. If you have solid critical thinking skills and that you understand the basic principles of a

For the Analyze an Argument prompt, you will often need to address logical flaws. You need to have a clear understanding of such flaws as well as the ability to form a logical

Tone

Essay reviewers expect that your essays may not be as polished as they would like, but you should still treat the essay as a piece of formal writing. You should ensure that your vocabulary is used correctly, and that you avoid the use of informal speech. Avoid first-person or third-person narrative voice, third-person is your safest choice to ensure your essay flows well and accurately advances your argument.

Key Differences Between the Prompts

The Analytical Writing section has two distinct essay tasks that both require common mistakes test-takers make is devising a single approach and applying it to both essays. While they have some similar characteristics and will have some of the basic key elements, they differ in important ways for when you are writing.

The differences between the two essays lend themselves to much discussion. We discuss the expectations and approaches for each of these essays in their respective chapters. In this chapter, we discuss the key differences between the Analyze an Issue and Analyze an Argument prompts.

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Primary goals for the **Analyze an Issue** prompt:

- Choose one side of the issue. This is the most critical aspect of this essay. It is important to choose one side of the issue or the other.
- Provide an analysis of a general issue that is often presented without comment or opinion. The issue is usually derived from some aspect of politics, popular culture, the arts, or history.
- Use your own evidence and appropriate examples to support your thesis.

Primary goals for the **Analyze an Argument** prompt:

- Provide critical analysis of the position presented in the prompt. Unlike the Analyze an Issue prompt, you do not have to pick a side. Instead, you will analyze the presented argument.
- Assess the logical soundness of the prompt and highlight any logical fallacies.
- Analyze the given evidence and comment on the effectiveness of the evidence in supporting the position.

Chapter Overview

In this chapter, we covered the key preparation strategies to prepare you for the Analytical Writing section, including available resources to help you prepare, timing strategies, and critical writing concepts for a good essay.

Prep Resources for the Analytical Writing Section Resource

Benefits

The Writing Primer should be your first step, even if you are a strong writer. The Writing Primer

best situate you to avoid costly mistakes and draft essays that resonate with the essay reviewers, increasing your chances of earning a high score.

You have access to all the Analytical Writing prompts used for the GRE. Essay Prompts

perfect resource for you to get direct exposure to prompts you will encounter on exam. Try to tap into your network of professors or peers to read your essays and get you with feedback, since errors are not always apparent when reading your own work.

ScoreItNow!

TM is a useful practice tool that allows you to see how your writing measures up to the guidelines that essay reviewers use to score your essay. The score will simulate testing conditions for you, present you with a test prompt, and provide you with an immediate score once you are done with your essays.

up to the guidelines that essay reviewers use to score your essay. The score will simulate testing conditions for you, present you with a test prompt, and provide you with an immediate score once you are done with your essays.

How to Manage Your Time When Writing Your Essay Task

Objective

Time Allotted

Read the presented issue and the essay task. Underline key

Read

pieces of evidence and important information included in

2 minutes

the instructions.

Decide your position and chart your pros and cons. Briefly

Brainstorm and Outline

outline your paragraphs and the evidence you plan to use

5 minutes

to support your argument.

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Task

Objective

Time Allotted

Write

Write your essay using the outline you drafted.

18 minutes

Proofread

Proofread your essay, checking for grammar, spelling, logical flaws, and glaring errors.


5 minutes

UP NEXT: In the next chapter, we will discuss the fundamentals of the Analyze approach to the prompt.

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5 AN ISSUE PROMPT

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The Analyze an Issue Prompt: The Basics

The Analyze an Issue prompt will always appear first in the Analytical Writing section. It asks you to state your viewpoint or viewpoints about a general issue. For the Analyze an Issue essay, you must provide a well-reasoned response to the presented prompt. Your task is to develop your own argument, state your position, and use the additional instructions to further explain various aspects of your position.

You will have 30 minutes to complete the Analyze an Issue essay. For those taking the computer-adaptive exam, the essay is typed using the word-processing functionality.

Components of the Prompt

The Analyze an Issue prompt is broken into two distinct parts: the issue and the instructions. The issue is a brief statement, presented in only a sentence or two. The topics are general in nature and require only common knowledge for you to draft a response. The instructions will provide you with specific directions on how to respond, outside of simply choosing a side of the issue.

There is no right or wrong answer for the prompt. Since this essay task measures your ability to analyze an issue and use appropriate and convincing evidence to support your position, it is not a simple matter of choosing a clear side: do not straddle the fence. Make a decision and explain the merits of your position.

Essay Task Directions

At the start of the Analyze an Issue essay task, you will see directions that outline what your response will be evaluated on. Let us look at an example of the directions you may see on the task. **Directions:** You will be presented with a brief statement that addresses a particular issue. Your response will be evaluated based on your ability to:

- Clearly articulate and support your point of view using specific, relevant examples
- Organize your response so that it flows logically

- Analyze and address complex nuances of the issue
- Articulate your point of view using standard English and a demonstrated understanding of usage, and mechanics

The directions are straightforward and consistent. Given the time constraints on the test, it is important to read the directions prior to the exam so that you do not have to spend valuable time reading them on test day.

The Issue and Writing Instructions

A sample prompt includes the presentation of the issue and the specific writing instructions.

Issue

Homeschooled students often miss out on critical social interactions that lead to important skills and competencies.

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Instructions

Write a response in which you discuss the extent to which you agree or disagree with the statement and your position, be sure to address the most compelling reasons and/or examples that you have chosen.

On the actual exam, the prompt will be presented without the **Issue** and **Instructions**. The additional instructions move beyond you simply stating your position on the issue to go a step further and address several other elements of the issue in your argument.

- Instances when your position might not prove to be true
- Circumstances under which your position may not have the intended outcome
- Possible consequences of acting based on your position
- Possible challenges to your position
- Additional arguments that support your position

Analyze an Issue Writing Instructions

While the presented issues will run the gamut of topics, you will be asked to write six sets of instructions. The wording may vary slightly from what you see on the exam, but they closely reflect the instructions you will encounter for the Analyze an Issue essay task.

- Discuss the extent to which you agree or disagree with the statement and provide specific instances when the statement may or may not be true and how these instances impact your position.
- Discuss the extent to which you agree or disagree with the statement and provide specific examples, explain how the circumstances under which the recommendation could be advantageous in developing and supporting your view point.
- Discuss the extent to which you agree or disagree with the claim and cite the most relevant evidence you could use to dispute your stance.
- Ensuring you address both viewpoints provided, discuss which more closely aligns with your position and use specific evidence to support your position.
- Discuss how much you agree or disagree with the claim and the support offered by the evidence.
- Discuss your viewpoint on the proposed policy and the reasons for your perspective on implementing the policy and the extent to which these consequences influence your position.

Analyze an Issue Scoring Rubric

In Chapter 3, we looked at the general scoring rubric for the Analytical Writing e characteristics that essay reviewers look for when scoring an essay. The rubric be chapter outline the essay-specific characteristics that reviewers look for when scoring your individual essay

6.0

- Essay takes a clear stance on the issue and provides a complete response to the
- Essay is organized and contains sufficient connections between presented ideas
- Essay uses persuasive evidence to support the position and incorporates specific premises.
- Every sentence is structured and uses appropriate vocabulary.
- Essay contains only minor grammatical, usage, and spelling errors.

5.0

- Essay takes a clear stance on the issue and presents a cogent and focused response
- Essay is clearly organized and proper connections are drawn between presented
- Proper evidence is used to support the selected position and includes appropriate

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persuasive argument.

- Essay exhibits varied sentence structures, proper word choice, and a clearly advanced style.
- Essay contains only minor grammatical, usage, and spelling errors.

4.0

- Essay takes a clear stance on the issue and presents a near-complete response to the prompt.
- Essay is logically organized and utilizes appropriate evidence.
- Sentences and vocabulary usage are clear and appropriate.
- Essay generally adheres to grammatical, usage, and spelling conventions, though some errors may be present.

3.0

- Essay takes a generally clear stance on the issue but addresses the prompt incompletely or is incomplete.
- Ideas in the essay are not clearly linked and evidence is inadequate or unrelated to the issue.
- Essay is loosely organized and does not flow in a manner that is easily understood.
- Sentence structure and vocabulary choices sometimes hinder rather than help communication.
- Writing exhibits occasional grammatical, usage, and spelling errors that impact clarity.

2.0

- Essay takes a position that is unclear or poorly articulated and does not suffice
- Evidence used is incomplete, illogical, or unclear; ideas of the passage do not c
- Organization is lacking and the overall flow of the essay is without clarity and i
- Sentence structure and vocabulary use negatively impact the flow of the essay.
- Consistent grammatical, usage, and spelling errors significantly impact the flow

1.0

- Position taken on the issue is uncertain and the prompt is unaddressed.
- Evidence is poorly marshaled, is illogical and/or irrelevant.
- Essay is poorly organized and reflects no clear structure.
- Sentence structure and vocabulary significantly impact the flow of the essay.
- Consistent grammatical, usage, and spelling errors significantly impact the flow

0.0

- The response is written in a language other than English.
- The response includes nothing but a copy of the question task or the issue.
- The response is not legible (paper exam) or contains only non-English characters (computer-adaptive exam).

Developing a Strategy

With only 30 minutes to write your essay, you want to be strategic in your exam, it is wise to outline some key elements that should be part of your essay re

This minimizes the time you spend thinking about how to organize your es

since you have the prompts available to you ahead of the exam.

Having a plan going into the essay helps you create a cogent, organized essay that

In turn, you increase the chances of your essay earning a high score. Let us look at a prompt to keep in mind when responding to the Analyze an Issue prompt.

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Clear Statement of Your Position

The most critical element of the Analyze an Issue essay is the statement of your position. You must not guess what side of the issue you have taken. Remaining neutral is not an option for a high score. A clear thesis that directly states your position should be included in the first sentence. To ensure the reader is clear on your position is to clearly articulate your position in the first sentence. Follow up with content that both supports your stance and addresses the additional aspects of the prompt.

Address the Essay Prompt

Make sure you answer the prompt. With limited time allocated to finish your response, get your ideas down. Remember to go back to the prompt to make sure you are doing what is asked.

points of view, bringing up possible objections, and not just agreeing or disagreeing.

Get Organized

Having a clear structure for your response will allow the reviewer to easily follow an outline, organize your paragraphs so that they logically flow from one to the next, and accompanying evidence.

Use Strong Supporting Evidence

Developing adequate support is crucial to your success. Begin with a clear and concise introduction and follow a clear line of reasoning as you develop each additional paragraph.

Connect Your Ideas

The organization of your essay does not need to be based on a rigid formula. However,

Make sure your ideas are linked together logically with supporting evidence.

When writing your paragraphs, do not begin them with phrases like “The first reason is. . .” or “The second support is.” You should also avoid demonstrative phrases like “In conclusion.” Use transitional words and phrases like “Thirdly,” or “With these arguments in mind.” Use transitional words and phrases to flow from one to the next by pinpointing the connections in your writing.

Organizing Your Essay

Similar to the characteristics we just reviewed as part of your strategic approach to writing, the techniques you want to organize your essay regardless of the prompt will help you best utilize your time.

The outline below models a layout that addresses the essay task and presents your ideas clearly.

Opening Paragraph

- Make a clear and concise statement of your position. Do not straddle the fence.

First Body Paragraph

- Explain and support your first reason for taking the side of the issue you have chosen.



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Second Body Paragraph

- Explain and support your second reason for taking the side of the issue you have chosen.

Third Body Paragraph

- This paragraph is best reserved to address the additional directions from the prompt to consider counter-arguments to your position, address specific parts of the prompt in more detail, discuss potential consequences or outcomes, then this is the paragraph to do so.

Concluding Paragraph

- This is your last paragraph to make your point. Try to reserve your strongest support for this paragraph using appropriate evidence. Reiterate your position and close your argument.

Do I Have to Use This Format?

While there is no standard organization expected by ETS, it is advantageous to pre-plan your structure to ensure that your essay on the exam flows well, communicates your point clearly, and is easy to read.

Each paragraph should provide support for your point of view. In addition to your main point, you should also address counter-arguments to your position.

body paragraphs should address the specific instructions in the prompt. Everything supported.

Prep Tip: Whether you are taking the computer-adaptive exam or the paper exam, you will have access to scratch paper to jot down notes, outline your essay, and or you plan to present in your body paragraphs. Be sure to use this valuable advantage. While you cannot bring your own scratch paper into the exam, if you can request more.

Key Ingredients

If you are aiming for a top score, it is not enough to just organize your paragraphs in each paragraph must be organized logically and provide support for your position through and practice with the following key ingredients for organizing your essay to best use each of these elements in a well-organized essay.

Topic Sentence

Your topic sentence should give the reader an idea of what the rest of your essay your point of view, introduce the counter-argument, or address the specific directions of the prompt. For example, if you are arguing that zoos should be shut down because of their mistreatment of animals that keeping animals locked in cages at zoos is bad for their well-being.

Evidence and Examples

Once you have your topic sentence and first paragraph, there are several ways Your goal in these paragraphs is to make your topic sentence persuasive by including



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the well-

being of animals in zoos, for instance, you might talk about the quality of care provided. You could emphasize the number of deaths of animals at zoos. Make sure your examples

Compelling Conclusion

Your conclusion should be compelling. In your conclusion, you should clearly restate your strongest piece of support to solidify your stance on the issue. You do not want to leave the reader with a feeling, so make sure you leave a lasting impression. You can state your main points, or make the reader aware of a larger issue.

Analyze an Issue Practice Writing Exercise

At the end of this chapter you will find a practice essay prompt. On one page, you will find a basic outline structure to help you think through the elements needed for a strong response.

The questions will help you solidify your position on the issue, organize your argument, and with these questions in mind can help you firm up your strategic approach to writing. As you work through the ETS prompts, try to answer these questions as you outline your response.

Chapter Overview

The Analyze an Issue task measures your ability to respond to a general issue with appropriate examples to support your decision. The Analyze an Issue essay always appears in the Analyze an Issue section. You will have 30 minutes to complete the essay.

Essay Writing Instructions

In addition to responding to the issue, you will also be presented with specific writing prompts that require you to go a step further than simply stating and defending your position. Pay close attention to the instructions and prepare yourself with the six common sets of instructions ahead of the exam.

Scoring

Essays are scored on a scale of 0.0–6.0 and your Analyze an Issue essay score is used to calculate your Analyze an Argument essay score to derive your cumulative Analytical Writing score. The Analyze an Issue essay score is also used to calculate the Analyze an Issue essay score.

Tips for a Solid Analyze an Issue Essay

- Ensure your essay takes a clear stance on the issue, is well-organized, and addresses all components of the essay task.
- Your overall essay organization is important, but make sure each paragraph is a clear and focused response to the issue.
- Take a few minutes to proofread your essay and check for missing words, punctuation, and grammatical errors.

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Issue Prompt

When we know our history, we are less likely to repeat it.

Discuss the extent to which you agree or disagree with the statement and explain when the statement may or may not be true and how these instances impact your

Brainstorm and Outline Your Ideas

Do you agree or disagree with the presented issue?

What are some specific examples that can help support your position?

What are some possible counter-arguments against your position?

Using your strongest points from above, briefly outline the evidence or counter-argument you will address in each paragraph.

Opening Paragraph:

First Body Paragraph:

Second Body Paragraph:

Third Body Paragraph:

Concluding Paragraph:

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Using your outline, write an essay in response to the prompt.

Prep Tip: When writing your response for the Analyze an Issue and Analyze an Issue prompts, use a computer and turn off the spell-check feature to simulate real testing conditions.

You may use this space for note-taking or brainstorming.

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The Analyze an Argument Prompt: The Basics

The Analyze an Argument prompt always appears at the end of the Analytical W

prompt, your task is not to develop your own opinion, but rather to write an essay and its evidence and to evaluate its persuasiveness and logical soundness. In this essay. For those taking the computer-adaptive exam, the essay is typed using the word-processing functionality.

Components of the Prompt

Like the Analyze an Issue prompt, the Analyze an Argument prompt is broken in the instructions.

The **argument** is a brief statement, usually a couple of sentences, with support and conclusion on a topic drawn from a wide range of subjects. No specific knowledge or response is required. The **instructions** will provide you with specific points to address in your response and the overall logical merits of the argument.

The arguments presented for this prompt will **always** be flawed in some way. We will discuss reasoning and argumentation in this chapter. While there is no right or wrong answer, you will be able to clearly outline the weaknesses in the argument and respond to the specific instructions.

Essay Task Directions

At the start of the Analyze an Argument essay task, you will see directions that outline how your essay will be evaluated. Here is an example of the directions you may see on the test:
Directions: You will be presented with a brief statement that addresses a particular issue. Your response should address the instructions on how to respond. No specific knowledge of the topic is needed to answer the question. Your response will be evaluated based on your ability to:

- Clearly articulate and support your point of view using specific, relevant examples
- Organize your response so that it flows logically
- Analyze and address the evidence used in the passage
- Examine assumptions and assess the logical soundness of the argument
- Articulate your point of view using standard English and a demonstrated understanding of grammar, usage, and mechanics

The directions are straightforward and consistent. Given the time constraints on the test, you should review the directions prior to the exam so that you do not have to spend valuable time reading them on test day.

The Argument and Writing Instructions

A sample prompt includes the presentation of the issue and the specific writing in

Argument

The results of a four-year study of the common cold examined the possible therapeutic effects of a vegetable diet. The study found that foods that are naturally rich in antioxidants, food processing companies also sell isolated antioxidants. A four-year study found a strong correlation between a vegan diet and a significant decline in the average

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A control group that increased its antioxidant intake using supplements did not show a significant decline in colds. Based on these results, some health experts recommend a vegan diet over the use of supplements.

Instructions

Discuss the questions that must be answered in the argument to determine if the control group is a valid comparison. In your response, explain how the answers would help in evaluating the validity of the argument.

On the actual exam, the prompt will be presented without the **Argument** ; you can see, the additional instructions ask you to analyze the merits of the argument, present cogent counter-arguments that challenge the articulated position. While reading the argument, pay close attention to and examine:

- The evidence used to advance the argument.
- Additional evidence that can be used to weaken or strengthen the argument.
- Assumptions the author makes and whether the provided evidence supports them.
- The logical soundness of the overall argument.
- Alternate explanations that could realistically compete with the explanation.

You will need to examine the structure of the argument and the way that it is presented. You will need to identify the flow of logic in the passage and consider whether or not it makes sense. In order to do this, look for transition words that reveal the author's attempt to persuade.

For the Analyze an Argument task, it is also important to remember what you are being asked to do:

- You are **not** being asked to examine whether the argument is true or false.
- You are **not** being asked to agree or disagree with the argument.
- You are **not** being asked to discuss your personal opinion on the matter.

Analyze an Argument Writing Instructions

The second part of the prompt lists the instructions to follow in order to complete the task successfully. You must be specific in explaining your evaluation of the argument using the examples provided. As you prepare your response, remember the goal is to identify the strengths and weaknesses of the argument.

The sets of instructions below are examples of what you can expect on the exam.

- Discuss the evidence needed to fully assess the argument. Include examples of how the evidence provided strengthens or weakens the argument.
- Discuss the stated and unstated assumptions in the argument. Identify the assumptions that support the argument and discuss what the consequences might be if those assumptions are not true.

- Discuss the questions that must be answered to determine if the advice is sound. In your response, explain how the answers would help in evaluating the validity of the advice.
- After reviewing the author's argument, examine any alternate explanations that the author provides for the proposed explanation. In your response, explain how your analysis explains the facts.

Analyze an Argument Scoring Rubric

6.0

- Essay provides a logically sound, well-supported response to the prompt.
- Evidence is appropriate and persuasive, provides insight, and makes way for in-depth analysis of the argument presented in the prompt.
- Essay reflects a high-level of organization and clearly and concisely draws connections between the main ideas and the evidence used to support those ideas.

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- Sentence structure and vocabulary reflect a level of complexity characteristic of
- Essay contains only minor grammatical, usage, and spelling errors, if any.

5.0

- Essay provides a logically sound and well-supported response to the prompt.
- Evidence is appropriate, logical, and flows well.
- Essay is well-organized and logically flows.
- Sentence structure and vocabulary are varied and complex.
- Essay contains only minor grammatical, usage, and spelling errors.

4.0

- Essay provides a response that adequately addresses the prompt.
- Evidence is generally sound, though some evidence introduced may not adequately support the essay.
- Essay is generally organized, though the connection between some of the main points is not clear.
- Sentence structure and vocabulary are sufficient but not always properly used.
- Essay contains grammatical, usage, and spelling errors.

3.0

- Essay does not adequately address all components of the prompt.
- Evidence used is illogical and/or unrelated to the key points of the essay.
- Essay is loosely organized and does not flow in a manner that is easily understood.
- Sentence structure and vocabulary choices sometimes hinder rather than help clarity.

- Occasional grammatical, usage, and spelling errors impact the flow and clarity

2.0

- Essay does not adequately address the prompt.
- A lack of evidence supports the main ideas of the essay and/or the evidence use illogical.
- Essay is poorly organized and reflects no logical structure.
- Sentence structure and vocabulary negatively impact the flow of the essay.
- Significant grammatical, usage, and spelling errors impact the flow and clarity

1.0

- The prompt is unaddressed.
- Evidence is poorly marshaled, is illogical and/or irrelevant.
- Essay is poorly organized and reflects no clear structure.
- Sentence structure and vocabulary significantly impact the flow of the essay.
- Consistent grammatical, usage, and spelling errors significantly impact the flow

0.0

- The response is written in a language other than English.
- The response includes nothing but a copy of the prompt or the instructions.
- The response is not legible (paper exam) or contains only non-English characters (computer-adaptive exam).

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Developing a Strategy

Having a plan going into the essay helps you create a cogent, organized response. Following the instructions. In turn, you increase the chances of your essay receiving a high score. You should keep in mind when responding to the Analyze an Argument prompt.

Read Actively

A well-organized essay should begin with a careful reading of the prompt. As you read, take notes on the paper as well as your ideas about their validity. Do not simply evaluate individual statements; instead, evaluate how the statements interact with each other. Determine whether the conclusions flow logically from the premises in the prompt or if the prompt relies on logical fallacies or biased assumptions. Identify any significant flaws, and your task is to address these problems in your essay.

Curb Your Opinion and Analyze

For the Analyze an Argument essay, your personal opinion on the topic is not relevant. Instead, evaluate the logic and content of the prompt carefully and identify errors in reasoning and the use of evidence.

Structure Your Response

The GRE essay reviewers have no particular preference for how you organize your response, as long as you are organized, logical, and address all aspects of the essay task. Before you write your essay, carefully read the prompt and the passage.

In the Analyze an Argument section of the writing exam, there are a few crucial elements to keep in mind as you construct your response. Your goal is to create a clear and concise response that demonstrates the ability to identify the main parts of the argument, missing information, and assumptions that the prompt makes.

The argument will **always** be flawed. A passage containing only a few sentences of evidence and going in-depth on the topic. Do not be distracted by the one or two valid points in the argument; your goal is to analyze, not agree with the argument. Be prepared for the argument to have several flaws.

Be specific with your argument, examples, and evidence. When you bring up an idea, you need to follow that up with specific evidence to support your statement. Evidence can come from real world sources or personal experiences, as long as they directly relate to the argument and supports your point. The weaker your evidence, the harder it will be for you to argue your case.

Remember, the GRE does not expect you to have advanced knowledge on a topic. Focus on your writing capabilities and your rhetorical logic. They want to see critical thinking skills. Use 3–5 paragraphs to dissect the argument, review the assumptions and evidence, offer your own perspective, and bring up possible objections that arise out of developing the argument.

Before you begin writing your response, it is important to structure your essay clearly. Avoid going off on a tangent. Let us review how to organize your essay.

Organizing Your Essay

Similar to the characteristics we just reviewed as part of your strategic approach to writing, the same principles you want to organize your essay regardless of the prompt will help you best utilize your time.



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The outline below lays out an essay that addresses the Analyze an Argument prompt in a well-organized manner.

Introduction

- Briefly describe the author's point of view and make a clear statement that you are going to analyze.

First Body Paragraph

- Discuss your first point of analysis of the argument and assess its validity and strengthen the argument.

Second Body Paragraph

- Discuss your second point of analysis of the argument and assess its validity and strengthen the argument.

Third Body Paragraph

- This paragraph is best reserved to address the additional directions in the essay in the previous two paragraphs. If you have been asked to address a question, exa

discuss potential consequences that result from acting according to the presented do so.

Conclusion

- This is your last paragraph to make your point. Reiterate your position and evaluate based on the analysis you presented.

Paragraph Structure

If you are aiming for a top score, it is not enough to just organize your paragraphs; each paragraph must be organized logically and provide support for your paragraph structure in the body of your response, one that takes into account the same key elements: a topic sentence, evidence and analysis, and a compelling conclusion (see pp. 46-47).

Using a Standard Format

As mentioned in the previous chapter, there is not a standard way to organize your Issue essay, but it works to your advantage to develop a standard format for the prompt. The prompts, which are made available to you before the exam, for an Analyze an Argument essay task do not change. You have the opportunity to hone your skills during the exam and to practice with real GRE prompts.

For the Analyze an Argument essay, you want to reflect your understanding of the task and demonstrate your ability to follow instructions by answering all components of the prompt. A solid foundation in analyzing an argument, garnered from practicing with the prompts, can position yourself to earn a top score.





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Logical Flaws and Errors in Reasoning

The arguments you encounter in the prompts for the Analyze an Argument essay it is important to understand the common flaws in logic so that when you only recognize them, but also articulate why the reasoning is not sound. This essay. You will also see these logical flaws arise in the Verbal Reasoning Comprehension passages. A majority of the body of your essay will be spent adding you have identified. In order to draft an essay that meets the expectations of the exam you provide a clear and accurate analysis of the argument's flaws.

There are nearly one hundred logical flaws. Do not panic. We could not possibly list all that will not occur on the exam. However, let us take a look at the most common ones in the Analyze an Argument prompt.

Part of the Whole/Whole of the Part

These types of flaws occur when the author assumes that because something is a part of a whole. Conversely, the author may also erroneously assume that whatever is a part of a whole. For example, if the author asserts that he read a page in a book and it was good, his reasoning is flawed. He has assumed that because a part of something is good, the whole must be good (the book). Similarly, if the author asserted that because the book is good, his reasoning is also flawed. You cannot attribute the characteristics of the whole of something to each of its individual parts, and vice versa. This is the veracity of your claim.

Errors in Conditional Reasoning

Conditional reasoning is the logical relationship characterized by “if-then” statements where “if” is the sufficient and “then” is the necessary.

Conditional reasoning is also commonly symbolized as A

→ B, which is written as “If A, then B.” Errors

in conditional reasoning occur when the author fails to properly understand makes inappropriate conclusions based on an erroneous understanding. Conditional many of these will not occur on the exam. But you will need to understand relationship in the argument prompt, you should always examine it closely to ensure reasoning conventions. If it does not, then the argument is flawed and you conditional reasoning statement and examine both the logical and illogical conclu

If it rains tomorrow, then the store will be closed.

The sufficient is “If it rains” while the necessary is “the store will be closed.”

The only correct conclusions that you can draw from this statement are:

- If it rains, the store will be closed. Whenever the sufficient happens, the necessary asserts that it rained but also asserts that the store is open, the argument is flawed. The necessary can occur whenever the sufficient occurs.
- If it does not rain, the store can be open or closed. The necessary can occur without the sufficient. The sufficient concludes that since the store is closed, it must have rained, the argument is flawed. The necessary can occur without the sufficient.

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Faulty Analogies

Reasoning by analogy functions by comparing two similar things. The faulty analogy is that because similar things or people are alike in some way, they then share the same characteristics in every instance. Here is an example of a faulty analogy flaw:

Ted and Jim excel at both football and basketball. Since Ted is also a track star, it follows that Jim also excels at track.

Here, similarities between Ted and Jim are the basis for the erroneous inference that Jim also excels at track.

Biased Sample

A biased sample occurs whenever an inadequate sample is used to justify the conclusion. For example, I have worked with 3 people from New York City and found them to be obnoxious and rude. It is obvious that all people from New York City have a bad attitude.

The data set for the inference in this argument—experiences with 3 people—is insufficient to support the conclusion.

Source Argument

The source argument flaw, also known as an ad hominem flaw, occurs when an argument is based on the characteristics of the person presenting the argument. These types of flaws are fallacious because they do not address the merits of the argument.

Here is an example:

Governor Bates' new DUI law should be repealed since he was himself recently caught driving under the influence.

While Governor Bates being caught driving under the influence is certainly a negative characteristic, in this case the argument provides no reasoning relevant to the suggested repeal of the law. Instead, it is an assessment of Governor Bates, the person responsible for the law.

Appeal to Authority

Another type of fallacious reasoning is appeal to authority. Sometimes an argument appeals to another authority on an issue as the only means of support. Some appeals to authority are fallacious because they do not address the merits of the argument.

of the foremost expert in Dissociative Identity Disorder to support an argument about interventions for the disorder. A **fallacious** appeal to authority either appears to assume that citing the position of the authority figure is the only justification needed. Leonardo DiCaprio spoke about climate change in his Oscar speech. This should not be used as the ill-informed arguments of those who contend that global warming does not exist.

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Leonardo DiCaprio is not an expert on climate change. While he is a celebrity who has spoken on the issue in no way validates or invalidates the global warming argument.

Analyze an Argument Practice Writing Exercise

At the end of this chapter you will find a practice essay prompt. On one page you will find a basic outline structure to help you think through the elements needed for a successful response.

The questions will help you solidify and organize your responses to the argument. Thinking about these questions in mind can help you firm up your strategic approach to writing your response.

Chapter Overview

The Analyze an Argument task measures your ability to analyze a presented persuasiveness and logical soundness. The Analyze an Argument essay always appears in the Analyze an Argument section; you will have 30 minutes to complete the essay.

Essay Task Directions

In addition to assessing the argument, you will also be presented with specific writing prompts that require you to both understand and explain the errors in logical reasoning and potential weaknesses in the argument. Read these instructions and familiarize yourself with the prompts ahead of the exam.

Scoring

Essays are scored on a scale of 0.0–6.0, and your Analyze an Argument essay score is used to calculate your Analyze an Issue essay score. Your Analyze an Issue essay score and your Analyze an Argument essay score are used to derive your cumulative Analytical Writing score. You will receive a score for each Analyze an Argument essay.

Tips for a Solid Analyze an Argument Essay

- Evaluate the argument and identify logical flaws, areas of weakness, and/or issues.
- Analyze the merits of the argument and leave your opinion out of the equation.
- Your overall essay organization is important, but make sure each paragraph is a complete thought.
- Take a few minutes to proofread your essay and check for missing words, typos, and grammatical errors.

Common Flaws

- Assuming that characteristics of a group apply to each member of that group, and vice versa
- Assuming that a certain condition is necessary for a certain outcome
- Drawing a weak analogy between two things
- Relying on inappropriate or potentially unrepresentative statistics
- Relying on biased or tainted data (methods for collecting data must be used and the data must be credible)

UP NEXT: In the next chapter, we will switch gears and look at the Verbal Reasoning questions asked, some general strategies, and resources for helping you prepare for the exam.



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Argument Prompt

The following was issued by a local community housing board:

In the last decade, our county has seen a dramatic decrease in population, with many people moving to other counties. In the same decade, we have experienced a 50% rise in drug overdoses and a 20% rise in long-term renters. Therefore, we recommend that abandoned properties be demolished as quickly as possible to stop drug activity and attract new residents and drifters.

Discuss the questions that must be answered to determine if the advice provided is sound. Explain how the answers would help in evaluating the validity of the argument.

Brainstorm and Outline Your Ideas

What logical flaws appear in the argument?

How does the evidence the author uses weaken or support the argument?

What questions need to be answered for the presented argument to flow logically?

argument?

Using your strongest points from above, briefly outline the evidence or logical flow.

Opening Paragraph:

First Body Paragraph:

Second Body Paragraph:

Third Body Paragraph:

Concluding Paragraph:

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Using your outline, write an essay in response to the prompt.

Prep Tip: When writing your response for for the Analyze an Issue and the Analyze an Issue prompts, use a computer, and turn off the spell-check feature to simulate real testing conditions.

You may use this space for note-taking or brainstorming.

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INTRODUCTION TO

7 VERBAL REASONING

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Verbal Reasoning: The Basics

The Verbal Reasoning section is designed to test your ability to read, comprehend, and analyze your logical reasoning and critical thinking skills. This section also measures your punctuation, and proper use of vocabulary.

The questions are presented in various forms, from short sentences to multi-paragraph passages. Two scored Verbal Reasoning sections will appear in any order on the exam following the Ar

minutes to complete each section. Each section on the computer-adapted exam consists of 20 questions.

Why Is This Section Important?

Graduate programs use your performance on the Verbal Reasoning section to assess your analytical skills, and aptitude for using context and logical reasoning to infer meaning. These skills are critical to successfully navigating graduate-level work. Graduate programs use your scores along with your application materials to assess whether you are a fit for graduate-level study.

Scoring and Computer-Adaptive Testing

The Verbal Reasoning section is scored on a scale of 130–170, in one-point increments. A 170 is the highest possible score. The score reflects your combined Verbal Reasoning performance. Your verbal section.

When taking the computer exam, you are able to answer questions in each section questions or use the built-in system tools to mark a question for review. You can then come back to it if time permits. As we discussed earlier, the difficulty of your second scored section of Verbal Reasoning is based on your performance on your first section. The Verbal Reasoning chapters of this book will help you, over your time, understand the question tasks, and deploy various strategies to optimize your performance.

Question Types

Your exam will consist of **two** scored Verbal Reasoning sections that consist of three question types. Each question type typically appears at the same frequency across exams. The chart below details the number of questions you are likely to encounter on each of the two Verbal Reasoning sections.

Question Type

Question Task

Approx. # of

Questions

Reading Comprehension questions require you to read the given passages and select the answer choice that best completes or answers the question. Content of the passages can come from a wide range of subject matters, and there is often more than one question that corresponds to each passage.

Text Completion questions require you to identify the appropriate term (or terms) that best completes a given sentence. Text Completion questions typically appear in pairs of 9–10 questions.

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Text Completion questions require you to identify the appropriate term (or terms) that best completes a given sentence. Text Completion questions typically appear in pairs of 9–10 questions.

questions can have anywhere from one to three terms that need 5–6 questions

to be identified. A strong vocabulary and the ability to understand context clues are essential.

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Question Type

Question Task

Approx. # of

Questions

Sentence Equivalence questions require you to identify two terms for a single blank in a sentence in order to create two sentences Sentence Equivalence

that express the same main idea. Similar to the Text Completion

4–5 questions

questions, this question type requires a strong vocabulary and a command of context clues.

Timewise, answering 20 questions in 30 minutes allots you 1.5 minutes per question. If you are preparing for the exam, you should first focus on text-taking strategies and understanding the content. Then gradually incorporate timing into your study plan to work toward getting to all the questions.

Reading Comprehension

Reading Comprehension questions appear in some form on all standardized exams, including the SAT or other graduate entrance exams you may have taken. These questions appear in the Verbal Reasoning section, with about nine to ten questions per section.

Reading Comprehension questions contain passages taken mostly from actual works in the humanities, social sciences, arts, and the sciences. Passages are a minimum of one paragraph long.

While some passages will only have one question that corresponds to it, most passages have two or three questions.

Sample Reading Comprehension Question

A popular publishing house in California estimated that 60 to 80 thousand people in the United States would be interested in an anthology that includes all of William Shakespeare's works. The publishing house and literary scholars who study Shakespeare's work are interested in the complex psychological nature of Shakespeare's characters, which still intrigues people in the present day.

The paragraph above best supports which one of the following assertions?

- A Shakespeare was an expert in psychology
- B Californians are particularly inclined to enjoy Shakespeare's work
- C Shakespeare's characters are more interesting than characters of more recent works
- D Shakespeare's characters play a major role in people's interest in his work
- E Academic scholars agree on the reason people tend to enjoy Shakespeare's work

Text Completion

Text Completion questions focus heavily on your understanding of advance Reasoning assessment will contain 5–6 Text Completion questions that will answers to fill in the corresponding blanks. You will have 3–9 answer choices to of blanks in the sentence.

Like the Reading Comprehension questions, the specific content runs the g expert. Instead, your task is to use context clues to choose the appropriate word th

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Sample Text Completion Question

He _____ the article's ideas with current events to demonstrate how c
related.

- A nixed
- B aligned
- C juxtaposed

D juggled

E

merged

Sentence Equivalence

Similar to the Text Completion questions, Sentence Equivalence questions also require you to use context clues to identify the correct answer. Each section of the Verbal Reasoning section contains Sentence Equivalence questions.

Sentence Equivalence prompts are usually one sentence long and contain one blank space and five answer choices that can be inserted into the blank and have the sentence retain the same meaning.

Sample Sentence Equivalence Question

You cannot become a certified personal trainer without completing the _____ test and client contact hours.

A typical

B requisite

C optional

D mandatory

E

physical

F

staid

How to Prepare for the Verbal Reasoning Section

In addition to the strategies we will explore in the subsequent chapters, there are several key concepts you should understand before taking the Verbal Reasoning section.

help you hone your approach to the Verbal Reasoning section.

Vocabulary Lists

Having a strong vocabulary is key as it plays a critical role in the Verbal Appendix 1 of this text provide you with commonly used words on the ex prefixes, suffixes, and root words to help you better understand words you may n

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Practice Sets and Explanations

Use this book's practice tests and chapter sets to apply the strategies discussed in review the explanations given in each answer key to help you gain a better answer choices while avoiding tricky answer choices meant to distract you.

Chapter Overview

Your performance on the Verbal Reasoning section depends heavily on the bread critically analyze written text. It is essential to have a solid vocabulary and a good and prefixes. You must also be able to draw inferences and use critical analysis to

It is important to note that vocabulary alone, however, will likely not be enough t

You must understand how to use and analyze information in context to identify th
the Text Completion and Sentence Equivalence questions and to understand the c
passages.

The subsequent chapters and the vocabulary resources in the appendices wi
vocabulary, strengthen your reasoning skills, and develop a strategic approach to

FAST FACTS: Section Breakdown

- Two scored Verbal Reasoning sections per exam
- Can occur in any order after the Analytical Writing section
- 30 minutes per section

- 20 questions per section, appearing in a randomized order
- Depending on your exam, you may have an additional unscored section Reasoning. Remember to approach all sections as if they are scored.

Question Breakdown

Question Type

Question Task

Approx. # of

Questions

Reading Comprehension questions require you to read the given
passages and select the answer choice that best completes or
Reading Comprehension

answers the question. Content of the passages can come from a
9–10 questions

wide range of subject matters, and there is often more than one
question that corresponds to each passage.

Text Completion questions require you to identify the appropriate

term (or terms) that best completes a given sentence. Text Completion
Text Completion

questions can have anywhere from one to three terms that need
5–6 questions

to be identified. A strong vocabulary and the ability to understand
context clues are essential.

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Question Type

Question Task

Approx. # of

Questions

Sentence Equivalence questions require you to identify two terms
for a single blank in a sentence in order to create two sentences

Sentence Equivalence

that express the same main idea. Similar to the Text Completion 4–5 questions

questions, this question type requires a strong vocabulary and a command of context clues.

UP NEXT: In the next chapter, we will discuss Reading Comprehension questions in the Verbal Reasoning section. We will explore the anatomy of a Reading Comprehension question types, and strategies to help you navigate these oftentimes long and com

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Reading Comprehension: The Basics

Reading Comprehension questions require you to read the given passages and complete the question task. Content of the passages can come from a wide variety of sources, often more than one question that corresponds to each passage. Each section contains Reading Comprehension passages with 1–5 accompanying questions. With a total of 10 questions, Reading Comprehension accounts for about half of the questions on each of the scored Verbal Reasoning sections.

The passages are generally one paragraph but can be up to five paragraphs in length. They are drawn from sources like journals, academic texts, and literature. You can expect to see passages from a variety of disciplines, such as social science, and art, to name a few. The passages are intentionally complex, featuring advanced vocabulary and complicated sentence constructions. Because of this, Reading Comprehension is often the most difficult in the Verbal Reasoning section.

This chapter will help you understand the types of passages and questions you will encounter. It will also outline some useful strategies on how to best approach reading and outlining the passages.

Prep Fact: You will have a maximum of two longer passages; the rest will be on shorter passages.

Reading Comprehension and the Computer-Adaptive Exam

Reading passages and trying to answer corresponding questions are daunting tasks. On the computer-adaptive exam, reading passages and answer the questions on a computer screen can complicate the task.

ETS is working to make the section as seamless as possible by utilizing a split-screen model. The passage

will always be displayed on the screen alongside the question you are currently answering. In the Introduction chapter, ETS offers its free PowerPrep II Software so you can walk through the section and practice reading, selecting answer choices, and navigating the section. Utilize this software to practice with the material, but to also get accustomed to the built-in functions of the exam and with reading long passages using

the scroll function on a split-screen.

Since you cannot annotate the passage on the screen, you want to allow your methods to notate the information in the passage. As you work on this chapter paper instead of growing accustomed to writing on the passages. This way, on ex

Components of a Reading Comprehension Question

Reading Comprehension questions are comprised of three key components: **answer choices.**

Components of a Reading Comprehension Question

Passage: This is the meat of the Reading Comprehension question. The passage is with content drawn from a wide range of sources like journals, academic texts, an

Question Stem: The question stem provides you with a specific task based question stems that occur frequently on the exam, each of which test different aspects analytical reasoning skills. We will explore these stems in greater detail later in th

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Components of a Reading Comprehension Question

Answer Choices: You will have 3–5 answer choices for each Reading Comprehension question based on a specific sentence in the text. For those with answer choices, be sure to read the choices carefully to answer, as Reading Comprehension questions are notorious for having tricky, near-synonymous answer choices.

Sample Reading Comprehension Question

Let us look at an actual Reading Comprehension question:

Question 1 corresponds to the following passage. Select one answer unless otherwise noted.

Scientists know very little about the eating habits of our ancestors who lived over 2 million years ago. To solve this problem, scientists have started examining chimpanzees’

Passage

and diet to find clues about our own prehistoric past. It is not difficult to determine what chimpanzees might be beneficial. Modern humans and chimpanzees are actually related. Experts believe that chimpanzees share about 98.5 percent of our DNA. So, if true, humans are more closely related to chimpanzees than they are to any other animal.

Question

Stem

1. The main purpose of the passage is to:
A explore biological and physiological similarities between humans and chimpanzees
B assert that scientists can understand past human activity through studies of chimpanzees

Answer

C discuss the health benefits of eating and hunting meat while simultaneously

Choices

D of this behavior on chimpanzee offspring

E bring attention to the pioneering research of Dr. Jane Goodall in Tanzania
F educate the public on the impact that tool use had in early human societies

About the Passages

GRE passages are usually complex excerpts from a wide range of scholarly texts, reading materials you will encounter at the graduate level. Regardless of the passages can be overwhelming as they contain intentionally complex language presented information. In many cases, you are asked to make inferences based on each passage will express a viewpoint and/or state a series of facts that outline an that test your understanding of the logical flow of the passage, the organization the argument.

Common Elements of Passages

Though GRE passages are organized in a number of ways and vary in content that you will need to identify and understand in order to accurately answer characteristics you can expect to find in all GRE passages.

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Main Point

Each passage will have a main point (sometimes referred to as the conclusion). The

point of view and answers the question, “Why did the author write this passage?”

Note that the main point is not limited to the opening paragraph or closing sentence; main points are always found in one of these two locations. The main point can be found in the second sentence and requires you to carefully consider what the author is trying to convey.

To solve this problem, scientists have started examining chimpanzees’ hunting behavior to find clues about our own prehistoric past.

Premises

The main point is supported by premises in the passage. Premises are statements that support an argument. In some cases, premises provide evidence against a position that is being argued.

Premises can support the main point independently or work together with other premises to support the main point.

On the exam, premises are often correct answer choices for questions. You should look for premises that support the main point and evidence that supports the main point, as some questions do. For example, in the passage above, the sentence describing humans’ and chimpanzees’ shared DNA is a premise that supports the argument of the scientific validity of studying chimpanzee behavior to understand human behavior.

Applying Main Points and Premises

Your ability to dissect Reading Comprehension passages into their Main Point and Premises is key to understanding how the content of the passage is put together. Let us examine this passage as an example. The passage discusses how Scientists have hypothesized that disturbing rainforests to gain access to fossil fuels will temporarily alleviate the country’s impending energy crisis. This is nonsense. While fossil fuels may temporarily alleviate some energy issues, the larger problem of deforestation will exacerbate the energy crisis, but will also create an entirely new set of issues.

First, find the main point of this passage.

Why did the author write this passage? What is her stance on the issue being discussed? To identify the main point of this passage, it is important to identify the most important information in this example, since there are two perspectives expressed: the author’s perspective and the scientist’s perspective.

The main point of the passage is that disturbing the rainforests to gain access to fossil fuels will temporarily alleviate the impending energy crisis. This is the **author’s** assertion. It is important not to get distracted by the scientist’s perspective with what the author is arguing.

Then locate the premises.

The author directly responds to the scientists' claims by stating, "This is n goes on to explain why: fossil fuels are a temporary fix and deforestation will onl support her argument.

Reading Comprehension Question Tasks

The Reading Comprehension questions are not meant to test your knowledge or c should answer questions based only on the information presented in the passage, you might have of the subject. You might be asked to draw a conclusion based only on what the author actually states or implies.

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Prep Tip: Developing a familiarity with the types of questions you are m for Reading Comprehension questions can help you hone both your approach passage and time management. If you are reading and annotating key points and a with the question tasks, you can use your time effectively and stand a better chan the correct answer choices.

Main Idea Questions

Main Idea questions ask you to identify or infer the main idea of the passage. Main Idea questions also ask you to draw other inferences based on the main point of the passage. Main Idea questions are found in the Verbal Reasoning section. It is important to remember that the main idea you will not always find it in the concluding sentence or the opening paragraph.

Examples of Main Idea Question Stems

- Select the sentence that best represents the author’s central argument.
- The primary purpose of the passage is to...
- Given the author’s point of view, which one of the following would be an appropriate response?

Supporting Idea Questions

Supporting Idea questions ask you to identify premises and evidence in the passage. Supporting Idea questions may also ask you to infer supporting ideas not explicitly mentioned in the passage. You may be asked to choose a choice that explains why a particular supporting idea was included.

Examples of Supporting Idea Question Stems

- The author mentions the “think-tank” experience in order to...
- The passage lists all of the following consequences of the regulations except...
- Select the sentence that best supports the author’s main point.

Author’s Attitude Questions

Author’s Attitude questions ask you to describe the author’s tone about various pieces of information presented in order to infer how the author might feel about similar situations. You may be asked to separate the author’s point of view from other viewpoints presented in the passage.

Examples of Author’s Attitude Question Stems

- The author’s attitude toward contemporary art can best be described as...
- The author would most likely agree with which of the following policies related to...

Specific Reference Questions

These questions ask you to respond based on information in a specific location of direct you to a particular sentence or term. In this case, it is best to read a few lines and to avoid missing critical connections or transitions that may impact your understanding of the question. This type of question can also ask you to identify points specifically addressed in the passage.

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Examples of Specific Reference Question Stems

- The author most likely uses the term “precarious” in line 14 to communicate...
 - The passage mentions each of the following as reasons for the policy, EXCEPT
- Strengthen/Weaken Questions**

These questions ask you to identify answer choices that will either strengthen or weaken the argument.

An answer choice that strengthens an argument might add to an assumption explicitly stated. Or the answer choice may add additional information that clears up the argument. These answer choices will add relevant value to the passage and make it more convincing. In contrast, an answer choice that weakens an argument will address holes in the argument, such as assumptions, issues with data, or a lack of evidence. The answer choice in

not necessary for the choice to completely invalidate the argument to be correct.

Examples of Strengthen/Weaken Question Stems

- Which of the following, if true, would most **weaken** the author's argument?
- Which of the following, if true, would most **strengthen** the conclusion drawn in the passage?

Passage Organization Questions

These questions test your understanding of how the passage is organized and how the argument is developed. As you read through the passage, pay close attention to how the author organizes the information (first, second, third) or any chronological information like dates. This information is not only helpful in answering Passage Organization questions, but will also help you understand the author's point of view, refer back to the passage quickly to locate information, and

Examples of Passage Organization Question Stems

- Which of the following best outlines the organization of the passage?
- Which of the following best describes the organization of the third paragraph?

Parallel Questions

These questions test your understanding of the reasoning in the passage. Because the reasoning is often complicated, Oftentimes, these questions require you to make inferences not explicitly stated in the passage. The reasoning and/or structure to similar, parallel situations unrelated to the passage.

Examples of Parallel Question Stems

- Which one of the following is most similar to the process described above?
- Which of the following would best match the reasoning outlined in the passage?

Reading Comprehension Answer Choices

For Reading Comprehension passages you can expect to see questions that ask you to select specific text within the passage. Let us look at some common types.

Some questions will ask you to select specific text within the passage. Let us look at some common types.



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Multiple Choice: Choose One Answer Choice

These questions ask you to select the **one** answer choice that best answers with five answer choices and must select only one. This question type is to select the best answer, you must read all the answer choices. The GRE choices that are not correct. Read all the answer choices to be sure.

Multiple Choice: Select All that Apply Answer Choices

These questions ask you to “select all that apply” to answer the question questions; you must select all and only the correct answers in order to receive answer choice on its own to determine if it answers the questions. As with the previous choice scenario, make sure you read all the answer choice options.

Selectin-Passage

These questions ask you to select the sentence in the passage that best addresses the adaptive exam, you will use your mouse and cursor to highlight the appropriate sentence.

Incorrect Answer Types

Having an understanding of the common types of incorrect answers you may encounter in this section can help you avoid falling for many of the tricky answer choices and psych. One of the most important components of Reading Comprehension questions is the understanding of inferences from the provided passages, most of your answers must be true based on the passage. Questions will ask you about the main point, the author's point of view, and inferences.

You will always be able to map the correct answers to these questions directly back to the passage by answers that could be true. Instead, look for the answer choice(s) that, based on the passage, is/are most likely to be true.

The test writers create intentionally misleading but attractive answer choices and mingle them with the correct answer.

These answer choices typically fall into several consistent categories. Let us explore them.

Out of Scope

These answer choices introduce information that is not included in the passage, though you are looking for answers that **must** be true, it will be difficult to prove that something is or is not true or inferred from the passage must be true. Out of Scope answers occur in a myriad of ways. They often occur when dates are involved. For instance, a passage may address events that happened in the 18th century, but an answer choice may make an assertion about what happened in the previous century. While you may use common sense assumptions or incorporate your personal knowledge on the matter, rely on the information presented in the passage to guide you to the correct answer.

Partially Correct

Your correct answer choice will accurately and completely answer the question. Answer choices that are mostly true or that only address part of the question. Make sure you understand the question and is correct in its entirety.



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True but Not Correct

Not all answer choices that are true are correct. Just because you can map it directly to the passage does not mean it properly answers the question. Before selecting an answer, think about what the question stem is asking of you and that your answer both responds to the question and is supported by the passage.

Too Extreme

Be wary of answer choices that use words like always, never, everyone, and all. These words not only signify an incorrect answer, their inclusion does merit additional attention. Absolute language in an answer choice in Reading Comprehension (example: all the neighborhoods have experienced some negative consequences as a result of the drought), you want to be sure that you can map it directly back to the passage. If the passage says that some neighborhoods have experienced some negative consequences, do not conclude that **all** of them have.

Prep Tip: Reading Comprehension questions are concerned with your ability to understand written information, not your ability to express your personal opinion on that information. Do not put your opinion under wraps and ensure you are only using the information in the passage. Avoid making logical inferences drawn from that information to select your answer choices.

Developing a Strategy

Many people fail to prepare adequately for the Reading Comprehension questions: ability to “read” and “comprehend” with their ability to tackle this section. Reading is more than simply being able to recap what you have read. You must be able to understand the structure, and pinpoint why particular evidence, vocabulary, and counter-examples are introduced—all within a short time period.

Developing an effective approach to answering these questions is of critical importance. It is not just you through how to read the exam and process your answers in order to maximize your score. An effective approach involves honing your vocabulary and, most importantly, the pace at which you correctly answer Reading Comprehension questions.

Read the Questions First

When to read the passage questions is a common point discussed among test-takers. Often there are differing opinions and rationales presented to justify one side or the other. When thinking about Reading Comprehension questions, taking into account the limited amount of time you have and the amount of information you are usually required to read, we suggest you read the question

There is a reason the Reading Comprehension tasks are organized the way they are: first the tasks, then the answer choices. This is because it makes logical sense to read the tasks, then approach the answer choices. Aside from simply reading the passage and the answer choices, here are key justifications for reading the questions after you read the passage:

- You have 30 minutes to answer 20 questions. Every second is valuable. Often, test-takers read the answer choices first, then read them again after reading the passage. That time could be better spent reading the questions first, then the answer choices or referring back to the passage for additional information if needed.





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- A common justification for reading the questions first is that it helps you understand the passage. While this may ring true in some instances, given the complexity of the passages, this typically has the opposite effect. When you read the question first, you may miss specific information, often at the expense of overlooking other critical pieces of information necessary to consider in order to get to the correct answer.
- Sometimes the question stems introduce new information that is not in the passage. For this information specifically, you may be confused when going back to the passage to find the answer. It takes more time trying to re-read and understand each question than if you had simply read the passage first.

Read ALL the Answer Choices

In order to select the best answer choice and avoid enticing but incorrect answers, you should read all of the answer choices before making a selection. As you work through the choices, some will stand out as incorrect. You can eliminate those and move on to the next answer choice.

If you find yourself considering an answer choice for more than a few seconds, move on to the next answer choice. Using your scratch paper, you can jot down your eliminations using a t-chart:

Eliminated

Possible

A

B

C

D

D

E

In the example above, A, C and E were eliminated in the first pass. Once you have identified and narrowed your options, carefully consider the remaining options in your second pass.

With only 30 minutes for the entire section, you will need to manage your time effectively. Eliminating the eliminated answer choices on the computer-adaptive exam, keeping track of the answers you already eliminated on your scratch paper allows you to focus on the possible answers.

Reading Comprehension and Vocabulary

While you will not be explicitly asked to outline definitions of words or fill in missing words, a strong vocabulary is critical for these questions. The passages require a strong understanding of the matter presented, but they do use complex language that models the level at which a high-achieving student should be able to read and understand.

Study the vocabulary lists in the back of this text along with the root word lists to build your vocabulary and make better educated guesses about the meaning of a word you have not seen.

Improve Your Reading Pace

The passages are typically replete with complex vocabulary, and sometimes with complex sentence structures and rhetoric. Luckily, some of the passages are quite straightforward. But dealing with complex passages can impact the amount of time you have for the rest of the section, which of course affects your overall score. Reading at a good pace while also retaining information often presents the largest challenge with reading comprehension.

However, there are ways that you can actively work to improve your reading speed and comprehension.



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One of the most effective ways to improve your pace is to incorporate reading comprehension passages. For example, many people find science-related passages daunting even though the subject matter of the passage should be non-technical. Nonetheless, they struggle to process the unfamiliar terms and grow anxious. They often re-read the passage and lose valuable time. Whether this describes you or not, try to increase your reading ability to clearly understand a passage by regularly reading material that is not technical. The abstracts of scientific and social science articles; academic journals; and general journalism outlets. All these sources include the types of passages you might see on the GRE.

One of the key misconceptions about reading passages in the Verbal Reasoning section is that you should have an in-depth understanding of what was discussed so that you can answer the questions without referring back to the passage. This is absolutely not true. You should refer back to the passage to ensure you are selecting the correct answer choice. Use your scratch paper to annotate the main point of the passage, key transitions, and key words. Understanding these key things will give you the necessary information to answer the questions that require a bit more investigation.

Approach the Passages Methodically

Though the lengths of short and long passages can vary significantly, your approach's main goals are to **Read, Assess, and Predict and Answer**.

Read

Read the entire passage and look for the key components discussed above: main purpose and organization of the passage before moving on to the various question stems and answers. Do not skip reading the entire passage so you do not miss critical information that may be important.

Some strategies suggest you should read only the topic and concluding sentences. This strategy will oftentimes cause you to have to go back and re-read the passage again. As a result, you spend more time re-reading than actually answering questions, a situation that can significantly impact your score.

Assess

Once you have read the passage, take a quick second to assess and process the passage. What attitude does the author have about whatever is being discussed in the passage? If you have a shorter prompt, not all of these considerations may be relevant. You should pinpoint the main point before moving on to the questions.

Predict and Answer

After you have read a particular question stem, take a second to pause and think about the question.

Remember that your answers should be based on the information stated in the passage. Your answer can help you avoid tricky incorrect answer choices and save you time. Once you have evaluated all the answer choices, however, select the answer choice that best fits the question stem.

Chapter Overview

Reading Comprehension questions require you to read the given passages and answer the question task. Content of the passages can come from a wide range of topics. Each Verbal Reasoning passage has 1–5 accompanying questions. With a total of 9–10 questions, Read half of the questions on each of the scored verbal sections.

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Components of a Reading Comprehension Question

Passage: The passage will be one to five paragraphs in length with content drawn from journals, academic texts, and literature.

Question Stem: The question stem provides you with a specific task based on the stems that occur frequently on the exam that test different aspects of your skills.

Answer Choices: You will have three to five answer choices for each Reading Comprehension question. You will be asked to select a specific sentence in the text.

Reading Comprehension Question Tasks

There are seven main types of question tasks that you will be given for Reading Comprehension.

Developing a familiarity with the types of questions you are most likely to see can help you with your approach to reading the passage and time management. If you are reading and annotating the passage and identifying question tasks, you can use your time effectively and stand a better chance of selecting the correct answer.

Reading Comprehension Answer Choices

For Reading Comprehension passages you can expect to see questions that ask you to identify the main idea, detail, or purpose of the passage.

Some questions will ask you to select specific text within the passage. Be expected answer choices before test-taking day is key to a successful exam. See the in-depth discussion in this chapter (pp.72–73) and use the Practice Exams to give yourself hands-on knowledge of how these answer choices work.

Incorrect Answer Types

Having an understanding of the common types of incorrect answers you may encounter can help you avoid falling for many of the tricky answer choices and psychology. One of the most important components of Reading Comprehension questions is the use of inferences from the provided passages, most of your answers must be true based on the text. Reading Comprehension questions will ask you about the main point, the author’s point of view, and inferences.

Approaching the Passage

Though the length of short and long passages can vary significantly, your main goals are to Read, Assess, and Predict and Answer.

UP NEXT: In the next chapter, we will discuss Text Completion and Sentence Equivalence questions as well as strategies to help you select the proper word.





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Reading Comprehension Practice Set

In this chapter we have explored how to read and analyze Reading Comprehension questions you might encounter, and discussed how to select your answer choice and identify incorrect answer choice types. Now let us put those strategies to the test with a long Reading Comprehension passage.

Questions 1–2 refer to the following passage.

Obesity is a serious medical condition that affects millions of people across the globe. It is characterized by an excess of body fat and a high body mass index (BMI), which is a proportional measure of weight. People with a BMI that reaches a certain threshold are considered obese and are at a higher risk for complications as a result of their excess body weight. People diagnosed as obese are at a higher risk for debilitating diseases like diabetes, heart disease, and cancer.

While there are many causes of obesity, the combination of poor dietary habits and lack of exercise is responsible for the onset and progression of the disease. However, active individuals can also be obese as a result of genetics, thyroid or other endocrine disorders, medication, or sleep or alcohol abuse. There are several pharmacological and surgical interventions that can help reduce body weight to a healthy weight. However, experts contend that regardless of the way to curb the progression of the disease and thwart some of the negative effects, the best way to lose weight, is to get active and to make smart dietary choices.

Obesity can be deadly, and healthcare providers throughout the world continue to advise people to make healthier choices and live healthier lives. In parts of the world where weight is often a concern, healthcare providers have a harder time convincing patients to make what may seem like saving changes to their diet and exercise regime.

1. What is the main point of the passage?

A To discuss the parameters and warning levels for BMI

B To discuss obesity, its causes, and the long-term impact being overweight has on individuals
C To caution people against surgical interventions for weight-loss

2. The author would most likely agree with which one of the following?

A Lack of exercise is the primary reason people are obese

B There are no effective treatments currently available for obesity
C Even a person who exercises regularly, eats a proper diet, and gets proper sleep may be obese

Question 3 refers to the following passage:

Out of all the farm animals, farm goats make the best pets because of their co-dependence on and affection for human connection. Even as they grow old, goats display no interest in branching off and

3. The writer implies that most farm animals: A are generally hard to train

- B have an affinity for human interaction
- C become independent as they age
- D are communal only within their own species

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Questions 4–6 refer to the following passage:

Cities across the world are essentially blends of smaller cultural environments and their experiences. Each city typically contains a broad spectrum of dining establishments like museums and theatres. Yet with all these blends of dining, art, and nature, what can distinguish a city? History. The undeniably unique history of each city provides the local people that overshadows any city's mélange of dining and art institutions.

4. Which of the following would the author likely agree is the most important city attraction or characteristic?

- A An Italian fine dining restaurant in the European district

B The Museum of Natural History

C Ruins from the Berlin Wall in the center of a local community

D Wrigley Field

E A democratic government

5. Based on its use in the passage, which word most closely defines “mélange”?

A history

B variety

C tradition

D unique

E

scarcity

6. Choose the sentence that conveys the author’s main point.

Questions 7–9 refer to the following text:

Beyond the great prairies and in the shadow of the Rockies lie the Foothills. For miles they stretch themselves out in vast level reaches, and then begin to climb over softly-rounded mounds that ever grow higher and sharper till, here and there, they break into jagged points and at last rest upon the

These rounded hills that join the prairies to the mountains form the Foothill Country. A few miles only, but no other hundred miles of the great West are so full of interest and beauty. The country combine the beauties of prairie and of mountain scenery. There are valleys that stretch into the horizon, and uplands so vast as to suggest the unbroken prairie.

Nearer the mountains the valleys dip deep and ever deeper till they narrow into canyons where they pour their blue-gray waters from glaciers that lie glistening between the white peaks far away. Here are the homes of the ranchmen on which feed herds of cattle and horses. Here are the homes of the ranchmen where there mingles much of the tragedy and comedy, the humor and pathos, that go to

them are to be found the most enterprising, the most daring, of the people the disappointed, these too have found their way to the ranches among the Foothills and shaded valleys reflect themselves in the lives of its people; for nowhere are they vividly seen than in the homes of the ranchmen of the Albertas.

7. Based on the context, what is the best definition for “pathos”?

- A shade
- B hunger
- C passage
- D sadness

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8. What two types of landscapes comprise the Foothill Country?

- A mountains and coastline
- B prairies and mountains

C prairies and foothills

D foothills and valleys

9. Which word best describes the author's feelings about Foothill Country?

A admiration

B indifference

C incredulity

D unhappiness

Reading Comprehension Practice Set Answers

1. B.

2. C.

3. C.

4. C.

5. B.

6. The undeniably unique history of each city provides rich traditions and a bond any city's mélange of dining and art institutions.

7. D.

8. B.

9. A.

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TEXT COMPLETION AND

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Text Completion: The Basics

Text Completion questions require you to read short passages that have words or phrases in context of the passage to correctly identify the missing word or words. For each question, there are 1–3 blanks and you will have 3–6 answer choices from which to select each answer.

Text Completion questions per each section of Verbal Reasoning.

A strong vocabulary is essential for the Text Completion questions. It is not enough to know the words found on the exam. You must also understand how to use them in context :

identify the correct word that fits with the rest of the sentence.

Regardless of the number of blanks, each Text Completion question is worth the same amount of points on the exam. For questions with multiple blanks, you must answer all of them correctly to receive credit.

There is no partial credit.

Question Formats

Aside from the number of omitted words, there is not much variation in how Text Completion questions are formatted.

The questions will be shorter than Reading Comprehension questions, containing

For each blank, you will have a corresponding column of answer choices. The order of the answer choices is not necessarily in any particular order; you should make your choices in the way that best makes sense for the sentence. If the answer to any particular blank is immediately obvious to you, selecting that answer first can make the remaining blanks easier to identify. Some blanks are designed to test vocabulary with comprehension. Be sure to spend some time studying the vocabulary and roots of words to help strengthen your vocabulary and ability to surmise the meaning of words that you do not know.

As mentioned above, Text Completions will have 1–3 blanks. You must select all of the correct answers in order for your response to be credited. Let us take a closer look at these question formats.

Text Completion Questions with One Blank

Text Completion questions with one blank will present you with a sentence and 5 answer choices. You must select the answer choice that best completes the sentence.

The celebrity designer is known for her outlandish and over-the-top formal wear, but her new line of gowns seems to be more _____ than her previous works.

- A transparent
- B lackluster
- C fancy
- D succinct

E

extravagant

In this one-blank Text Completion question, there is a transition word (“but”) that sends the direction. So instead of looking for an answer choice that describes something extravagant and outlandish, you are looking for an opposite answer choice, one that connotes less “wow” factor. The logical answer here is B. The line is more *lackluster* compared to her previous works. *Lackluster* is a logical contrast to *outlandish*. When you plug *lackluster* into the sentence, it nestles in perfectly with the transition and sensibly completes the thought.

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Prep Tip: When reading Text Completion questions, be sure to look for transition words like “however” or “in contrast” to determine if the sentence is moving in the opposite direction. This may impact your answer choice selection.

Text Completion Questions with Two or Three Blanks

Text Completion questions with two or three blanks are similar to their one blank companions. However, when there is more than one blank, each blank will have its own corresponding set of answer choices for each blank. Remember there is no partial credit. You must select an order for your response to be credited.

Lacking any sense of (i)

, David had no problem (ii)

claiming credit for work

that was not his own.

Blank (i)

Blank (ii)

A ethics

D providing

B urgency

E claiming

C dishonor

F

assigning

E , A

ANSWER:

Although many new discoveries in quantum physics are often (i) shortly after

being accepted as valid, physicists do not shy away from hasty conclusions.

that the (iii)

nature of what is considered fact impedes innovation and rapid discoveries.

Blank (i)

Blank (ii)

Blank (iii)

G purged

J

forbidding

M hostile

H disproved

K denying

N illusory

I

heralded

L

examining

O predictable

H E, B,

ANSWER:

Approaching the Blanks Strategically

Text Completion questions are rather straightforward: find the missing word or w

Instead of just diving into them, however, you still want to be strategic at mind as you work through the Text Completion questions in the Verbal Reasonin

Read and Understand

Read the entire sentence before moving on to the answer choices. Do not confuse between the sentence and the answer choices before you actually have an u sentence. Look for transition words like “but” or “however” that might change th

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“moreover” or “since” that continue the same thought. Even the use of a semicolon the two clauses. Pay close attention to the language of the sentences before consid be.

Predict and Answer

Once you have an understanding of the flow of the sentence, think about make sense in the sentence. If the questions have more than one blank, consider e

that makes the most sense to you. If the second blank in a question jumps out as correct, you can move on to the next question. If you are stuck, you can skip it and return to it later. Once you have predicted your answer, scan the answer choices and select the word that makes the most sense. If a question has more than one blank, repeat this process until you have selected an answer for each blank.

Once you have predicted your answer, scan the answer choices and select the word that makes the most sense. If a question has more than one blank, repeat this process until you have selected an answer for each blank.

Re-Read

Once you have an answer selected for each blank, re-read the sentence with your answer choice(s) to make sure it makes sense and flows logically.

Sentence Equivalence: The Basics

Sentence Equivalence questions require you to identify two answer choices that, when inserted into the sentence, both form their own sentences that are close in meaning. Like the multi-blank Text Completion questions, there is no partial credit for these questions. You must select two answers, and both answers must be correct in order for you to receive the point. If you select only one answer, you will receive no points. The same is true for every other question on the exam. You can expect to see Sentence Equivalence questions on the Verbal Reasoning section.

A strong vocabulary is essential for the Sentence Equivalence questions. But it is not just about knowing a lot of words; it is about knowing common words found on the exam. You must understand how to use them in context. You must be able to properly identify the correct word that fits with the rest of the sentence.

All Sentence Equivalence questions will look the same. You will always have one sentence with two blanks. You will need to identify the correct two answer choices for the blanks. The two answer choices, when inserted into the sentence, will communicate a similar thought.

As startups continue to proliferate, the success of a business is dependent upon two things: the degree to which it can _____ borrowed money, and its ability to endure market downturns and fluctuations in the market.

A capitalize

B repudiate

C collect

D leverage

E

expend

F

reallocate

D , A

ANSWER:

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It is important to note that just because the answer choice yields two similar sentences, they are not necessarily synonyms. Likewise, avoid automatically selecting synonyms from the answer choices. You will often see pairs of words that are similar in meaning in the answer choices that are not the correct answer.

Also keep in mind that even though a word may fit into the sentence, that does not mean it is the correct answer choice. You are not looking for two words that make sense; you are looking for the one word that makes the most sense.

and create a sentence that is similar in reasoning.

Approaching the Blanks Strategically

Sentence Equivalence questions are rather straightforward: find the missing

Instead of just diving into them, however, you still want to be strategic at mind as you work through the Sentence Equivalence questions in the Verbal Rea

Read and Understand

Read the entire sentence before moving on to the answer choices. Do not confuse between the sentence and the answer choices before you actually have an u sentence. Pay close attention to the language of the sentences before considering

Predict and Answer

Once you have an understanding of the flow of the sentence, think about make sense in the sentence. Once you have predicted your answer, scan the that best completes the blank. Remember, just because two answer choices are si sentence. Make sure the words you choose actually make sense and create two si

Re-Read

Once you have your two answers selected for the blank, re-read the sentence with your answer choices to make sure it makes sense and flows logically.

Chapter Overview

Text Completion Questions

Text Completion questions require you to read short passages that have wo the context of the passage to correctly identify the missing word or words. A stro Completion questions. It is not enough, however, to study the definition of comm understand how to use them in context and how to use context clues to properly i the rest of the sentence.

Quick Facts About Text Completions

- Text Completions will have 1–3 blanks.
- For questions with multiple blanks, you must answer all of them correctly to receive no partial credit.

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Sentence Equivalence Questions

Sentence Equivalence questions require you to identify two answer choices that, when inserted into the sentence, both form their own unique sentence that is close in meaning.

Quick Facts About Sentence Equivalence Questions

- Sentence Equivalence questions will always have one blank and two correct answer choices.
- Some answer choices may complete the sentence but still be incorrect. Remember that both chosen words must be similar.
- You must select both correct answers to receive credit for your response. There

Strategy Overview

Read and Understand

Read the entire sentence before moving on to the answer choices. Do not rush between the sentence and the answer choices before you actually have an understanding of the sentence.

Predict and Answer

Think about what word could feasibly fill the blank and make sense in the sentence. Then, choose the answer choice that most closely matches your prediction.

Re-Read

Once you have selected your answer choice(s), plug the word or words back into the sentence to see if they make sense.

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Text Completion and Sentence Equivalence Practice Set

Choose the word that best completes the blank(s).

1. Tony was (i)

when he discovered Martin had erased Game of Thrones from the DVR. He (ii)
him for almost a week.

Blank (i)

Blank (ii)

A pungent

D flouted

B incensed

E eschewed

C desperate

F

upbraided

2. Since losing her prestigious internship after a run-
in with the law, Gina avoided family gatherings, afraid that her conservative and
religious family would

her.

A begrudge

B pervade

C vex

D deride

E

embrace

3. Chiang Mai has earned the

“Digital Nomad Capital of the World” since so many location-independent computer programming professionals tend to flock there.

A veneration

B repeal

C sobriquet

D syncopation

E

misnomer

4. In 2008, The American Geological Society initiated The Living History of Ge who have made (i)

contributions during their career to the (ii)

of the discipline and profession

of geology. Each esteemed geologist will be interviewed for (iii)
, and the footage will remain on file at the

American Geological Society Headquarters.

Blank (i)

Blank (ii)

Blank (iii)

A remarkable

D progression

G corroboration

B belabored

E continuation

H posterity

C ostensible

F

thwarting

I

practicality

5. Brand loyalty plays a(n) (i)

role in a consumer's purchasing habits. Market research supports the notion that consumers are likely to spend more on a product they grew up using rather than t
(ii)

at a lower price point. How much more are shoppers willing to spend for (iii) ?

Blank (i)

Blank (ii)

Blank (iii)

A marginal

D quality

G familiarity

B appreciable

E composition

H paranoia

C speculative

F

accolades

I

exposure

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Select the two answers choices that when inserted into the sentence create two se

6. Kristen was a(n)

new employee, eager to take initiative and perform up to standard. Unfortunately of industry knowledge made it impossible for her to move beyond her

probationary period.

A prudent

B assiduous

C enthusiastic

D sullen

E

punctilious

F

garrulous

7. Everyone agreed that the Valedictorian's speech was profound and in its delivery; it was enjoyed and

understood by the audience overall.

A pernicious

B pellucid

C majestic

D perspicuous

E

regal

F

berated

8. Against her advisors' opinions, Mellie continued to run campaign ads that her competitors' personal

shortcomings to the media.

A expressed

B expunged

C divulged

D propagated

E

elevated

F

ameliorated

9. Despite receiving an outstanding performance review for his work and an imp about his job security in the unstable economy.

A confident

B solid

C anxious

D apprehensive

E

suspicious

F

perspicacious

10. Valerie looked absolutely

when all of her children surprised her for her 55th birthday.

A ecstatic

B pensive

C ebullient

D lugubrious

E

morose

F

eclectic

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Text Completion and Sentence Equivalence Practice Set Answers 1. B, F.

Tony was *incensed*, which means angry. The second blank is tricky. *Flouted* and *eschewed* both mean avoid, which is a very plausible reaction for Tony. However, *flouted* means to avoid or disregard, usually in terms of a law or convention, and *eschewed* typically means to refrain or abstain from something and is often used i fit into the sentence. *Upbraided* means to reprimand or scold, which works in this context.

2. D.

To *deride* is to ridicule, which is ostensibly what Gina is trying to avoid.

3. C.

“Digital Nomad Capital of the World” is a nickname of sorts for Chiang Mai. *Sobriquet* means assigned name or title.

4. A, D, H.

You are looking for a positive word that describes the senior members’ contributi honored;
remarkable covers that base. Since the geologists have made remarkable contribu contributions
progressed the field of study and that their interviews should be available for *posterity*, or for future reference.

5. B, D, G.

For blank one,
appreciable is measureable, like consumer studies. Blank two equates the *quality* of both name brand and generic products, while blank 3 asks how much *familiarity* means to consumers.

6. B, E.

Kristen was eager and took initiative to meet the job's standards, regardless of her *assiduous* and *punctilious* refer to an attention to detail and working to meet standards.

7. B, D.

The speech was profound and everyone understood it. *Pellucid* and *perspicuous* fit, with both words meaning clearly expressed.

8. C, D.

You are looking for words that suggest Mellie may not have acted with good will. *Propagated* and *divulged* corroborate that she intentionally made her opponents' personal business public.

9. C, D.

Look for the transitions. While Sean performed well and received positive reinforcement, Valerie felt the opposite, with "still" indicating a move in the opposite direction. *Anxious* and *apprehensive* both yield sentences that express wariness or stress when plugged into the blank.

10. A, C.

You are looking for a positive word to express the joy Valerie felt when she had to perform. *Ebullient* means high-spirited while *ecstatic* means thrilled or excited.

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Quantitative Reasoning: The Basics

In this section you will be asked to solve mathematical problems drawn from the algebra, and data analysis. This section tests your ability to solve quantitative problems of mathematical principles, and interpret statistical data from charts and graphs.

The Quantitative Reasoning sections can appear in any order on the exam following the Verbal Reasoning section. The Quantitative Reasoning section of the exam will consist of two scored Quantitative Reasoning sections that include the Problem Solving, Data Interpretation, and Multiple Choice sections. We will discuss the questions in each of these sections.

This section of the book will help you refresh your understanding on tested math concepts, understand the question tasks, and deploy various strategies to optimize your Quantitative Reasoning performance.

Prep Tip: You can use the on-screen calculator for the Quantitative Section to help you solve complex mathematical expressions. The calculator includes basic functions like addition, subtraction, multiplication, and division. You can also use the calculator to solve square roots.

Why Is This Section Important?

Graduate programs use your performance on the Quantitative Reasoning section to evaluate your ability to handle the quantitative aspects of their programs.

quantitative problems, interpret data, and apply mathematical principles to a

Depending on the program to which you are applying, your Quantitative R

Nonetheless, you should try to do your best as your Quantitative Reasoning score

In this chapter, we will discuss the format of each question type and provide you with strategies for answering the GRE quantitative questions. The Math Primer in the following chapter covers the topics tested in the Quantitative Reasoning section and will help you address

Scoring and Computer-Adaptive Testing

The section is scored on a scale of 130–170, in one-point increments. A 170 is the highest possible score. The score reflects your combined Quantitative Reasoning performance; you will not receive

When taking the computer exam, you are able to answer questions in each section or use the built-

in system tools to mark a question for review and come back to it later as we discussed in the section on computer-

adaptive testing, the difficulty of your second section of Quantitative Reasoning is determined by your performance on your first section.

Question Types

Your exam will consist of two scored Quantitative Reasoning sections that consist of the same question types. Each question type typically appears at the same frequency across exams. The list below details the number of questions you are likely to encounter on each of the two Quantitative Reasoning sections.

Quantitative Comparison

Quantitative Comparison questions ask you to compare two quantities in two ways: whether one is greater, they are equal, or if there is not enough information to determine the relationship.

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Some questions include additional information that is centered above the two columns. These questions may not require that you solve for every value between the expressions or quantities in the two columns. There is only one Comparison question. Below is an example.

$$xy = 3$$

$x = 4$

- A Quantity A is greater
- B Quantity B is greater
- C The two quantities are equal

Quantity A

Quantity B

- D The relationship cannot be determined

from the information given

$$2x - y$$

y

—

x

—

$$x + y$$

In this sample problem, you are given additional information to consider when an A and B:

$xy = 34$. This given should be applied to both quantities before you make a comparison, not necessarily looking for a value, but rather an understanding of how the two columns compare. The correct answer is A.

Problem Solving

Problem Solving questions are the catch-all questions on the GRE. These questions draw from any of the math content areas and are presented as either word problems, finding the angle of a geometric figure, or simplifying algebraic expressions. You will have access to the on-screen calculator to help you with any necessary calculations, though some of the questions will require scratch paper to work out the expression. Unlike other question types, your answer for Problem Solving questions will be a value or expression.

Problem Solving questions have a variety of options when it comes to answer choices. You will have to select **all** of the correct answer choices for the problem.

What is the value of

___ the

___ following

—

expression?

$$(2\sqrt{2})(\sqrt{6}) + 2\sqrt{3}$$

A $20\sqrt{3}$

B $6\sqrt{8}$

—

C $6\sqrt{3}$

—

—

D $4\sqrt{2} + 2$

—

$\sqrt{3}$

E

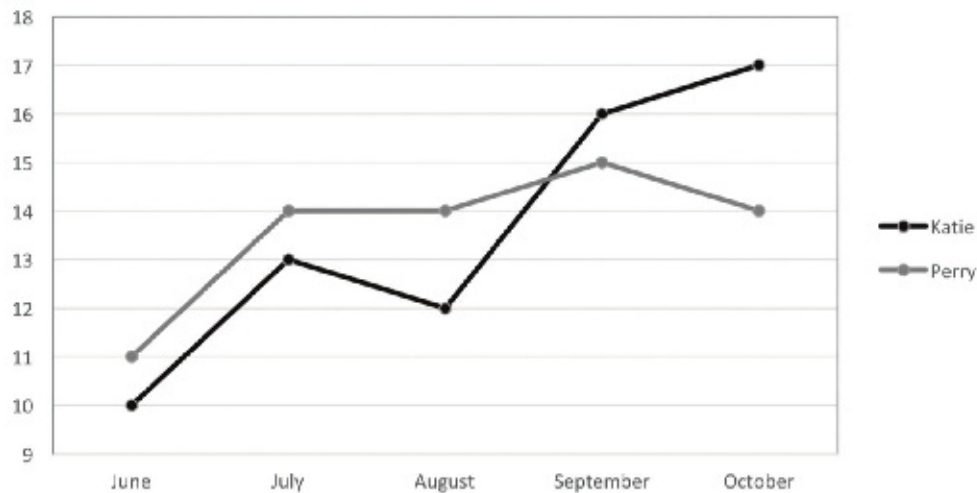
$12\sqrt{3}$

For this problem, you will need to solve the equation and select the corresponding answer is C.

Data Interpretation

Data Interpretation questions are more of an extension of Problem Solving questions. In these questions, you will interpret data from charts, graphs, and other images and

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correct answer. Like Problem Solving questions, these questions have a variety of options to select more than one. Remember, you need to select **all** the correct answers in order to receive credit.

Miles Run Per Month

The graph represents the number of miles Katie and Perry ran each month from June to October.

month from June to October. What month is the increase in their combined mileage the greatest?

- A June
- B July
- C August
- D September
- E October

B

ANSWER:

Answer Choice Types

You will encounter a number of different answer choice types on the Quantitative section. You will see questions that ask you to select one or multiple answer choices, and questions that will instead prompt you to fill in your own. Let us look more closely at these various types.

Multiple-Choice: Choose One Answer Choice

You will be presented with up to five answer choices, of which only one will be correct. This type of question will always fall into this category, as do a majority of Problem Solving and Data Sufficiency questions. You will plug your answer into the problem to check to see if it is correct. However, this is not the primary strategy as it can cost you a lot of time. Once you have simplified the problem, try plugging the remaining answer choices into the problem if you are not sure which one is correct.

Multiple-Choice: Choose One or More Answer Choices

These questions have one or more answer choices that are correct. You will be asked to select all that apply.

There is no partial credit for these questions; you must select all, and only, the correct answer choices.

for your response. Assess each answer choice on its own to determine if it previous question type, make sure you read all the answer choices.

Numeric Entry Questions

Numeric Entry questions present a unique challenge in that you do not have to choose from a list of answers; you must complete the necessary calculation and key your answer in the designated box. A numeric entry question looks like this:

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22 + 28 =

Once you perform the calculation, you will enter your answer into the box. You will enter it into a single box. If your answer is a fraction, you will enter the numerator in the top box and the denominator in the bottom box. Be sure to enter the units in the box after the value. Enter the entire outcome of the calculation unless instructed not to do so. Let us look at some numeric entry questions:

- Because you do not have answers to choose from, it may not be as easy to realize your calculations. Read the question carefully and ensure you are performing the

the answer in the correct units, if applicable.

- Round your number only after you have completed the entire calculation. However, if the question asks you to round your number, make sure you arrive at your final answer.
- You have some flexibility in how you record your answer as all equivalent. For example, if your answer is $\frac{8}{16}$

—

$\frac{16}{16}$, you do not need to further reduce your answer to $\frac{1}{1}$

$\frac{2}{2}$. Both are correct, so save some

time by not further reducing the fraction and move on to the next question.

Using Testing Resources

Taking a math exam on a computer is less than ideal for a number of reasons. First, you cannot actively annotate the problem and solve it by hand. So for the Quantitative Reasoning section, you have to make the best use of the resources you have available to you: your scratch paper and on-screen calculator.

Scratch Paper

You will be provided scratch paper for the exam that you can use on any (or all) of the sections. However, you are not permitted to bring your own scratch paper, and you must not write anything on the scratch paper. Use the scratch paper to perform calculations, remind yourself of key formulas. Many of the calculations on the exam can be answered using a calculator (below). But scratch paper is a useful tool and can help you avoid costly

On-Screen Calculator

The on-screen calculator will only be displayed during the Quantitative Reasoning section. It is useful for performing operations with larger numbers or finding square roots. While the calculator's functionality is only as useful as your knowledge of the concepts being tested. While the calculator cannot replace core mathematical knowledge. You will also need a keen sense of when a problem can be solved more easily without the calculator, and some cannot be solved with

should not always be your first choice when attacking problems.

One of the most useful features of the calculator is the Transfer button. Or you can simply click the transfer button and your response will be entered into the number

How to Prepare for the Quantitative Reasoning Section

In the two Quantitative Reasoning sections you will be asked to solve problems to determine their relationship. This assessment area is designed to test your

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to real-world situations and interpret data from visual presentations. In addition to the strategies discussed in the subsequent chapters, there are several tools included in this text to help you succeed in the Quantitative Reasoning section.

Math Primer

Before launching into the Quantitative Reasoning chapters that discuss Quantitative Reasoning in more detail, you should ensure that you work through the Math Primer problem practice set (chapter 12). The Math Primer will review key concepts

interpretation. In terms of structuring your study plan for this section of the exam step, even if you have a strong math background. Many of the concepts to school level, and most test-takers will not have seen the content for some time. It will best situate you to avoid mistakes, and adopt critical time-saving strategies.

Problem Sets, Sample Tests, and Print/Online Explanations

After each subsequent chapter focused on a particular question type (chapters 13-14), you will have the opportunity to test out your understanding of the concepts with a problem set. Use these problem sets in the chapter. Review the answer explanations to help you gain a better understanding of the answer choices. Also plan to spend a good deal of time with the Practice Exam in both print and online video formats, especially if some of the covered math concepts are proving

Chapter Overview

Your performance on the Quantitative Reasoning section depends heavily on what you reviewed in the Math Primer. It is essential to have a solid understanding of algebra, geometry, and problem solving when approaching this section.

Memorizing formulas is not enough. You must know how to apply various math concepts to real-world situations and interpret data, find missing data points, and solve equations of varying complexity.

The subsequent chapters and the Math Primer will provide you with the tools to improve your problem solving skills, and develop a strategic approach to optimize your test performance. Use the extensive math information provided on the ETS website, as well as the detailed online version of this book's exams.

FAST FACTS: Section Breakdown

- Two **scored** Quantitative Reasoning sections per exam.
- Can occur in any order after the Analytical Writing section.
- **35 minutes** per section. You can only work on one section at a time.
- **20 questions** per section.
- Depending on your exam, you may have an additional unscored section of Quantitative Reasoning.

Reasoning. Remember to approach all sections as if they are scored.

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Question Breakdown

Question Type

Question Task

Approx. # of Questions

Quantitative Comparison questions require you to analyze the relationship between two given quantities and select

Quantitative Comparison

the answer choice that best describes the relationship.

7–8 questions

These questions focus more on understanding mathematical relationships and less on actual mathematical calculations.

Problem Solving questions require you to use various mathematical formulas and processes to solve for the correct answer to the given problems. These are multiple—

Problem Solving

choice questions that can have either one or multiple

9–10 questions

correct answers. These questions may also require you to input your own answer without being provided any answer choices to select from.

Data Interpretation questions require you to interpret data

Data Interpretation

from charts and graphs in order to solve for the correct answer. These questions occur as part of a set where you

2–3 questions

will use one chart or graph to answer multiple questions.

UP NEXT: The Math Primer provides an overview of the key concepts related to interpretation. Understanding the concepts discussed in the next chapter will play the Quantitative Reasoning section.

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Math on the GRE

The Quantitative Reasoning section tests your understanding of basic mathematical concepts in Arithmetic, Algebra, Geometry, and Data Interpretation. On the exam, you will need to apply the basic principles associated with these subject areas and demonstrate your ability to solve problems, identify quantitative relationships, and interpret data from visual representations as well as word problems that discuss math concepts in the context of real-world problems. Other problems require pure math calculations.

The Math Primer is a refresher of concepts you will encounter on the exam, including mathematical theories, and approaches to problem solving to help you re-familiarize yourself with concepts you may not have seen since high school. The Math Primer is intended as an overview and is not an extension of the exam. Not all topics on the exam are covered in the Primer. If you find a concept you need to review, you can benefit from a more in-depth exploration of these concepts using the appropriate texts and resources to help you focus on those particular areas.

Remember that you can use a calculator on the math section. However, the calculator is not intended to be used as a substitute for understanding how to apply mathematical concepts. As you prepare for the Quantitative Reasoning section, focus on the application of the concepts you are studying. How do they apply to real-life situations? Can you recognize a concept in a word problem? Being able to step beyond the basic understanding of mathematical concepts is key to achieving a high Quantitative Reasoning score.

Let us explore the major concepts tested in each of the subject areas. Again, this is

Arithmetic

Algebra

- Real numbers including integers,

- Algebraic expressions

prime numbers, rational numbers

- Coordinate planes, slopes, and

and irrational numbers

intercepts

- Number sequences

- Functions and relations

- Factors and multiples

- Linear equations

- Fractions and decimals

- Quadratic equations

- Arithmetic operations

- Inequalities

- Percentages, ratios, and rates

- Rules of exponents and Roots

- Absolute value

Geometry

Data Interpretation

- Right, isosceles, and other special

- Descriptive statistics

triangles

- Understanding data from charts

- Pythagorean theorem

and graphs

- Properties and measurements of

- Frequency distributions

circles

- Probability

- Polygons

- Permutations

- Perimeter, area, and volume

- Means and averages

- Properties and measurements of

three-dimensional figures

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Mathematical Conventions on the GRE

While math can be straightforward at times, there are many nuances that require attention in GRE problems to determine how you interpret information. The test-writers have narrowed the focus of the problems in the Quantitative Reasoning section and outlined some standard characteristics true of all GRE math questions. Below are some of the key conventions:

- All numbers on the exam are real numbers. There will be no questions relating to complex numbers.
- Geometric figures are **not** drawn to scale unless otherwise indicated.
- While you should not assume lengths based on how geometric figures look, you can assume that all lines and figures are straight lines and that the figure lies on a plane unless otherwise indicated.
- Contrary to geometric figures, coordinate planes and number lines **are** drawn to scale.
- Graphs on the exam, including histograms, pie charts, and line graphs are drawn to scale. Do not make assumptions based on the visual presentation of the data.
- π is assumed to represent the value 3.14.
- For geometry questions, the sum of the measure of the interior angles of a triangle is 180 degrees.
- For Data Interpretation questions, consider each question separately. No information from the display of data should be considered from one question to another.

Prep Tip: For the full list of Mathematical Conventions for the Quantitative Reasoning section, visit the ETS website at: https://www.ets.org/s/gre/pdf/gre_math_conventions.pdf

Arithmetic: The Basics

Arithmetic encompasses the fundamental building blocks of math. It includes operations of addition, subtraction, multiplication and division. Almost all the questions require you to apply principles of arithmetic in some capacity. You will need to understand numbers, ratios, and fractions. The concepts discussed in this section will help you understand arithmetic and prepare you to navigate the more difficult exam concepts such as algebra.

Math Building Blocks

Before we dive into the specifics of arithmetic and the other concepts tested on the exam, let us review the fundamental building blocks of math, especially arithmetic.

These concepts will appear in some form on the exam and a clear understanding of them is key to success in this section.

What's That Sign?

Most people taking the GRE have not studied basic math in quite some time. Whether or not with you, it does not hurt to do a quick check to test your current ability to identify the signs used on the exam are asking you to do. Below are some of the most common signs used on the exam. Some of these will be addressed in more detail in the Math Primer.

Math Symbol

Common Name

Description

<

Less than

Used to signify that the quantity to the left of the symbol is less than the quantity to the right.



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Math Symbol

Common Name

Description

>

Greater than

Used to signify that the quantity to the left of the symbol is greater than the quantity to the right.

≤

Less than or

Used to signify that the quantity to the left of the symbol is less than or equal to

equal to the quantity to the right.

\geq

Greater than or

Used to signify that the quantity to the left of the symbol is greater than equal to

or equal to the quantity to the right.

$\sqrt{\quad}$

Square root

An irrational number that produces a specified quantity when multiplied by itself.

$|x|$

Absolute value

Reflects the positive distance of the expressed number from zero.

!

Factorial

The product of the whole numbers from 1 to a given number.

\parallel

Parallel Lines

Signifies that two lines are parallel to each other and do not intersect at any point.

\perp

Perpendicular

Signifies that two lines separated by this symbol intersect to form a right Lines

angle.

π

Pi

The geometric ratio of a circle's circumference to its diameter; the value used on the GRE is 3.14.

Real Numbers

You will encounter only real numbers on the GRE, so you need not concern yourself with imaginary numbers. Real numbers are numbers found on the number line and can be positive or negative. Several classes of numbers are included in the real number system. Let's look at the various types of real numbers you can expect to see.

Whole Numbers

Whole numbers are positive counting numbers including zero that contain no decimal part.

0, 1, 2, 3, 4, 5...

Integers

Integers are all positive and negative whole numbers, including zero. Integers that are consecutive are called consecutive integers.

-2, -1, 0, 1, 2, 3...

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Rational Numbers

Rational numbers are any numbers, positive or negative, that can be expressed as fractions and are considered rational numbers.

1

2 3 4 1_4

Irrational Numbers

Irrational numbers are all numbers, positive or negative, that are not rational and

—

π , $\sqrt{5}$

Prime Numbers

A prime number is a number that has only two positive divisors, 1 and itself. For it is only divisible by 1 and itself. Prime numbers are tested often on the exam.

It is best to familiarize yourself with the most common prime numbers, which are that occur below 100:

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83,

There are some other properties of prime numbers you should know:

- Neither 0 nor 1 is a prime number
- Only positive numbers can be prime numbers

- 2 is the only even prime number

Factors

A factor is an integer that divides into another integer evenly and has no remainder.

Take the number 24 as an example:

- 1, 2, 3, 4, 6, 8, 12, and 24 are all factors of 24 since they all divide evenly into it and have no remainder. On the other hand, the number 5 is **not** a factor : divide 5 into 24, there **is** a remainder.

Greatest Common Factor

The greatest common factor of two numbers is the largest factor shared by both numbers.

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Suppose you wanted to find the greater common factor of 48 and 60. You would identify the factors for each number:

- Factors of 48: 1, 2, 3, 4, 6, 8, **12**, 16, 24, 48

- Factors of 60: 1, 2, 3, 4, 5, 6, 10, **12**, 15, 20, 30, 60

The greatest common factor of 48 and 60 is 12. The least common factor—in this case, 1—is not likely to be tested on the exam.

Multiples

A multiple is essentially the opposite of a factor. Instead of division, multiple of a number is the product of the number and any other whole number. 2

0, 8, 16, 24, 32, 40, 64, and 800 are all multiples of 8 because they are multiplying 8 by another number. When any whole number is multiplied by 8, the a multiple.

Least Common Multiple

The least common multiple of two or more whole numbers greater than zero is the by each of the numbers.

If you wanted to find the least common multiple of 5 and 6, for example, you would identifying the multiples of each.

- Multiples of 5: 10, 15, 20, 25, 30, 35, 40...
- Multiples of 6: 12, 18, 24, 30, 36, 42...

Since you are looking for the least common multiple, you want to select the smallest that occurs in both lists. In the case, the least common multiple is 30. The greatest multiple is not likely to be tested on the exam.

Numeric Operations

The GRE Quantitative Reasoning section includes problems that will require real numbers, including fractions, decimals, roots, and algebraic expressions numeric variables. There are key operations you should keep in mind when dealing with numbers in order to work

Laws of Operations

Commutative Property: Addition and multiplication are commutative operations;

does not impact the answer.

$$a \cdot b = b \cdot a \quad a + b = b + a$$

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Associative Property: Addition and multiplication are also associative; when written or grouped without impacting the final answer.

$$a + (b + c) = (a + b) + c \quad (a \cdot b) \cdot c = a \cdot (b \cdot c)$$

Distributive Property: The distributive property outlines how values in an expression are being added or subtracted. The distributive property can also be used in division.

$$a(b + c) = ab + ac$$

$$a + b$$

—

$$2 = a$$

$$a^2 + b^2$$

Order of Operations

The commutative, associative, and distributive properties outline some standard operations and multiplication. When other operations are involved, it is important to solve each component of the problem.

The acronym **PEMDAS** outlines the correct order for mathematical operations. Specifically those dealing with more than addition and multiplication, will often look like:

Parentheses: Complete anything in **parentheses** first.

Exponents: Next, calculate any **exponents**.

Multiplication/Division: Then attack **multiplication** and **division** elements from left to right.

Addition/Subtraction: Finally, attack **addition** and **subtraction** elements from left to right.

Not all equations will contain all these elements. However, be sure to still follow the order that are present.

Let us look at an example:

$$100 - 4(7 - 4)^3$$

First, solve for the values in the parentheses

$$100 - 4(3)^3$$

Solve $(7 - 4)$ and replace the value in parentheses with 3

$$100 - 4(3)^3 = 100 - 4(27)$$

Solve the exponent

$$100 - 4(27) = 100 - 108$$

Multiply and divide

$$100 - 108 = -8$$

Solve addition and subtraction elements

The final answer is -8 . Remember to work equations in the proper order and that subtraction should be solved from left to right.

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Absolute Value

Absolute value is the distance of a number from zero. The value is always positive. Absolute value is symbolized by a number being enclosed in two vertical bars.

$$|12|$$

The absolute value of a positive number is always just the number itself.

$$|12| = 12$$

The absolute value of a negative number is derived by dropping the negative sign

$$|-14| = 14$$

You may see absolute value appear in a number of ways on the exam, including a for a value. Here's an example:

$$4 - 2 + |5 - 7| =$$

$$|5 - 7| = |-2| = 2$$

Solve what is in the brackets

$$4 - 2 + 2 = 4$$

Plug in the value to the rest of the expression and solve

Fractions

Now, let us look at a subset of rational numbers, namely fractions and ratios.

There is no shortage of fractions on the GRE. You will see them appear in word problems and in pure problem solving questions. The two main components of a fraction are

a

→ numerator

b

→ denominator

You will need to know how to perform various operations with fractions, including division, simplifying, and converting them to mixed numbers. Let us look at operations related to them.

Reciprocals

The reciprocal of a fraction is found simply by reversing the numerator and denominator. The reciprocal of $\frac{a}{b}$ is $\frac{b}{a}$.

The product of any fraction and its reciprocal is always 1. All whole numbers have a reciprocal where the reciprocal of a is $\frac{1}{a}$.

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Equivalent Fractions

Since fractions represent the part of a given whole, increasing the whole and the part change the relationship. Consider the fraction $\frac{1}{2}$.

If you multiplied the numerator and denominator by 3, for example, you would end up with the equivalent fraction $\frac{3}{6}$.

6.

Reducing Fractions

There are a number of instances in which you will need to reduce a fraction. If you are able to do so, you should. When you reduce a fraction, you simply express the fraction in its simplest form.

Let us suppose you have the fraction $\frac{40}{80}$.

—

To reduce the fraction, identify the greatest common factor shared by the numerator and denominator. In this case, 40 and 80 share several factors:

Factors of 40: 1, 2, 4, 5, 8, 10, 20, **40**

Factors of 80: 1, 2, 4, 5, 8, 10, 20, **40**

The greatest common factor of the numerator and the denominator is **40**. To reduce the fraction, divide both the numerator and the denominator by the greatest common factor.

Numerator: 40

—

$$40 = 1$$

Denominator: 80

—

$$40 = 2$$

Reduced fraction: 40

—

$$80 = 1$$

$$\frac{2}{1}$$

Mixed Numbers

A mixed number is a fraction that is preceded by an integer. For example: $2\frac{3}{4}$

$$7\frac{3}{4}$$

It is often not possible to work with mixed numbers and perform operations. Instead, convert a mixed fraction into a standard fraction having just a numerator and denominator. This is rather straightforward. First, you multiply the denominator and the integer part of the mixed number. The denominator from the mixed fraction will remain the same.

$$2\frac{3}{4}$$

$$7\frac{3}{4} = 7 \cdot \frac{4}{4} + \frac{3}{4}$$

—

$$7$$

$$= 17\frac{3}{4}$$

—

7

Adding and Subtracting Fractions

Adding and subtracting fractions is a straightforward operation when the fractions have the same denominator. In these cases, you simply add or subtract the numerators; the denominator remains the same.

Examples:

2

$$\frac{2}{4} - \frac{1}{4} = \frac{1}{4}$$

8

–

$$\frac{1}{3} + \frac{2}{3}$$

–

$$\frac{1}{3} = \frac{3}{9}$$

–

$$\frac{1}{3}$$

Adding and subtracting fractions that do not have the same denominator is more difficult. An efficient way to approach adding and subtracting fractions is cross-multiplying. Let us take $\frac{1}{2} + \frac{1}{4}$ as an example.

–

$$\frac{1}{2} + \frac{1}{4}$$

–

11 as an example.



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First, multiply the denominator of the second fraction by the numerator of the first

11

–

12

4

–

11

$$11 \cdot 11 = 121$$

Then, multiply the denominator of the first fraction by the numerator of the second

11

–

12

4

—

11

$$12 \cdot 4 = 48$$

The sum of these two operations is your new **numerator**: $48 + 121 = \mathbf{169}$. You also have a new denominator, multiply both denominators:

$$11(11) + 4(12)$$

11

—

—————

$$12 + 4$$

—

$$11 =$$

$$12(11)$$

$$= 169$$

—

$$132$$

The sum of the fractions

The process is the same for subtracting fractions, except that instead of adding the multiplication to get the new numerator, you will subtract.

Multiplying Fractions

When multiplying fractions, the process is the same regardless of whether or not

8

—

$11 \cdot 7$

—

$13 = 8 \cdot 7$

—

$11 \cdot 13 = 56$

—

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Dividing Fractions

Dividing fractions is similar to the process of multiplying fractions since n operations. To divide fractions, multiply the first fraction by the reciprocal or inv

1

$5 \div 37 = 15 \cdot 73 = 7$

—

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Ratios

Ratios are often written as fractions and compare two quantities. Ratios, like fractions, but also express the relationship between two quantities that may not be part of the same whole.

Ratios can be written as fractions or using the common notation $x : y$. For example, if a word problem tells you that the ratio of girls to boys in the class is four boys for every three girls, you can write $\frac{4}{3}$ or $4 : 3$.

If a question asks you what the ratio of girls to boys is, whatever follows the term *of* is the numerator and whatever follows *to* is the denominator.

Ratios often appear on the exam in word problems. Be careful and make sure you are asking you to examine. Let us look at a few examples:

Nathan has 7 sodas and 4 bottles of water in his cooler. What is the ratio of sodas to bottles of water in the cooler?

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Since you are looking for the ratio of sodas to bottles of water, your ratio would be $\frac{7}{4}$.

soda

bottles of water **or** sodas : bottles of water

7

4 or 7 : 4

Once we know what our ratio looks like, we plug in the numbers.

7 : 4 : 2

Ratios are not always expressed with just two variables. Suppose Nathan has 7 sodas, 4 bottles of water, and 2 juice boxes. To express the ratio of the contents of the cooler, add the juice boxes to the original ratio.

This is a fixed ratio, meaning that each portion of the ratio directly corresponds to you reordered the ratio so that it read 4 : 7 : 2, you no longer have the ratio of sodas to bottled waters to juice boxes.

Instead, you had the ratio of bottled waters to sodas to juice boxes.

Tori's soccer team loses 10 games out of every 30 games that it plays. What is the ratio of the team's wins to losses?

wins

losses or wins : losses You are looking for the ratio of wins to losses.

Be careful not to assume the ratio of wins to losses is 10 :

30. While that is the order the parts are listed in the problem, the order does not correspond to the question. Further, the question does not expli

30 is the number of games played, so we need to calculate the number of wins be

$$30 - 10 = 20$$

Subtract the number of losses from the total number of games

wins

—

$$\text{losses} = 20$$

—

$$10 = 2$$

$\frac{1}{2} = 2 : 1$ Insert the number of wins into your ratio formula

Proportions

Proportions are an extension of ratios. Proportions are equations that set two helpful to determine ratios when quantities in a specific ratio relationship increase

If Nathan has 7 sodas and 4 bottles of water, proportions tell us that if Nathan has he would have 8 bottles of water. This proportion can be expressed as: 14

$$\frac{\quad}{\quad} = \frac{7}{\quad}$$

8

4

Decimals

A decimal, like a fraction, expresses a part of a whole. Decimals are used to understand the fundamentals of a decimal, including how the specific digits of the number 123.456, for example. Each digit has its own mathematical label:

1 2 3 . 4 5 6

1: Hundreds

3: Ones

5: Hundredths

2: Tens

4: Tenths

6: Thousandths

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Fractions to Decimals

You may occasionally need to change either the expressions in the problem or you may need to change fractions to decimals. Remember that unless otherwise specified, a decimal is acceptable for numeric entry questions.

To change a fraction to a decimal, simply divide the denominator into the numerator.

$$\begin{array}{r} 7 \\ - \\ 20 = 7 \div 20 = 0.35 \end{array}$$

Decimals to Fractions

Suppose you have the decimal 54.67. To convert a decimal to a fraction, first remove the decimal point. The resulting whole number is your numerator and, for right now, make 1 your denominator.

$$\begin{array}{r} 54.67 = 5467 \\ - \\ 1 \end{array}$$

Then, count the number of digits after the decimal point. In this case, .67 has two digits after the decimal point. Place a 0 after the 1 in the denominator for each digit that follows the decimal point. This will determine the fractional equivalent to your decimal.

$$\begin{array}{r} 54.67 = 5467 \\ - \\ 100 \end{array}$$

In order to verify that you have the correct fraction, simply divide the denominator into the numerator -you will end up right back at 54.67.

Percentages

Percentages, like fractions and decimals, represent a portion of the whole a number of ways. Percentages are based on the whole of 100. 20% of sc

Percentages can be written a number of different ways. For example, we can writ

20% or 20

–

100 or .20

On the exam, you may be asked to calculate what percentage an integer is of anot solving question may ask you: *5 is what percentage of 20?*

$$5 = ?\%(20)$$

Write the problem as an equation

$$5 = x$$

–

$$100 (20)$$

Since percentages are always based on 100, you can add more information to the equation to help you solve and substitute an unknown variable for the val are missing.

$$5 = 20 x$$

–

$$100 = 2x$$

–

$$10 = x$$

$$\underline{5}$$

Reduce the fraction

$$5 = x$$

$$\underline{5}$$

Cross-multiply

$$25 = x$$

5 is 25% of 20

You solved the problem and got the correct answer, but it took a lot of steps, which are some common formulas you can use on the exam to help approach percentages. Look at these in more detail.

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Part of the Whole Formula

Problems involving percentages on the exam will normally, like the previous problem, ask you to calculate the third. In the previous example, you had 5, the part, and 20, the percentage. You can solve the problem with fewer steps by using a formula:

part

Formula: $percent =$

–

$whole$

$percent = 5$

–

$20 = .25$ or 25%

Let us look at a few more examples: **Example 1:** *What is 20% of 42?*

$percent \cdot whole = part$ Percentage Formula

$.20 \cdot 42 = 8.4\%$ Solve

Example 2: *12 is 40% of what number?*

{.67, .67, .67, .67, .67, .67, 1.76, 1.76, 1.76, 1.76, 2, 2, 2, 2, 2, 3.27, 3.27, 3.27, 3.

Count the number of entries greater than . and the number of entries lower than . . r
12 entries above \$1.88 and 10 entries below. So you will need to add 2 entries be
are \$1.15 so you will need to add 2 Chocolate Candy Bars in order to reach a me
answer choice is **B**.

15. A, B, C, D.

This problem tests your knowledge of absolute value and exponents. You are given
y and must determine which answer choices are positive. The only way to solve
this is to review each answer against the given information.

A $(y^2)^3$: This is a nested exponent. There are two approaches to this problem. First, you
exponents together: $y^{2 \times 3} = y^6$
6. This results in an even exponent, which evaluates to a positive number. Second
you can evaluate the inner term of y^2
2, which results in a positive number. Applying the outer exponent of 3

to a positive number results in a positive number.

B y^2 the exponent is 2 which is even so this will be positive.

C $y^2 \cdot y^2$
 y^4 : This expression has two exponents of the same base, so you add the exponent
the term to y^2 . Like **B**, this has an even exponent, which will always result in a
positive value.

D y^0 : Any non-zero number raised to the 0 power evaluates to the number
1, which is positive.

E 1

—

$y : -$

5 is an odd exponent, so this expression will evaluate to a negative number when y is negative. Do **NOT**

select **E**.

16. C.

This problem tests our ability to solve a system of two equations. You are given one equation to find the equation for the second line. You are given that the line intersects the y -axis at $(0, 6)$ and

first

find the slope of the line using the slope equation

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

–

x

– 6

–

2 x 2

12 1

– 2

Next, you use the slope-intercept $y = b + m(x$

a) to create a formula. Substitute the value you just found for m . Try to choose the given point that will make your work easier, remembering the x coordinate is a and the y coordinate is b . In this case choose $(0,4)$ to obtain:

$$y - 4 = -\frac{1}{2}(x - 0)$$

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QUANTITATIVE REASONING

ANSWER KEY: SECTION 4

$$y - 4 = -\frac{1}{2}x$$

$$y - 4 = -\frac{1}{2}x$$

add 4 to both sides

1

$$-2x - y$$

move the x term to the left

Now that your line equation is in the same order as the given, it is easier to see how to multiply the new line equation by 7 in order to eliminate the y term when adding the equations. After adding the given and your line equation together, solve for x . Below is the algebra:

7

$$-2x - y$$

the new equation multiplied by

$$4x - y$$

the given from the equation

-

$$2x = 45$$

add the two equations

15

-

$$2x = 45$$

simplify

$$x = 6$$

multiply both sides by the reciprocal of the x coefficient Now, use the value of x to solve for y by substituting into either equation:

$$1$$

$$-2y$$

substitute known value for x

$$y$$

isolate the variable and calculate

So the point of intersection is (6,1) or answer choice **C**.

NOTE: You can test the other equation to verify your work.

17. D.

You are given that CB bisects the right-angle $\angle ACE$. So, $\angle ACB = \angle BCE = \frac{1}{2} \angle ACE$

—

$$2 = 90^\circ$$

—

$$2$$

.

Since CD bisects $\angle ACB$, $\angle ACD = \angle DCB = \frac{1}{2} \angle ACB$

–

2

45°

–

2 . .

So, $\angle DCE = \angle DCB + \angle BCE = 22.5^\circ + 45^\circ = 67.5^\circ$.

18. D.

This problem tests your ability to set up a geometric word problem. The given data describes a right triangle. The clue you are given is that the start of the glider is 40 feet above the ground is **always** measured along a line perpendicular to the ground). The glider starts 40 feet above the ground and ends 10 feet above ground. Therefore, the height of the triangle is 30 feet. You are also given the distance between the two buildings as 40 feet. You thus have the two legs of the right triangle. You should recognize this as a multiple of the Pythagorean Theorem proportions of 3:4:5. The calculation is:

$$a^2 + b^2 = c^2$$

Pythagorean Theorem

$$30^2 + 40^2 = c^2$$

substitution

$$900 + 1600 = c^2$$

calculate

c^2

simplify

–

c

calculate

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PRACTICE TEST 1

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QUANTITA TITLE

TIVE REASONING

ANSWE SUB

R K TITLE

EY: SECTION 4

The correct answer choice is **D**.

REMEMBER: The negative result of the square root can be ignored in this instance because we are looking for a distance, which will always be a positive number.

19. B.

This problem tests your ability to combine percentages in order to achieve a desired volume is

. you are asked to add a solution with

volume until you achieve a final volume percentage

o

. first start with the percentage formula $J = L \cdot P$. P is the percentage, J is the amount of lemonade. There are 12 cups of lemonade, but remember that you are going to concentrate to the initial amount of lemonade so set $L = C$ with C being concentration will have to be calculated for the given information. our percentage formula can be rearranged

but remember that the final amount of volume will be the initial amount plus the added concentrate C.

first calculate the initial amount of volume L.

. cups . so you can write the amount of volume

. . C. in all you are given that the final percentage of volume is or . . you are not read to

write out the equation:

. . . .C

—

C

given

.

C . . .C

multipl b the deno inator

C .

.

C

di ide b .

.

.

C

si pli

C

sol e

4 Cups must be added so the correct answer choice is **B**. REMEMBER: You have
ith the final calculations.

20. 3.3

his proble tests our abilit to convert bet een time units and find a rate of travel. You
iles the rate of travel

and the number of hours traveled each da

hours . ro

this you are asked to determine the total number of days spent traveling. First find the
traveled:

$2802 \text{ mi} \div 65 \text{ MPH} = 43.1 \text{ hours}$ Next, divide by the hours spent traveling each
day:

$43.1 \text{ hr} \div 13 \text{ hrs per day} = 3.3 \text{ days}$ The correct answer is **3.3**.

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TITLE

VERBAL REASONING

ANSWER SUB

RK TITLE

KEY: SECTION 5

1. B.

The *quintessence* of something is its purest form, and here connects to the object's "sl

Quietude is tranquility, *decrepitude* refers to a state of collapse from age or illness, and *residue* is the balance or remainder of something none of which fit the content. Match out or *provenance* which specifically refers to an object's point of origin or journey of ownership. Here, however, the term does not pertain to design.

2. B, D.

When one is *assayed*, one is evaluated. This matches the key word of "*measure*" in the sentence. *augment* is to add to, and to *expiate* is to make amends. For the second blank,

equivocated is to have lied or misled.

It has a negative tone, in line with the sentence's context of "*disrepute*." To *muster* is to gather or assemble, and to *predetermine* is to settle beforehand. This last might describe executive action with there is not enough content to determine this for the sentence. The grammar of this choice also fits a

word

with the wording of "*as to*."

3. B, E.

Since Toby's writing style was not a match, you have a clue that the passage is set known for their *sensationalism* and their *torridity*, or passion. Some tabloids certainly get into lots of legal battles, but their writing does not express *pugnacity* or the desire to fight. However, as not these things you are looking for an opposite for blank (i). While his writing style might be *terse* or concise, the lack of sensationalism and torridity is better expressed by *academic* or formal fact-based writing.

4. B, F, H.

or the first blank the advisors' fears point you to *allay*, which is to calm or pacify. *Stint* is to set limits, which does not make sense in this context. *Incite* or *incite* might fit but there is nothing in the sentence that suggests the king wanted to feed his advisors' fears. *Vigilance* (wakefulness) and *retaliation* (repayment through action) might be warranted toward refugees in certain instances, but they are not actions in the context given in the last part of the sentence. Only *sanctuary* (shelter) is a legal prescription, and stems from medieval times. Finally, *transmuted* which means to change or transform into something different fits the final blank. *Transfigured* is to only change outwardly, while to *defray*

something is to provide money or payment. Neither fits the political context of the last blank.

5. B, E, I.

The practice of wearing crown jewels can be described as *ostentatious*, or showy and pretentious. *Panoramic* (an unobstructed and comprehensive view) does not work as a description of wearing *Palpable* (tangible) is not the best available descriptor for the context; this can be double-checked with the term for the second blank, where *opulence* displaying wealth or abundance describes such elements themselves. In contrast *rapacious* describes acts or persons of plunder, and *viable* means workable—both of which could apply in a certain context, but not in the context given here. Crown jewels are owned by monarchies, which are held—previous owners would be *progenitors*, or ancestors, suggested by the context clue of “royal houses.” A *hierarchy* (arrangement by rank) or *oligarchy* (government by a privileged few) mark other forms of organization.

6. C, D, H.

This is a question that relies on relationships to deduce the correct answers. *While* is a context clue that tells you that the first half of the sentence will sit in relation and opposite to the second half. *enumerated*, or listed, the man’s many wrongdoings. One may *extol* (praise) or *concoct* (make up) wrongdoings in certain situations, but a quick scan of the phrasing and answer choices for blank (iii) tells you that you *counter* the children’s grief (even if it fails). Praising or concocting one’s wrongdoings to family members. For blank (ii) you want a term related to the will’s enumerations. *veracity* (truthfulness).



PRACTICE TEST 1

ARGOPREP.COM/GRE

TITLE

VERBAL REASONING

ANSWER SUB

RC TITLE

KEY: SECTION 5

Turpitude

depravity relates to the an s rongdoings but it is the ill here that is the sub ect.

Ingenuity means cle erness and does not fit the conte t. or the last blan

mollify is to soothe, something highly applicable to grief.

Mitigate is close in meaning—to lessen in intensity—

but it does not strongly follow the opposites drawn in

the sentence or fit so closel ith grie and is there ore a lesser choice.

Inure, or to harden or habituate something, does not fit the conte t.

7. B.

his set of answer choices is tricky. Answer choice A matches the first sentence and might seem like the correct answer. However, the rest of the paragraph does not discuss the link between the vagueness and lack of clarity with regard to psychology. The correct answer is C, and D are both directly mentioned in the passage, but they are the author's premises.

8. D.

This one is also a bit tricky. Here, keep in mind your answer to the previous question. The main point of the passage is that the nature of psychology is ill defined. While answer choices A, B, and C all contradict various statements in the passage, D directly contradicts the main point of the passage.

9.

The minute you allow that, then you have acknowledged that you are no longer a law-enforcing machinery, and civil liberties are not very well off when anything like that happens.

10. A.

Here the author specifically gives the long line of courageous people a singular alternative. Lines 1-3

For answer choice A, answer choices C and D are all mentioned in connection to the example, but are not what the author values in her mentioned example.

11. C.

The only clear inference here is C. Roosevelt's mention of continuing "the tradition" implies that such a fight will be necessary. There is no guarantee that the fight will be the result (B).

12. C, D, E.

This is a straight reading comprehension passage asking you to confirm the content that are all directly given by the author as causes for the disparity in treatments and such in the last sentence of the first paragraph. Answer choice B also appears in this sentence because age-specific guidelines, not a cause by itself, and while age defines the group, age differentials are never

mentioned in the passage.

13. D.

This question asks that you infer the answer from what is articulated in the passage through elimination. The passage does not say that doctors lack training or that patients' bearing on treatments, so A and C can be eliminated. And because hospital beds is the author's argument that specific treatment facilities or

patients are needed, you can eliminate B. This only

leaves D. While comparative studies are not mentioned in the passage, but they describe the unique conditions of AYA patients—the author's main point.

14. A, B, D, E.

This is a straight reading comprehension question. Only C is not mentioned in the passage, while the rest are mentioned as examples prior to her main point in the paragraph's last sentences.

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ARGOPREP.COM/GRE

TITLE

VERBAL REASONING

ANSWER SUB

R K TITLE

EY: SECTION 5

15. B.

If you know what either *sycophantic* or *appellations* (“titles”) means, you know the correct answer is B. If you do not know this information, however, you can look carefully at the context. The passage discusses social roles for those who sponsor or commission work, and have the money to do so. They are generally well above the labourer class that Wollstonecraft discusses something connected to class structures: “*titles.*”

16. C, D.

Here, A and E have no connections to the passage. From the previous question (a) that the author believes that the roles of patron and client appear only when there is correct. The remaining two choices, B and D, say contradictory things; only on to- last sentence the author specifically states that salary should reward industry but not

idleness. D is the correct choice.

17. A, D.

Indigent and *impecunious* both mean poor or without financial means. *Reticent* and *staid* are also synonyms, but mean reserved or sedate—hardly a descriptor for homeless residents who have lost everything.

18. A, C.

Your context clues tell you that the candidate lost supporters and voters due to his tone. This takes out *acceded* (agreed) and *demurred* (hesitated), which have positive or neutral connotations. This still leaves you a number of answer choices with a negative tone. You can pull out the t

While the candidate could *castigate* (severely criticize) or *malign* (bad-mouth) political issues, they do not work in this case with the directional term *on*. The candidate could, however, *pontificate* (speak in a dogmatic matter) or *inveigh* (speak with invective) *on* the issues.

19. B, E.

To *impair* and *aggrieve* both mean to injure. Another pair is *exsiccate* and *desiccate*, meaning to dry up, but they do not match the sentence context. *Delineate* is to depict or sketch, while *aggregate* is to gather—both too neutral for the described ruination of a career.

20. B, F.

Immutable means unchangeable, and *sacrosanct* means most sacred or inviolable. Both are characteristics often given to the divine or to deities.

Iconoclastic attacks traditions and is not specifically religious. *Obtuse* (blunt or stupid) and *monotonous* (sameness) do not form a pair, while *imperceptive*, or lacking perception, usually does not describe the divine, which is usually conceived as all-knowing.

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PRACTICE TEST 1

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

1. C.

This problem tests your understanding of probability. Drawing from a bag containing marbles, you are asked to compare the probability of drawing marbles in a particular drawing a particular marble on a given draw will be:

number of marbles of the desired color

number of marbles in the bag

first calculate the number of marbles in the bag. The probability of a series of draws is the product of the probabilities of each draw. In other words, find the probability of each series of probabilities together. To calculate for Quantity A, the series of draws is first draw there are blue marbles out of 15 or the second draw blue marbles out of 14 or the third draw blue marbles out of 13 or the fourth draw blue marbles out of 12 or the fifth draw blue marbles out of 11.

and for the final draw blue marbles out of 10. Writing out the product you have

5

—

$14 \cdot 4$

—

$13 \cdot 3$

—

$12 \cdot 6$

—

11 expression for Quantity A

Let calculate for Quantity B. The series of draws is red orange red red. For the first draw there are 15 red marbles out of 15 or the second draw orange marbles out of 14 or the third draw red marbles out of 13 or the fourth draw red marbles out of 12.

or the second marbles out of

or the third out of

and or the final draw marbles out of

11. Writing out the product you have:

6

—

$14 \cdot 3$

—

$13 \cdot 5$

—

$12 \cdot 4$

—

11 expression for Quantity B

From here you can see that the denominators are exactly alike. Also looking at the numerators, you can see that they are also the same. Therefore the probabilities are equal. There is no need to calculate the final answer choice is **C**.

2. B.

This problem tests your knowledge of geometry and the ability to set up an algebraic equation. The figure on the right is a trapezoid and the figure on the left is a rectangle. The area of the rectangle is half the area of the trapezoid. Begin by placing the figures' areas into an equation.

$$2x \cdot 3x \cdot$$

–

$$2 \cdot$$

area of rectangle area of trapezoid

$$12x^2 \cdot$$

simplify

$$x^2$$

divide both sides by the co

efficient of

$$x$$

calculate

Because you are looking for area, discard the negative square root. The correct answer can confirm this result by substituting x into the Area calculation for the rectangle: $2(1) \cdot$

which is half of

12, the area of the trapezoid that you found in line 2.

3. B.

This problem is a test of your understanding of similar triangles. You are asked to

Two upright objects: a flagpole and a woman in order to determine the height of the flagpole; the relationship of the two objects is:

height of flagpole

height of woman

length of flagpole's shadow length of woman's shadow

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ARGOPREP.COM/GRE

QUANTITATIVE

REASONING

ANSWER SUB

MARK TITLE

KEY: SECTION 6

You can plug in the known values and solve for the height (h) of the flagpole

h

6 ft

=

Given information

144 in

1.5 yds

h

6×12 in

=

Convert values to same unit of length (inches)

144 in

1.5×36 in

$h = 6 \times 12 \times 144$ in

Isolate the variable

1.5×36

h

in

olution

Quantity B (192.5 inches) is greater than Quantity A (192 inches), so the correct answer is B.

4. C.

This problem tests your ability to use geometry to solve a problem and is best approached by drawing a diagram. You are asked to determine how many boxes and/or separators can be extracted

from a

sheet

of cardboard. You need to determine the number of

boxes that can be extracted from

a single

sheet of cardboard. Comparing the box dimensions

and the cardboard dimensions you

notice that

the box dimensions

allow for fitting a large rectangle of

cardboard with the smaller boxes

inside so that the 16" edges are on the long edge of the large rectangle. Measuring

the cardboard shows you can cut four boxes from

the strip leaving a

4" × 16" section of waste. Because this waste area is too small to make a box, you
from a single sheet of cardboard.

o to find uantit e can use the results ro uantit to deter ine that it ill ta e sh
to create the requested 24 boxes. The remaining question is, how many sheets of
out 24 of the 14"-

round pizza separators? This can be found by dividing the diameter of the circle (d) into the

edge lengths of the rectangular piece of cardboard: 64 ith a re ainder o . o inq
14

46

ith inches re aining. ou can thus fit separators onto a single sheet o cardb
14

of sheets required to make the separators is 24 sheets. dd these to the sheets
12

you get a value for Quantity B of 6.

Quantity A is equal to Quantity B, so the correct answer choice is C.

5. C.

This problem asks you to compare the value of 4 to the real solutions of the equat
 x^3

x^2

x

The best strategy to accomplish this is factoring the polynomial. Because you are
can try the given value in the polynomial to test if answer choice C is valid.

3×3

x^2

x

the given equation

where you replace the equals sign with a question mark to remind you that this is a test to fit between the left and right sides.

$3(4)^3$

2

substitute the test value

value

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PRACTICE TEST 1

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

This demonstrates that at least one real solution for the polynomial is

4. Now factor out $(x^3 - x^3)$

x^2

x

the given equation

$3x^3$

x^2

x

subtract

from both sides

Now divide x

from the polynomial using polynomial division

3×2

x

Solution

$(x$

x^3

x^2

x

3×3

x^2

17×2

x

$$17x^2$$

x

$$74x$$

$$74x$$

The resulting polynomial of $3x^2$

x

does not have any real solutions. The quickest way to discover this is to use the quadratic formula:

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$ac)$

$2a$

x

$$\sqrt{172}$$

substitute coefficient values

2(3)

172

Calculate the radicand

Because the radicand is a **negative** value, there are no more real solutions. This is a contradiction and therefore Quantity A is equal to Quantity B. The correct answer choice is C.

6. C.

This problem tests your understanding of the relationship between the hypotenuse

The sketch consists of a rectangle inscribed in a triangle, with two of the sides coinciding with the legs of the triangle. You are also given that the length of one side of the rectangle is half the length of the hypotenuse (h). Now for convenience you label the other leg of the triangle b , and each of the shorter segments of the hypotenuse per the diagram.

b

c

d

$h/2$

f

$h/2$

e

you now use the properties of similar triangles to find expressions for c and d . Start with the ratio: (c/d)

h

Similar triangle theorem

c

h

2

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

(c/d)

multiply the right side

c

cd

c

Multiply both sides by c

dc

Subtract c from both sides

Now relate c and d to b : $cd = b$

Shown on the diagram

$cc = b$

Substitute from above

$2cc = b$

Simplify

$cb = b$

Express c in terms of b

You have now demonstrated that the other side of the rectangle is equal to b . Next, put together the area formulas:

1

area of the triangle $= \frac{1}{2}bh$

2

area of the rectangle $= bh$

$b = \frac{1}{2}bh$

2

-

2

4

Shaded Area = Area of Triangle – Area of Rectangle Formula

1

1

$$bh - bh$$

Substitute values

2

4

1

$$bh$$

4

Therefore the area of the rectangle equals the shaded area. Quantity A is equal to is **C**.

7. C.

This problem tests your ability to translate a probability question into a simple geometric probability of X being in a specific location can be expressed as *number of locations for X in a region*

number of all possible locations of X

Next, you can think of Line P as sitting on a number line. You can then relate the where lower values are to the left and greater values are to the right. You are given Point B where $A < B$. Additionally, Point X is randomly placed on the Line such that $AX = BX$.

Quantity A is the probability of X being in Region 2 between A and B ($A < X < B$). To solve this, set up the equation: $AB = AX + BX$

Geometric relationship of the points

$$AB = 2 \cdot BX = BX$$

Substitute the given

$$AB = 3 \cdot BX$$

Solve

255



PRACTICE TEST 1

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

This demonstrates there is only one solution in Region 2. Note that it is not important to find the location of X ; rather, you are looking for the **NUMBER** of **possible** solutions.

Quantity B is the probability of X being in Region 3 to the right of B ($X > B$). To solve, set up the equation: $AX = AB - BX$

Geometric relationship of the points

$2 \cdot BX = AB - BX$ Substitute the given $BX = AB$

Solve

This demonstrates there is also only one solution in Region 3. There are a total of 2 locations for X in Region 2: *number of locations for X in Region 2 = 1*

number of locations for X in Region 2 = 1

number of all possible locations of X

2

Since you know that there is also only one location in Region 3, Quantity B will be equal to Quantity A so the correct answer choice is **C**.

8. D.

This problem tests our understanding of the relationship between a circle and an inscribed triangle. ABC is a right triangle. You are also given the chord length BC

For this you note that the inscribed angle $\angle BAC$

..

The diagram shows $\angle ABC$

so you can find $\angle ACB$ with:

$$\angle ACB$$

$$\angle ABC \angle BAC$$

.

.

Next, the diagram shows chord $BD \perp$

AC so you can use the properties of similar right triangles to show that $\angle ABD \angle ACB$

..

The correct answer is **D**.

9. B.

This problem tests your ability to set up a geometric series. You are given that each employee

the amount of revenue produced by each employee starts as

but each additional employee produces only

of the previous hire. For the second hire on then produce an equation to reflect this percentage deduction

and

hr .

hr

rd

hr .

.

hr

th

.

hr .

.

hr

You are asked to determine how many employees the manager can hire who will
than the cost. Since the fourth employee costs

hr hire only generating

.

hr the manager cannot hire

four employees. The correct answer choice is B.

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

10. C.

This problem tests your understanding of ratios. Given the relationship $5x = y$

and $3y = z$, you are to find the least

possible value of the expression: $x^2 + y^2 + z^2$

where x, y, z are positive integers. The first step is to solve for the variables.

$5x = y$

$y = z/3$

$z = 3y$

Given relationship

$x = y/5$

$y = z/3$

z

Divide by least co

on multiple of the coefficients

4

5

10

x

y

z

solution

Now plug this solution into the expression:

42

The correct answer is C.

11. D.

This number theory problem tests our understanding of prime factors and number composition. Find the smallest 3-

digit number which has 3 prime factors. Choose the two smallest possible primes the smallest prime which when multiplied with and is a digit number. This happens to be

.

101 is a prime number, so with 102 you have found the smallest 3-digit number with 3 prime factors. Call this a .

o find the smallest 2-

digit number with 3 prime factors. The three smallest prime factors are 2, 3, and 5. The highest is a digit number. Call this b .

This gives you: ab

2

2

. So you can see

has exactly three

factors: 2, 3, 5, 17.

The correct answer choice is **D**.

12. D.

This question tests our ability to read a graph and interpret a trend line. In order to find the best choice, you first need to evaluate the slope of the line, then try the extreme values to see the actual values. **not** looking for an exact equation for the line; rather, you are looking for the **best** choice. This is to find the variations from the trend line at the extremes and compare. A has a positive slope and so can be eliminated.

B has a positive slope and so can be eliminated.

C has a negative slope. The equation varies from the trend line by 2 at the closest and by 9 at the extreme.

D has a negative slope. The equation varies from the trend line by 1.5 at the closest and by .5 at the extreme.

E

has a positive slope and so can be eliminated.

Answer choice D has the least variation from the graph line and is the correct

answer.

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PRACTICE TEST 1

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

13. C.

In this problem, as you do, you first sort the data on the chart in reference to variation, then calculate the average variance of the middle quartiles.

To calculate the variation of the trend line, simply find the difference between each data point along the vertical axis. Doing this will yield the set:

$\{-1, -6, 2.5, 1.25, -5.25, 5.5, 2, -2.5, 2.25, 6.5, 1, -5, 4.25, -5, 3.5, -5, -2.5, .5, -3, 2.5\}$

Next, sort the set from least to greatest:

$\{-6, -5.25, -5, -5, -3, -2.5, -2.5, -$

1, -0.5, 0.5, 1, 1.25, 2, 2.25, 2.5, 2.5, 3.5, 4.25, 5.5, 6.5}

A quartile is one-quarter of the data set by count. This data set has 20 elements and therefore the quartiles are calculated as follows:

Quartile 1 elements through

.

Quartile 2 elements through

.

Quartile 3 elements through

Quartile 4 elements through

The middle two quartiles are Quartiles 2 and 3. To calculate their average variance of elements:

.

.

-
-
-
-
-

3.0

-
- 10
- 10

Comparing this result to the answers you see that the closest answer is **C**.

Note that because you are using a graph to visually **estimate** the variations, your answer will not always exactly match the choices.

14. A.

This problem tests your ability to generate a line equation and to solve a system of a line equation for Line L: $3x$

y

You are then asked to find the point of intersection with a perpendicular line that passes through

The first step is to convert the given equation to slope intercept or $3x$

y

Given equation of Line L

3

5

y

x

Isolate variable y to get slope-intercept form

2

3

The slope for a line perpendicular to Line L is the inverse reciprocal of . Use this

4

equation:

4

(y - 3) = m(x - 3) Point-slope form

3y = x

multiply both sides by

4x = y

equation of the perpendicular line

At this point the fastest way to get your answer is to plug in the values from the work. Starting with answer choice A:

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

1

7

3 5 - 4 1 ? 10

Substitute values into Line L

25

25

15 3 - 4 28 ? 10

Multiply terms

25

25

ol e solution is possible or Line L

Now try the perpendicular line:

$$4x + 5y = 1 \quad 1x + 7y = 24$$

Substitute values for x and y into Equation (1) from above

$$25$$

$$20 + 4 = 21 \neq 24$$

Multiply terms

$$25$$

$$25$$

only one solution is possible for perpendicular line

Answer choice A lies on both Line L and the perpendicular line and so **MUST** be

The correct answer choice is **A**.

15. 3 hr 5min

This problem tests your ability to translate a word problem into a series of percentages. The total time Gretchen will take to transcribe the 6,000-word document can be expressed as follows: *initial time to type + time to fix typos + time to fix wrong words*

First, calculate the time to type up the document:

$$6000 \text{ words} \div 120 \text{ words/min}$$

Next, calculate the number of typos committed by Gretchen (30%): $6,000 \text{ words} \times 0.30 = 1,800$

$1,800$ words

Calculate the number of typos missed (5%) and the time it takes to correct them:

1,800 words . . . ords . 5 min . min hen find the ti e it ta es to fi the
incorrect ords substituted b the ord processor 1,800 words . . . in
words min min The total time to transcribe the document is:

50 min min min min hr 5min Enter your answer in the text box. Be
sure to use the correct units.

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PRACTICE TEST 1

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

16. B.

his proble tests our abilit to calculate the standard de iation o a data set. he firs
mean value of the data.

368

.

21

Next, calculating the differences from the data points to the mean value, you get:

Guessed

Students

Difference

13 Blocks

1

4.5

14 Blocks

3

3.5

15 Blocks

2

2.5

17 Blocks

7

.5

18 Blocks

1

.5

20 Blocks

5

2.5

21 Blocks

1

3.5

25 Blocks

1

7.5

Now calculate the mean of the squares of the differences:

4.52

.2

.2

.2

.2

.2

.2

.2

171.25

.

21

21

Now take the square root of 8.154 and you have the standard deviation.

$\sqrt{.}$

.

Rounding from 2.855 results in a value of 2.9. The correct answer choice is **B**.

17. B.

This problem tests your ability to interpret a word problem, apply percentages, and given a fee per station less

monthly rental cost of

and

an initial layout cost of \$250,000. You are asked to calculate the minimum number of stations that can be opened over a period of two years (or 104 weeks). Start with a

basic formula: $income - rent > initial\ cost$

For income, use x to represent the number of stations and set up the formula:

$week \cdot x\ weeks$ Initial formula

$\cdot x$

multi units

$\$31,200 x$

Simplify to one term

260



ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

ent is si pl the cost o er t o ears

onths

.

Now plug everything into your basic formula:

\$31,200 x

tarting or ula

\$31,200 x

dd

to both sides

x

Divide b

.

olve for x

You see there must be at least 11.47 stations. However, you cannot have part of a station, so you must round up to the nearest whole number, which is 12. The correct answer choice is B.

18. 41,040

This problem tests your understanding of factorials, prime factors and factors of a number.

You are asked to find the number of distinct factors. Because $20!$ is an unusually large number, you cannot find all the prime factors and use this information to calculate the number of distinct factors.

$20!$ is the product of all integers from 1 to 20 and can be written:

The prime factors of this product will consist of the prime factors of each integer from 1 to 20.

of its integers:

{2, 3, 2, 2, 5, 2, 3, 7, 2, 2, 2, 3, 3, 2, 5, 11, 2, 2, 3, 13, 2, 7, 3, 5, 2, 2, 2, 2, 17, 2, 3

Reordered by numeral:

{2, 3, 3, 3, 3, 3, 3, 3, 3, 5, 5, 5, 5, 7, 7,

Thus 20! can be written: $2^{18} \cdot 3^8 \cdot 5^5 \cdot 7^2 \cdot 11 \cdot 13 \cdot 17$

8

4

2

1

1

1

1

The number of factors can be found by calculating the number of distinct permutations of the prime factors. This is calculated by finding the product of (exponent + 1) for each of the prime factors. The resulting calculation is

.

Enter 41,040 in the text box.

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PRACTICE TEST 1

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

19. A, B, C, D.

This problem tests your ability to relate geometry and algebra and use algebraic manipulation.

You are given the relationship $a^2 = c^2 + b^2$ where $b > a$. You are then asked to indicate which equations are true. You will have to test each answer choice to see if it is true.

$$a^2$$

$$ac = c^2 + b^2$$

Answer choice A

$$a^2$$

$$ac = c^2 + a^2$$

Substitute from the given relationship

$$a^2$$

$$ac^2 - a^2$$

ac^2 Expand the exponent

Answer choice A is true.

$$bc^2 - ac$$

Answer choice B

$$bca$$

Divide by c

$$bac$$

Isolate variable b

Answer choice B is true.

For answer choice C you want to find a convenient substitution that will allow you to simplify this instance you can replace the term bc by: acb

Given equation

$$ac - c^2 = bc$$

Multiply by c

Now you are ready to attack the problem:

$$b^2 - bc = a^2 - ac$$

Answer choice C

$$b^2 - c^2 - ac = a^2 - ac$$

Substitution

$$b^2 - a^2 - ac = c^2 - ac \text{ Isolate the } b \text{ term}$$

$$b^2 - a^2$$

$$ac - c^2$$

Simplify

$$b^2 = a^2 + c^2$$

Take the square root

Answer choice C is true. Note: We can do the last step because we are told a , b , c represent the sides of a rectangle and thus are guaranteed to be positive.

$$\sqrt{b^2} = \sqrt{a^2 + c^2}$$

Answer choice D

$$b = \sqrt{a^2 + c^2}$$

$$b^2 = a^2 + c^2$$

Add $a^2 + c^2$ to both sides

$$(a + c)^2 = a^2 + c^2 + 2ac$$

Factor the polynomial

$$b^2 - a^2 - c^2 = 2ac$$

Substitution from the original given

$$b^2 = a^2 + c^2$$

Divide by b

Answer choice D is also true. Therefore, answer choices A, B, C and D are your true and correct answers.

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 6

20. B, C.

This problem tests your ability to translate a word problem into an inequality. You had an oil change performed on his vehicle and was charged a base price (b) plus 4.5% sales tax and a 3.5% convenience fee, each calculated on the base price. This can be written as:

$b + b$.

b .

b .

.

.

b

.

. b

Next, you are told that Michael gave the cashier \$30 and received less than 6 doll

. b

Now solve for the base price (b):

. b

Given relationship

. b

Add $1.08b$ to both sides

24

b

Divide both sides by 1.08

1.08

.

b

Calculate

b

o e ariable to the le t or readabilit

The base price can be as little as \$22.23, lower than \$23.50—
in which case, answer choice A will be false. Do not select.

e t e need to find the greatest possible base price. ecause ichael recei ed
change e start ith 1.08 b

Gi en

30

b

Divide both sides by 1.08

1.08

b

Calculate

\$27.77 is less than \$28.20 so answer choice B must be true. Select answer choice
B.

Finally, for the third statement we use the highest possible value for
 b to see the most Michael would pay in tax and convenience fees.

ees

.

.

ees

.

\$2.22 is less than \$2.46 so answer choice C must be true. Select answer choice C.

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GRE

PRACTICE TEST 2

®

GRE

Graduate Record Examinations

This exam is 3 hours and 45 minutes long. Try to take this full exam in one sitting to simulate real test conditions.

While taking this exam, refrain from listening to music or watching TV.

When writing your responses for the Analyze an Issue and Analyze an Argument prompts, please use a computer, and turn off the spell-check feature to simulate real testing conditions.

If **circles** mark a question's answer choices, choose one answer. If **squares** mark a question's answer choices, choose more than one answer.

Use a basic calculator. Do not use a graphic or scientific calculator. On this exam, you will have an on-screen calculator with only basic operation functions and a square root key.

Concentrate and GOOD LUCK!



ARGOPREP



PRACTICE TEST 2

ARGOPREP.COM/GRE

ANALYTICAL WRITING

ESSAY 1

ANALYZE AN ISSUE

30 MINUTES

Teachers' salaries should be largely dependent on how well the teachers' students

perform. Discuss the extent to which you agree or disagree with the statement and explain your position with specific reasons and examples, explain how the circumstances under which the recommendation could not be advantageous in developing and supporting your view point.

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ARGOPREP



ARGOPREP.COM/GRE

ANALYTICAL WRITING

ESSAY 2

ANALYZE AN ARGUMENT

30 MINUTES

The following is from a memo released by a prominent pesticide company in Lincoln, Nebraska.

heat fields throughout the state are being ra aged b the heat ee il a crop pest tha pound of wheat in a day! The wheat weevil is highly mobile and has a short gesta can manifest in no time. To prevent your valuable crops from being destroyed, yc wheat weevil has already infected crops in Lincoln, you can be sure that they will land. Call us today so we can help you protect your livelihood. Just two easy treat and longevity of your crops.

Discuss the stated and unstated assumptions in the argument and discuss what the those assumptions are shown to be unwarranted.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

20 QUESTIONS

SECTION 3

35 MINUTES

1.

3.

Quantity A

Quantity B

The Area of a regular

The Area of a Square

Octagon with sides of length 8

length 4

A

A Quantity A is greater.

B Quantity B is greater.

C The quantities are equal.

B

D The relationship cannot be determined from the information given.

The Arc between region *A* and *B* is a quarter circle. The Triangle formed by region *A* and *B* is an isosceles right triangle.

2. A savings account offers 5% interest compounded daily.

Quantity A

Quantity B

Quantity A

Quantity B

Area of Region *A*

Area of Region *B*

The account balance

The account balance

A Quantity A is greater.

after investing \$1 per after investing \$65 at

B Quantity B is greater.

day for one year

the end of every month

C The two quantities are equal.

D The relationship cannot be determined from

A Quantity A is greater.

the information given.

B Quantity B is greater.

C The quantities are equal.

D The relationship cannot be determined from
the information given.

4. The Earth rotates around its axis every 23 hours, 56 minutes, and 4 seconds.

Quantity A

Quantity B

The measure of the arc The rotation of the Earth
traversed by the hour

measured in degrees

hand on a clock from during the same time

10:15 to 1:07

A Quantity A is greater.

B Quantity B is greater.

C The quantities are equal.

D The relationship cannot be determined from
the information given.

GO TO THE NEXT PAGE



ARGOPREP.COM/GRE

QUANTITATIVE REASONING

SECTION 3

5. The algae on the surface of a pond increases in size 7. by 10% each day. At night the algae on the surface of the same pond is reduced by 5%.

A

Quantity A

Quantity B

D

E

The number of days

The number of days

it takes for the algae

it takes for the algae

to go from 15% of the
to go from 50% of
pond's surface to 50%
the pond's surface to
100%

C

B

A Quantity A is greater.

B Quantity B is greater.

F

C The two quantities are equal.

D The relationship cannot be determined from
the information given.

ABC is an equilateral triangle.

DEF is an equilateral triangle.

6.

Quantity A

Quantity B

$$y = 2x^2 + x - 5$$

The shaded area is a

The sum of the

regular hexagon

unshaded areas

Quantity A

Quantity B

A Quantity A is greater.

The distance between The distance between

B Quantity B is greater.

the y intercept and the

the x intercepts

C The two quantities are equal.

value of x at the line

D The relationship cannot be determined from

o s

etr

the information given.

A Quantity A is greater.

B Quantity B is greater.

C The two quantities are equal.

D The relationship cannot be determined from

the information given.

GO TO THE NEXT PAGE



PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

SECTION 3

8. Find the length of AB .

10. Given right triangle ABC find the slope of segments AB and BC .

8

15

A

B

C

2

A 11.3

–

B

B 2 30

–

3

C 23

–

D 2 46

–

C

E

2 26

9. Find the distance between the point $(-4,5)$ and the intersection of the lines $2y - x = 0$ and $A - 2$

-3 and

–

2

$3x + 5y = 44$.

–

B 2

—

_ and

—

—

A 3 10

6

6

—

—

5

B 145

C 2

—

_ and

—

—

5

2

—

C 13

—

7

D

—

_ and

—

D $2 \cdot 10$

7

3

—

E

10

E The slopes cannot be determined from the information given.

11. Given a cube with sides of length x , what is the increase in volume if the length of each side is

increased by 2 units?

A 8

B x^3

C $6x^2 + x + 8$

D $3x^2 + 12x$

E

$$6x^2 + 12x + 8$$

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ARGOPREP.COM/GRE

QUANTITATIVE

REASONING

SUB

SECTION

QUESTION 3

12. Given points A , B

and C

that

15.

is the distance from the midpoint of AB to Point C ?

A

B

A 31

B 14

–

r

s

C 5

D 13

–

E 13

13. The square of the sum of two numbers is 289. The product of the two numbers is 66. What is the sum

D

C

of the squares of the two numbers? Enter your

answer in the text box below.

In the figure above the chord *rs* is length 6 and the circle has a radius of 7. The radius intersecting

BC does so at a right angle. Find the area of the rectangle *ABCD*. Enter your answer in the text box below rounded to the nearest whole number.

14. A boat sails at 15 MPH for two hours on a course

of 30° . It then swings to port (left) 30° and sails at 4 MPH for two more hours. It now swings 120° to port and sails two more hours at 15 MPH. How far is the boat from the starting point? Enter your answer in decimal form to the nearest hundredth and

. Select one answer unless otherwise indicated in the box provided.

indicated.

Average Annual Salary of Electrical Engineers

\$290,000

\$280,000

\$270,000

\$260,000

\$250,000

Avg Salary

\$240,000

\$230,000

\$220,000

\$210,000

\$200,000

2010

2011

2012

2013

2014

16. What was the approximate percentage decrease in average annual salary from 2011 to 2012?

A 14.3%

B 15.2%

C 50%

D 25%

E 18.5%

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE

REASONING

SUB

SECTION

TEST

17. What was the average salary in 2015 if it was 10%

20. The equation for a circle can be written $(x - a)^2 +$

greater than the median salary for the previous

$(y - b)^2 = r^2$ where (a, b) is the center of the circle if a equals

and r is the radius.

A \$253,000

What is the center point of the circle

B \$264,000

$$y + 4$$

C \$275,000

=

15

$$- x - 2 ?$$

$$x - 4$$

$$(x - 4)(y - 2) y - 2$$

D \$286,000

E \$308,000

A (4, 4)

B (2, 2)

C (2, 4)

18. Three circles of the radius 1 are positioned so D (3, 1)

that any two circles contact each other at exactly

E (1, 3)

one point. What is the area enclosed by the three circles?

—

A $p - 3$

B $2 - p^6$

p

C $2\sqrt{3}$

D

$3 - \sqrt{3}$

E $\sqrt{3} - 3$

19. What is the greatest possible area for a right triangle with a hypotenuse of 5?

A 3.536

B 6.000

C 6.125

D 6.250

E There is not enough information to determine the answer.

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ARGOPREP.COM/GRE

VERBAL REASONING

20 QUESTIONS

SECTION 4

30 MINUTES

For questions 1 to 6, you are to choose one answer for

4. The long-tail boat cruised down the Mekong each blank from the corresponding column of choices.

River as the passengers aboard enjoyed the (i)

scenery. The boat ride was

1. Myron could not shake his intense

the first ii

they had had since

over the situation, issuing apology after apology in

participating in the (iii)

week's

the days that followed.

ood clean up acti ities.

A disquietude

Blank i

Blank ii

B wanderlust

C compunction

A picturesque

D preclusion

D prelude

B tumultuous

E respite

E filibuster

C ornate

F cacophony

Blank iii

2. The young socialite had spoken in a(n) G baleful

(i)

tone when discussing fashion

H melancholy

trends over dinner, yet he (ii)

I reprieved

himself before a visiting designer the next day.

Blank i

Blank ii

5. While active euthanasia (i)

A frenzied

D prostrated

much media attention, other issues in nursing

B imperious

E absconded

homes (ii)

themselves on the

C impervious

F complemented

public only when an ethically charged case

(iii)

state or national law.

Blank i

Blank ii

3. Climate change often evokes heated debates.

Few can deny, however, that areas once lush

A delects

D ingratiates

and (i)

are now becoming

B garners

E interpolate

(ii)

, uninhabitable and fallow.

C impinges

F pique

Blank i

Blank ii

Blank iii

A fecund

D diaphanous

G improvises

B puerile

E barren

H deposes

C besmirched

F bombastic

I impugns

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PRACTICE TEST 2

ARGOPREP.COM/GRE

VERBAL REASONING

SECTION 4

6. The notion that all religions of the world can unite
Questions 7 and 8 are based on the following passage.

under one force is far-fetched. Yet the widespread

Select one answer unless otherwise indicated.

adoption of certain religious (i)

could change the world for the better. For example,

The Yogi practices exercises by which he attains control

Buddhist ideas of non-violence could not only be

of his body, and is enabled to send to any organ or

(ii)

to all religions but could also

part an increased vitality or prana thereb

serve as a means of (iii)

military

strengthening and invigorating the part, or organ. He

tensions.

5 knows all that his western scientific brother knows

about the physiological effect of correct breathing, but

Blank i

Blank ii

he also knows that the air contains more than oxygen

and hydrogen and nitrogen, and that something more

A ideologies

D inane

is accomplished than the mere oxygenating of the

B exegesis

E germane

10 blood. He knows something about prana which 10

C platitudes

F irrelevant

his western brother is ignorant, and he is fully aware of

the nature and manner of handling that great principle

Blank iii

of energy, and is fully informed as to its effect upon the

human body and mind. He knows that by rhythmical

G assuaging

15 breathing one may bring himself into harmonious 15

H oscillating

vibration with nature, and aid in the unfoldment of his

I osculating

latent powers. He knows that by controlled breathing

he may not only cure disease in himself and others,

but also practically do away with fear and worry and

20 the baser emotions.

20

7. Choose the sentence that best expresses the main point of the passage.

8. According to the passage, the author introduces prana in order to accomplish that. Choose all

that apply.

- A introduce the foundation of the yogi's expertise
- B demonstrate the yogi's superiority to western science
- C encourage practitioners' happiness
- D define the ter
- E explain how yogic practices cure disease

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ARGOPREP.COM/GRE

VERBAL REASONING

SECTION 4

Questions 9 to 12 refers to the following passage on indication of the thought of others. Whether, however, comparative human-animal psychology. Select one

45 our inferences are made on the basis of words or of 45
answer unless otherwise indicated.

actions, they are all necessarily made on the hypothesis
that human minds are built on the same pattern, that
That the mind of each human being forms a region
what a given word or action would mean for my mind,
inaccessible to all save its possessor, is one of the
this it means also for my neighbor's mind.

co

onplaces o re ection. is neighbor s no ledge

of each person's mind must always be indirect, a matter
50 If this hypothesis be uncertain when applied to our 50
5 of inference. How wide of the truth this inference may 5
fellow human beings, it fails us utterly when we turn to
be, even under the most favorable circumstances, is
the lower animals. If my neighbor's mind is a mystery to
also an affair of everyday experience: each of us can
me, how great is the mystery which looks out of the eyes

judge his fellow-men only on the basis of his own
of a dog, and how insoluble the problem presented by
thoughts and feelings in similar circumstances, and
55 the mind of an invertebrate animal, an ant or a spider! 55
10 the individual peculiarities of different members of 10
We know that such minds must differ from ours not only
the human species are of necessity very imperfectly
in certain individual peculiarities, but in ways at whose
comprehended by others.

nature we can only guess.

The science of human psychology has to reckon with

9. In the second paragraph, the author introduces the
this unbridgeable gap between minds as its chief
example of Hume in order to:

15 difficult. The psychologist looks into his own 15
mind and study its workings with impartial insight, yet

A support her point that psychology and
he can never be sure that the laws which he derives
philosophy have a great deal in common
from such a study are not distorted by some personal

B discuss one of the forefathers of psychological

twist or bias. For example, it has been suggested that thought

20 the philosopher was influenced by his tendency 20

C illustrate the bias inherent in relying on one's toward a visual type of imagination in his discussion of own mind as the standard by which to derive the nature of ideas, which to him were evidently visual mental laws

images. As is well known, the experimental method

D provide an example of the experimental in psychology has aimed to minimize the danger of method in psychology

25 confusing individual peculiarities with general mental 25

laws. In a psychological experiment, an unbiased observer is asked to study his own experience under certain definite conditions and to put it into words so

10. Choose the sentence that best illustrates the that the experimenter may know what the contents of

author's presented basis for the study of human

30 another mind are like in the circumstances.

30

psychology.

Psychology

Thus language is the essential apparatus in experimental psychology; language with all its defects, its ambiguity, its substitution of crystallized concepts

11. Based on the passage, we can infer that:
the protean use of actual lived experience is

35 of terms to express those parts of experience which are 35

A animals' lack of language prevents us from
of small practical importance in everyday life, but which
understanding their minds
may be of the highest importance to mental science.

B experimental psychology cannot be used in
Outside of the psychological laboratory language is
animal psychology
not always the best guide to the contents of other

C the mental laws of human psychology do not
40 minds, because it is not always the expression of a 40
hold true in animal psychology
genuine wish to co
unicate thought. actions speak

D
uses or on the nature of ideas as a

louder than words the proverbs are but when words
are backed by good faith they furnish by far the safest

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PRACTICE TEST 2

ARGOPREP.COM/GRE

TITLE

VERBAL REASONING

SUB

SECTION TITLE

SECTION 4

12. Which of the following best surmises the author's
Question 13 is based on the following passage

drawn relationship between human and animal

excerpted from a nursing manual of the 1920s.

psychologies?

A full history of the advances in medicine and surgery

A If we cannot understand our neighbor's mind,
that have been made during the last half century is

we cannot understand an animal's

not only most interesting, but is as thrilling as a tale

B The mental laws of human psychology are
of adventure. Many of those who have investigated the

knowable and certain, while those of animal

5 origin and transmission of disease have worked without 5

psychology are unknown and variable

financial reward and so they have even risked their lives

C The shared assumed patterns across human
deliberately that others might be saved from illness

minds cannot be extended to animal minds

and death. Among these may be mentioned Dr. James

D Philosophers have been working on the links
Carroll, who exposed himself to the bite of the yellow—

between human and animal psychologies

10 fever mosquito and thus contracted the disease; Dr. 10

since Hume

Jesse Lazear, who died from the same disease; and Dr.

E Language in the laboratory will eventually
Walter Reed, who risked his life to prove the mosquito
form the bridge between human and animal
the carrier of the yellow-fever germ. By the researches
psychologies
and heroic work of these men and their co-workers,
15 Havana was made healthful, the Panama Canal became 15
possible, and the world was given a shining example
of the value of preventive measures when applied to
problems of health.

13. The primary purpose of the passage is to: A discuss the poverty of medical researchers

B provide a full history of advances in medicine
and surgery

C narrate the adventures of medical researchers

D argue for the value of preventive medical
measures

E sing the praises of medical pioneers

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ARGOPREP.COM/GRE

VERBAL REASONING

SECTION 4

Questions 14 to 16 are based on the following excerpt

15. According to the passage, what is the basic
from a 1902 lecture on zoogeography. Select one
assumption that underlies early approaches to the
answer unless otherwise indicated.

study of zoogeography?

During the last decennium Zoogeography has

A

ll ani als can be classified and categori ed

developed in a very peculiar direction, which, in a large

B Any proposed zoogeographical divisions part, is directly opposite to the methods introduced based on animal distribution correspond to by Wallace. The professed aim of the latter was the geographical features that affect life conditions

5 creation of a zoogeographical division of the earth's 5

C Animals dwell where they can survive surface into regions, realms and the like, the purpose

D Wallace's methods were correct of which was the subordination of the facts of animal

E

e can al a s find and define here ani als distribution under a fi ed sche e and since it as live self-evident from the beginning that the distribution 10 of animals ought to express the physical conditions of 10 the earth's surface, it was assumed that the proposed zoogeographical divisions correspond to the chief

16. Which of the following is MOST like zoogeography, features of the distribution of the conditions of life.

as described in the passage?

Soon, however, it was discovered that it is impossible

A The categorization of plant species via their

15 to give a division of the earth's surface that could 15
genes

claim general recognition. It is true that each of the

B The study of cultures of the subarctic over time
proposed schemes was actually supported by more

C A listing of housing types via geographic region
or less numerous instances of distribution, and that

D Jacques Cousteau's many underwater studies
in an cases the physical actors in uencing and
around the world

20 explaining these divisions were easily understood; but 20

E A detailed examination of the plants and trees
there was always alongside of the supposed normal
in New England

conditions a number of exceptional cases, where the
actual distribution of certain animals or animal groups
was directly the opposite.

For questions 17 to 20, select two answers that best

14. According to the author, what was the PRIMARY

complete the blank and produce two sentences that
purpose of Wallace's work?

are alike in meaning.

A To divide the earth's surface into various units

17. Several

police incidents at the

B To determine the major features of various
hotel kicked off the convention's weekend, sending
animal groups

waves of concern among participants.

C

to create a classification system for the
geographic distribution of animals

A coeval

D to find and explain all exceptions to the rules

B reprobate

of distribution

C convivial

D coincident

E concomitant

F dissident

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PRACTICE TEST 2

ARGOPREP.COM/GRE

VERBAL REASONING

SECTION 4

18. While the benefactor's reasons for his large donation appeared
, many on the
board suspected that he had ulterior motives for
his generosity.

A sanctimonious

B altruistic

C magnanimous

D reprehensible

E raucous

F refractory

19. Alison's carefree and

nature was

at odds with the serious, silent nature of her work

environment.

A decorous

B quiescent

C prolix

D voluble

E

unifigent

F malevolent

20. Foreign revolutions often

a coeval

economic collapse that can linger for decades after

violence has ceased.

- A eviscerate
- B adumbrate
- C prognosticate
- D enervate
- E propagate
- F engender

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

20 QUESTIONS

SECTION 5

35 MINUTES

1.

3.

$$ab < 1$$

$$ac < 1$$

Quantity A

Quantity B

$$cb < 1$$

$$abc = 1$$

Sum of integers from

Sum of all integers

$$b > 1$$

to which are

ro

to which are

evenly divisible by 3.

evenly divisible by 3.

Quantity A

Quantity B

A Quantity A is greater.

B Quantity B is greater.

1

b

C The two quantities are equal.

$$a + c$$

D The relationship cannot be determined from the information given.

A Quantity A is greater.

B Quantity B is greater.

C The two quantities are equal.

D The relationship cannot be determined from

2. A circle is divided into 5 arcs where the longest division is exactly twice the length of the shortest division.

4.

Quantity A

Quantity B

The average of a , b , and c is 32.

The average of b , c , and d is 23.

The measure of the

One-third of the

longest arc

circumference of the

circle

Quantity A

Quantity B

A Quantity A is greater.

The average

The average

B Quantity B is greater.

of a and d

of a , b , c , and d C The two quantities are equal.

D The relationship cannot be determined from

A Quantity A is greater.

the information given.

B Quantity B is greater.

C The two quantities are equal.

D The relationship cannot be determined from

the information given.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

SECTION 5

5. All of the arcs inscribed on the square have equal radii. Each of the arcs touches its neighbor at

$$f(x) = Ax^2 + Bx + 7$$

exactly one point.

$$f(3) = 34$$

$$f(4) = 51$$

Quantity A

Quantity B

A

B

A Quantity A is greater.

B Quantity B is greater.

C The two quantities are equal.

D The relationship cannot be determined from

the information given.

7.

Quantity A

Quantity B

$$4x^3 - 12x^2 - 36x + 27 = 0$$

$$(2x - 3)$$

The area of the shaded

The area of the

region

unshaded region

Quantity A

Quantity B

A Quantity A is greater.

solutions for x

0

B Quantity B is greater.

C The two quantities are equal.

A Quantity A is greater.

D The relationship cannot be determined from

B Quantity B is greater.

the information given.

- C The two quantities are equal.
- D The relationship cannot be determined from the information given.

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

SECTION 5

8.

10. 6 triangles, each with an area of $\sqrt{3}$, are placed side by side so that they form a regular hexagon. What

is the perimeter of the hexagon?

- A $6\sqrt{3}$
- B 6
- C 12

D $12\sqrt{3}$

E 18

Use the graph below to answer questions 11 to 13.

Select one answer choice unless otherwise indicated.

Weather Related Car Accidents

250

225

The figure above is a circle inscribed in a square.

200

Each of the 4 arcs interior to the circle have a radius

175

150

150

equal to half the length of the sides of the square.

150

100

105

100

Quantity A

Quantity B

50

0

The area of the shaded

The area of the

2010

2011

2012

2013

2014

2015

portion of the figure

unshaded portion

of the figure

11. In 2013, 57.4% of car accidents were not weather related. How many car accidents occurred that

A Quantity A is greater.

year?

B Quantity B is greater.

C The two quantities are equal.

A 375

D The relationship cannot be determined from

B 320

the information given.

C 355

D 305

E 410

9. A single sheet of paper which is .2 mm thick is tightly rolled into a cylinder with a radius of .5

meters and 1 meter tall. Approximately how long is the sheet of paper when it is un-rolled?

A 3,927 mm

B 0.25 mm

C 1,250 m

D 3,927 m

E 3,927 Km

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

SECTION 5

12. For one of the years from 2010 to 2015, the number **16.**

of total car accidents was 500 and 45% were

weather-related. What year was that?

A 2010

B 2012

C 2013

D 2014

E 2015

13. A report stated that police responded to 800 car accidents from 2010 to 2012. What percentage

were weather-related?

Each of the arcs are quarter circles. Find the area of

A 12.5%

the shaded region.

B 20%

C 41%

A $4p - 8$

D 59%

25p

E 62%

B

- 25

4

2

C 8p - 16

14. What is the length of an edge of a regular pyramid D 25 - 25p

with the base of an equilateral triangle and a

4

surface area of 96?

E 13

A 11.31

B 7.44

C 5.66

17. A rail car with 18,000 pounds of corn grain with D 10.29

2% inert dust delivers its load to a drying facility.

E The answer cannot be determined from the
irst the dust is filtered out. e t the grain has a
information given.

starting moisture content of 28% (by weight) and so is dried to 15% moisture content (by weight).

After drying, the inert dust is mixed back into the corn to a maximum constituent of 2% (by

15. Given the two circles $x^2 + y^2 = 2x + 14y + 1$ and weight). How much does the load of corn now

$8y - 6x$ find the distance between the respective weigh? Enter your answer to the nearest tenth

$x^2 + y^2$

centers.

in the text box.

A $\sqrt{74}$

B 5

C 10

D $5\sqrt{10}$

E The answer cannot be determined from the information given.

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

SECTION 5

- 18.** A passenger jet burns 1500 pounds of fuel at each
20. Find all the possible solutions for x in following take-off and landing. Additionally it burns 100

system of equations:

pounds of fuel per person per 500 miles traveled. A

flight leaves Los Angeles with

persons aboard

$$3x - 4y = 8$$

and lands in Hawaii and then Tokyo for a distance

$$2y + x^2 = 3$$

of 6501 miles. If jet fuel costs \$0.2511/pound, how much did the fuel cost per person for this flight

Enter your answer in the text box provided.

A -12

B -72

C -37

8

D 2

19.

E 0

A

D

15

h

C

B

$\triangle ABD$ is similar to $\triangle BCD$.

$$h = 7.1$$

17

What is the perimeter of quadrilateral ABCD? Enter your answer in the text boxes.

Note: Answer is in mixed fraction form.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

VERBAL REASONING

20 QUESTIONS

SECTION 6

30 MINUTES

For questions 1 to 6, you are to choose one answer for

4. (i)

diction creates the clearest,

each blank from the corresponding column of choices.

most (ii)

circumstances for a

successful career that requires public speaking. This

1. Historically held to be

of virtue,

(iii)

the notion that reading aloud

many of America's early presidents had in fact

at a young age is important for future success.

owned slaves and participated in vast real estate

deals concerning lands formerly held by Native

Blank i

Blank ii

peoples.

A Lucid

D propitious

A paragons

B Loquacious

E reparable

B ciphers

C Lucrative

F strident

C founders

D prophets

Blank iii

E felons

G corroborates

H abolishes

I satiates

2. Neighbors whispered that (i)

from bullies in her youth had turned the

(ii)

widow into a recluse, but her

family knew the real reason for her seclusion.

5. The (i)

organization (ii)

its fundraising goals for the third

Blank i

Blank ii

year in a row, despite its (iii)

expression of its own mission.

A quips

D devout

B ordeals

E retiring

Blank i

Blank ii

C escapades

F taut

A despotic

D rallied

B inarticulate

E traversed

C sedulous

F transcended

3. (i)

beliefs have animated

various communities around the world to (ii)

Blank iii

various practices that they
consider (iii)
to their values.

G

unifigent

H middling

Blank i

Blank ii

I adroit

A Orthodox

D belie

B Occult

E expurgate

C Putative

F beleaguer

Blank iii

G antagonistic

H contentious

I endemic

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ARGOPREP.COM/GRE

VERBAL REASONING

SECTION 6

6. The (i)

policy only incensed

communities, who (ii)

over limited

resources and (iii)

any further

ameliorative political action.

Blank i

Blank ii

A prodigal

D equivocated

B stolid

E squabbled

C deprecatory

F malingered

Blank iii

G dilated

H scotched

I remonstrated

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PRACTICE TEST 2

VERBAL REASONING

SECTION 6

Questions 7 to 9 are based on the following 17th-century passage written by a working astronomer. Select one bright star, one of those previously known, like Venus answer unless otherwise indicated.

45 and Mercury round the Sun, and are sometimes in front 45 of it, sometimes behind it, though they never depart In the present small treatise I set forth some matters of from it beyond certain limits. All of which facts were great interest for all observers of natural phenomena discovered and observed a few days ago by the help to look at and consider. They are of great interest, I o a telescope de ised b e through God s grace first thin first ro their intrinsic e cellence secondl 50 enlightening my mind.

50

5 from their absolute novelty; and lastly, also on account 5 of the instrument by the aid of which they have been

presented to my apprehension.

The number of the Fixed Stars which observers have

7.

he author uses nebulous Line

in order to

been able to see without artificial powers of sight up

10 to this day can be counted. It is therefore decidedly a 10

A show how all astronomers think alike

great feat to add to their number, and to set distinctly

B refer to the stars' locations in a nebula

before the eyes other stars in myriads, which have never

C give the technical term for stars

been seen before, and which surpass the old, previously

D describe astronomers' hazy, incomplete

known, stars in number more than ten times.

knowledge of the nature of stars

E both B and D

15 Again, it is a most beautiful and delightful sight to 15

behold the body of the Moon, which is distant from us

nearly sixty *semi*-diameters of the Earth, as near as if it was at a distance of only two of the same measures;

8. The primary purpose of the passage is to:
so that the diameter of this same Moon appears about
20 thirty times larger, its surface about nine hundred times, 20

A wax poetic on all things astronomy

and its solid mass nearly 27,000 times larger than when

B persuade philosophers and astronomers to
it is viewed only with the naked eye; and consequently
pursue new discoveries

any one may know with the certainty that is due to the

C present new knowledge on the moon
use of our senses, that the Moon certainly does not

D prove which planets revolve around the sun
25 possess a smooth and polished surface, but one rough 25

E describe the author's discoveries using a
and uneven, and, just like the face of the Earth itself,
telescope
is everywhere full of vast protuberances, deep chasms,
and sinuosities.

Then to have got rid of disputes about the Galaxy or

9. The passage mentions all of the following EXCEPT:

30 Milky Way, and to have made its nature clear to the very 30

senses, not to say to the understanding, seems by no

A the discovery of four planets

means a matter which ought to be considered of slight

B the viewing of a comet

importance. In addition to this, to point out, as with

C current disputes regarding the Milky Way

ones finger the nature of those stars which ever one of

D the distance to the moon

35 the astronomers up to this time has called *nebulous*, and 35

E the stars identifiable to the naked eye

to demonstrate that it is very different from what has

hitherto been believed will be pleasant and ever fine.

But that which will excite the greatest astonishment by

far, and which indeed especially moved me to call the

40 attention of all astronomers and philosophers is this 40

namely, that I have discovered four planets, neither

known nor observed by any one of the astronomers

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ARGOPREP.COM/GRE

VERBAL REASONING

SECTION 6

Questions 10 to 12 are based on the following

10. At the end of the first paragraph the author poses a discussion of anxiety disorders. Select one answer

to the question: How do individuals derive their senses

of reality unless otherwise indicated.

Choose one answer and select the sentence in the

passage that best answers the question.

All individuals experience some sort of anxiety or fear

in their lifetimes. Likewise, most are able to effectively

manage such feelings so as not to significantly affect

their lives. However, in some cases, individuals are

5 unable to regulate and categorize fear and anxiety, 5

11. The author mentions genetics to parent and
and consequentially develop disordered patterns of

parenting style in Line in order to

response leading to anxiety disorders and phobias.

These individuals can develop avoidant coping

A highlight areas of research that have
strategies to deal with the fear and often experience
historically received attention

10 functional disability as a result. Understanding such 10

B discuss in detail the key factors that lead to the
deviations from the population norm and how natural
development of fear in adolescents

inclinations and emotions become disordered requires

C advocate for more research in these areas
a comprehensive understanding of what anxiety and

D pinpoint the root causes of anxiety
fear are, and how they emerge early in life. How exactly

E provide alternative explanations for reasons

15 do phobias and disordered anxieties arise? Where do 15
phobias develop

infants derive their senses of fear and anxiety? The study of the possible etiology of fear and anxiety serves to provide critical research on phobias and anxiety disorders and provide a more complete understanding

12. The author mentions which of the following with regard to people who are unable to regulate their treatment and prevention methods.

fear? Select all that apply.

Past research has suggested that phobias and anxiety

- A They develop avoidant coping strategies
- B Their overall functioning can be impaired responses, such as classical and operate conditioning
- C They are less prone to social referencing

25 beginning in infancy and progressing throughout life. 25

D They are prone to anxiety disorders and
However, recent research has suggested that phobias
phobias

and anxiety disorders may be acquired through
observational learning and social referencing. A study

by de Rosnay, Cooper, Tsigaras and Murray showed
30 that infants modify their affective behavior towards a 30
stranger following observations of mothers modeling
anxious behaviors during interactions with a stranger.
While other elements such as genetics, temperament,
and parenting style have undergone a great deal of
35 research, areas such as social referencing as a means 35
of anxiety acquisition and development have yet to
receive adequate attention.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

VERBAL REASONING

SECTION 6

Questions 13 to 16 refer to the following excerpt from the situation in television. There, if a man does not like a speech delivered by U.S. Vice President Spiro Agnew in what the networks offer him, all he can do is turn them November of 1969. Select one answer unless otherwise indicated.

o and listen to a phonograph.

et or s he stated hich are e in nu ber
45 have a virtual monopoly of a whole medium of 45
As with other American institutions, perhaps it is
co
unication. he ne spapers o ass circulation
time that the networks were made more responsive
ha e no onopol o the ediu o print. irtual
to the views of the nation and more responsible to
onopol o a hole ediu o co

unication is

the people they serve. I am not asking for government

not something a democratic people should blithely

5 censorship or any other kind of censorship. I am asking 5

50 ignore. And we are not going to cut off our television 50

whether a form of censorship already exists when the

sets and listen to the phonograph because the air

news that forty-million Americans receive each night

waves do not belong to the networks; they belong

is determined by a handful of men responsible to their

to the people. As Justice Byron White wrote in his

corporate e plo ers and filtered through a hand ul o

land ar opinion si onths ago t is the right

10 commentators who admit to their own set of

biases. 10 55 of the viewers and listeners, not the right of the 55

broadcasters hich is para ount.

The questions I am raising tonight should have been

raised by others long ago. They should have been raised

13. The passage gives all of the following EXCEPT

by those Americans who have traditionally considered

which to differentiate between network news and

the preservation of freedom of speech and freedom
newspapers? Select all that apply.

15 of the press their special provinces of responsibility 15
and concern. They should have been raised by those

A The number of viewers

Americans who share the view of the late Justice

B The cost difference between a television and
Learned and that right conclusions are ore li el to
a newspaper

be gathered out of a multitude of tongues than through

C People enjoy television more than phonographs
20 an ind o authoritati e selection.

20

D The experience of seeing and hearing is not
like that of reading

d ocates or the net or s ha e clai ed a first

E The number of television stations versus the
amendment right to the same unlimited freedoms
number of available printed news publications

held by the great newspapers of America. The situations
are not identical. Where *The New York Times* reaches

25 800,000 people, NBC reaches twenty times that number 25

with its evening news. Nor can the tremendous impact

14. Which of the following, if true, would have most
o seeing television and hearing co

entirely be

weakened Agnew's argument?

compared with reading the printed page.

A Most television reporters had also worked in

A decade ago, before the network news acquired such
print journalism

30 dominance over public opinion, Walter Lippmann 30

B Newspaper editors had biases

specific to the issue here is an essential and radical

C Television networks bitterly competed against

difference he stated between television and

one another

printing.... The three or four competing television

D In 1969, most Americans did not own or watch

stations control virtually all that can be received over
television

35 the air by ordinary television sets. But, besides the 35

E

undreds o

ericans had ahead filed

mass-circulation dailies, there are the weeklies, the

monopoly complaints with the Federal

monthlies, the out-of-town newspapers, and books.

Communications Commission (FCC)

If a man does not like his newspaper, he can read

another from out of town, or wait for a weekly news

40

again. It is not ideal. But it is infinitely better than 40

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ARGOPREP.COM/GRE

VERBAL REASONING

SECTION 6

15. Agnew uses the words of Justice Byron White **18.** Bill was quite the ; he threw lavish

Line

to do hat

fetes for all his friends.

A argue that media ownership equals media

A epicurean

ensorship

B stoic

B bac the first a end ent rights o ne spapers

C philanthropist

C pro e the e istence o a irtual onopol o

D gourmandizer

a hole ediu o co

unication

E pragmatist

D support his claim that broadcast airwaves

F opportunist

belong to the American people

E name viewers and listeners as the appropriate

content programmers for media

19. Though the small surrounding villages worked arduously to maintain their independence, they

were eventually

by the larger

16. Which of the following would most resemble province.

Agnew's described media monopoly?

A amalgamated

A A sole U.S. energy company, owned by its

B usurped

employees

C emancipated

B The top three U.S. agribusiness corporations

D exculpated

owning all food inputs and outputs

E absolved

C U.S. gas companies operating 80 percent of the

F annexed

oil wells in Nigeria

D Four U.S. companies producing 80 percent of
all U.S. cellphones

E All computer manufacturers copyrighting the

20. Cecilia's

behavior often shocked

experience of using their products

her parents, who were themselves polite and soft—
spoken.

A passé

For questions 17 to 20, select two answers that best

B torpid

complete the blank and produce two sentences that

C impertinent

are alike in meaning.

D hermetic

E impudent

17. Amy epitomized the

student who

F incorporeal

continually sought the favor of her instructors

through attrition.

A collegial

B sycophantic

C obsequious

D obdurate

E esurient

F parsimonious

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

1. A.

This problem asks you to compare the area of an octagon to the area of a square. The area of the square is calculated using the formula for the area of a square:

$$\text{Area} = \text{side}^2$$

Next, calculate Quantity A.

The easiest way to calculate the area of a regular octagon only knowing the length of one side is to divide the octagon into regions whose areas are easy to calculate.

4

A

4

With this sketch the octagon is divided into (1) a square with area 4×4 , (2) 4 rectangles each with area $2 \times A$, and (3) 4 triangles each with an area $\frac{1}{2} \times A$.

2. From these pieces we can derive an area formula as follows: *Area of Octagon*

1

2

$2 \times A$

A

A can be calculated using the Pythagorean Theorem: $4^2 = A^2 + A^2$

Pythagorean Theorem

$A^2 = 8$

Simplify

$A\sqrt{2}$

Calculate

4

$\sqrt{2}$

Isolate variable and simplify

$\sqrt{2}$

Now substitute value for A into the original Area Formula: *Area of Octagon*

2

$\sqrt{2}^2$

$\sqrt{2}$

Substitute for A

$\sqrt{\quad}$

.

Calculate

77.25 is greater than 64, therefore Quantity A is greater than Quantity B. The correct answer choice is A.

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

2. A.

This problem tests your skill with a geometric series. You are asked to compare two investments which earn daily interest of 5%. In Quantity A you invest \$1 per day at the end of each month. Logically, the higher quantity is larger at the end of the first month at the end of the year. You are given that Quantity B at the end of the month is \$6. Find the quantity.

You may recall the formula for calculating the future value of an investment with

$$\text{future value} = \text{payment}$$

$(1 + \text{interest})^n$

$\text{interest})^n \text{ term}$

interest

in which case, the problem is trivial. However, it may be easier to remember the formula and use an estimation technique:

$FV = \text{present value}$

interest) term

he first step is to calculate the value of the dollar invested on the first day. This first interest for days numbered 2 through 30, so the term is 29 days: *FV dollar on day*

.

29

.

It is quite a bit of work to calculate how much each day's investment will be at the time you can calculate a few values and use their average in order to get an estimate for Quantity A: *FV dollar on day*

.

24

.

FV dollar on day

.

18

.

FV dollar on day

.

12

FV dollar on day

.

6

.

This gives you 6 values to generate your estimate:

Estimate

days .

.

.

.

.

.

.

6

At \$69.55, Quantity A outpaces Quantity B. The correct answer choice is A.

Note: compare this value with the one you get using the compound interest with payments formula: *future value*

.

.

30

.05

3. A.

This problem asks you to interpret a geometric drawing in order to determine the regions. From the given information you can deduce that the diagram is a square with a quarter circle arc overlaid. From this information you can calculate the relative size of the regions.

Region A consists of the quarter circle minus the unlabeled triangle. And since it is inscribed in a square this makes the formula for region A:

$$\text{Area A} = \text{Area of Quarter Circle} - \text{Area of Triangle}$$

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

Region B consists of the area of the square minus the quarter circle: $\text{Area } B = \text{Area of Square} - \text{Area of Quarter Circle}$ You now set up the inequality:

$\text{Area of Quarter Circle} - \text{Area of Triangle} > \text{Area of Square} - \text{Area of Quarter Circle}$ If we label each side of the square r we can now insert the formulas for the respective areas: 1

1

1

$4r^2 - \frac{1}{2}r^2 > r^2 - \frac{1}{4}\pi r^2$

Area formulas

1

$4r^2 - \frac{1}{2}r^2 > r^2 - \frac{1}{4}\pi r^2$

1

$4r^2 - \frac{1}{2}r^2 > r^2 - \frac{1}{4}\pi r^2$

Divide by r^2

$4 - \frac{1}{2} > 1 - \frac{1}{4}\pi$

$4 - \frac{1}{2} > 1 - \frac{1}{4}\pi$

Multiply by 4

2p

dd

p to both sides

6.28... > 6

Evaluate π

The left side of the inequality is greater than the right so Quantity A is greater than the right side. The correct answer choice is A.

4. A.

This problem asks you to compare the measure of two arcs. In order to find the distance traveled by the hour hand on a clock, first determine the circumference of the clock. The hour hand on a clock moves at twice the rate at which the earth rotates. This means that in a given amount of time the hour hand will traverse a greater arc than the earth will rotate. Quantity A is greater than Quantity B.

The correct answer choice is A.

5. A.

This problem tests your skill with geometric series. You are given that each day the population grows by 10% but then retracts 5% each night. You are asked to compare the number of days it takes for the population to grow from 15% to 50% to the time it takes to grow from 50% to 100% of the population. The growth for each day:

.

.

.

.

.

Now set up the formula for geometric growth:

$$\text{start amount} \cdot \text{growth rate}^{\text{time}} = \text{end amount}$$

$$\text{growth rate}^{\text{time}} = \frac{\text{end amount}}{\text{start amount}}$$

start amount

At this point you can see that you don't actually need to calculate the number of t is the same for both Quantities you can see that whichever quantity is greater will *end amount* . Therefore you only need to compare the ratios of the starting and ending amounts.

start amount

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

50% ? 100%

Starting and Ending values for Quantity A and B

15%

50%

$3.33 > 2$

Calculate

This shows that Quantity A is greater than Quantity B. The correct answer choice is A.

6. B.

This problem tests your understanding of a parabola. You are given the parabolic $y = x^2 - 5x + 6$ and

asked to compare the location of the line of symmetry with the distance between the x intercepts. You can get to both quantities by using the quadratic formula. Starting with Quantity A: x

$$-b \pm \sqrt{b^2 - 4ac}$$

ac Quadratic formula

$$2a$$

x

$$\sqrt{12}$$

substitute coefficients

$$2(2)$$

x

$\sqrt{41}$

substitute coefficients

4

x

$1 - \sqrt{41}$

Simplify

4

4

topping here you get the line of

entry in the first expression

1. The y-intercept has a value of 0

4

for x by definition so quantity is 1.

4

or on quantity find the intercepts

x

$1 + \sqrt{41}$

Intercept 1

1

4

4

x

$1 - \sqrt{41}$

Intercept 2

2

4

4

Because you know that intercepts are on a line the distance is simply the absolute
the points:

distance $| x - x |$

Distance formula for points on a line

1

2

1

$\sqrt{41}$

1

$\sqrt{41}$

distance | -

- - -
|

Substitute values

4

4

4

4

$\sqrt{41}$

$\sqrt{41}$

6.4

distance |

| $\sqrt{41}$

.

ubstitute alues

4

4

2

2

Quantity B is greater than Quantity A so the correct answer choice is B.

7. C.

This problem tests your knowledge of regular polygons. The diagram is a regular hexagon with a smaller regular hexagon inscribed inside it, formed by connecting the midpoints of the sides. This creates six small right triangles projecting from each side of the inner hexagon. You are asked to compare the area of the outer hexagon with the area of the six small triangles. You are given no dimensions or values to use.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

The first step is to determine what sort of triangles are formed. Since the shaded area is a *regular* hexagon you can calculate the exterior angles at each corner:

exterior angle

interior angle

interior angle $180(\text{number of sides} - \text{number of sides})$

Now plug in the values:

interior angle $180(6 - 2)$

ubstitute

6

exterior angle

ubstitute

From this you see that the exterior angles are 60° which means they are all equilateral triangles. Because the interior angles are 120° which bisect each interior angle to the opposite corner. Because the interior angles are 120° which are also six equilateral triangles.

Both the unshaded and shaded triangles are equilateral triangles with sides of the same length. There are six shaded triangles and six unshaded triangles, therefore the total number of triangles is 12. The correct answer choice is C.

8. D.

This problem tests our knowledge of the proportionality of a right triangle. In order to

find AB , you need to use the proportion

AC

$$\frac{\quad}{\quad} = \frac{\quad}{\quad}$$

AB

AD

AB

AD

In order to make the math more readable, let $c =$

AB . Now you are ready to solve:

23

c

$$\frac{\quad}{\quad} = \frac{c}{8}$$

proportion of similar triangles

$$23(8) = c^2$$

cross multiply

$$184 = c^2$$

calculate

—

$$184$$

$$= c$$

take the square root of both sides

—

$$2 \sqrt{46} = c$$

simplify the radical

The correct answer choice is **D**.

9. B.

This problem tests your use of the distance formula and the ability to solve a system to find the distance between the point

and the intersection of two lines. The first step is to solve the system of equations for the point of intersection:

$$1) \quad 2y - x = 0$$

given equation #1

$$2) \quad 3x + 5y = 44$$

given equation #2

$$x + 6y = 0$$

multiply equation #1 by 3

$$11y$$

add equation and the modified

$$y = 4$$

solve for y

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

$$x = 0$$

substitute value of y into equation #1

$$8 = x$$

solve for x

you now have the intersection point

. Applying the Distance Formula you get

$$(x_2 - x_1)^2$$

$$+ (y_2 - y_1)^2$$

$$= \text{Distance}$$

Distance Formula

1

2

1

2

2

2

=

substitute values for x and y _

—

$\sqrt{144 +$

$1 = 145$

calculate and simplify

—

The distance is 145

. The correct answer choice is **B**.

10. B.

This problem tests your understanding of the proportions on a right triangle. Because it is a right triangle, you can determine the rise for each segment. The missing part of the slope is the height of the triangle (the unlabeled segment that intersects the hypotenuse). This value can be found using the ratios of the proportions of a right triangle. Let t be the height h .

Use the ratios of the hypotenuses to find h :

short leg of the small triangle

= *short leg of the large triangle*

hypotenuse of the small triangle

hypotenuse of the large triangle

2

— = —

AB

—

—

AB 5

substitute values from the given figure

$$10 = \sqrt{\quad}$$

$$AB^2 = 2$$

multiply both sides by 5

$$AB^2 = 2$$

You stop here because you will use the Pythagorean Theorem to solve for h :

$$22 + h^2 = 25$$

$$AB^2 = 2$$

Pythagorean theorem with substitutions from given figure

$$h^2 = 3$$

$$AB^2 = 2$$

isolate the h term

$$h^2 = 3$$

substitute from previous calculation calculate the exponent

—

$$h = \sqrt{3}$$

find the root

Now you have all the information you need to write the slopes. Remember: It is c

containing a radical so that the radical appears in the numerator.

—

slope —

$$AB = 2$$

—

$$_ = 6$$

—

6

$$3 _$$

slope —

$$BC =$$

—

$$_ = 6$$

—

6

$$2$$

11. E.

this is a problem testing our ability to multiply a cube polynomial. you are told that the i

A cube's calculation for volume is $V = S^3$ where S is the length of a side. Secondly, you are given the length of the sides of the cubes. $S = x$ is the original cube's side length, and $S = x + 2$ is that of the second cube. The final

2

solution you are looking for is the difference in the volumes of the cubes, or $V_2 - V_1$. First, write out the initial

1

expression. Then use substitution to put everything in terms of x .

$$V_2 - V_1 = S_2^3 - S_1^3$$

substitute your expressions into the volume formula

2

1

2

1

$$= (x + 2)^3 - x^3$$

substitute in the two cubes' side lengths

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

$$= x^3 + 6x^2 + 12x + 8$$

expand the exponent

$$= 6x^2 + 12x + 8$$

simplify

At this point you do not have enough information to solve for x . This is confirmed by the selection of answer choices: answer choice A is 8, which is clearly less than your answer. The remaining correct answer choice is E.

12. D.

his problem asks you to find a midpoint and a distance in a Cartesian coordinate system between

and

using the midpoint formula

$$x + x y + y \text{ Midpoint } (A, B) = \frac{a + b}{2}$$

b

– a b

2 ,

–

2

Formula for Midpoint

$$\frac{x_1 + x_2}{2}$$

–

$$\frac{y_1 + y_2}{2}, \frac{3 + 15}{2}$$

–

2

calculate

let find the distance from the midpoint

to point C

using the distance or ula

$$(x - x)^2 + (y - y)^2$$

Distance Formula

c

mid

c

mid

2

+

2

substitute

$$2 + (12)^2$$

calculate

From here, recognize the 5 and 12 from the 5:12:13 Pythagorean triple.

–

–

$$25 + 144$$

$$= 169$$

$$= 13$$

solve the root

The distance is 13. The correct answer choice is *D*.

13. 157.

This problem tests our ability with algebra and polynomials. You are asked to find the sum of two numbers. You are given the square of the sum of the two numbers, which is 289. You are also given the sum of these same numbers, which is 66. You will employ a strategy to look for a useful problem. To begin, let the two numbers be represented by x and y . This means that the sum of the squares you are looking for can be represented by the expression $x^2 + y^2$. This is important to remember so you do not waste time solving for x and y individually. Write the first given

$$(x + y)^2 = 289$$

given

$$(x + y)(x + y) = 289$$

expand the square

$$x^2 + 2xy + y^2 = 289$$

calculate the polynomial by multiplying the expressions

at this point you can see that you have the target expression but first you need to deal with xy .

To do so, write the product of the two numbers as $xy = 66$. From this, you can see the substitution: $x^2 + 2(66) + y^2 = 289$

substitute for xy

$$x^2 + 132 + y^2 = 289$$

calculate

$$x^2 + y^2$$

subtract

from both sides and solve

The sum of the two squares is **157**. Enter your answer in the box.



ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

14. 21.93 Miles.

This problem tests your ability to calculate the sides of a triangle. The easiest way sketch out the course of the boat.

END

c

30

h

30°

120°

30°

b

8

30°

START

30

Now use your knowledge of a 30-60-90 triangle to work out the measurements for h and b . First write down the relationships:

short leg $1/2$ *hypotenuse* $\sqrt{3}$

long leg

$2/3$ *hypotenuse*

starting with the small

triangle or ed after the first turn you see the hypotenuse is . the next turn happens to or another

triangle in the opposite direction with a hypotenuse of . to find h you then get: h

8/30

2

to find b you use:

$\sqrt{3}$

$\sqrt{3}$

b

$2 \cdot 8 - 2$

$$\sqrt{3}$$

Now use the Pythagorean Theorem, plugging in the values for h and b :
distance $\sqrt{(192$

$$\sqrt{3})^2$$

.

Enter 21.93 miles in the text box.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

15. 91.

This problem tests your ability to use the Pythagorean Theorem. You are given:
 $s = 6$ and $r = 7$. From this you need to find the area of rectangle
 $ABCD$. To start you will find it helpful to add a couple of labels to the diagram

B

r

s

h

x

D

C

You start by calculating h and x using the Pythagorean theorem:

$$h^2 + r^2 = s^2$$

$$r = x^2$$

Pythagorean Theorem for base of triangle opposite x

$$h^2 + s^2 = x^2$$

Pythagorean Theorem for x

$$s^2 + x^2 = r^2$$

$$r = x^2$$

Substitute

$$s^2 + x^2 = r^2 = r^2$$

$$rx = x^2$$

Expand the exponent

$$62 = x^2$$

2

2

$$x \times 2$$

Substitute values

$$x$$

Simplify

$$x \ 36$$

Solve for x

$$14$$

et find h using the simplest equation:

$$h \ 2$$

$$2$$

$$36$$

$$14$$

$$h$$

$$36 - 36$$

$$13$$

$$\sqrt{\quad}$$

$$14$$

$$\sqrt{1 - 1}$$

14

$\sqrt{14}$

Now relate the area of the triangle to the dimension that you know: *Area of the rectangle BC CD*

first find a calculable expression for CD :

CD^2

$r^2 - BC^2$

Pythagorean Theorem

$CD = \sqrt{r^2 - BC^2}$

Take the square root

$CD = \sqrt{r^2 - BC^2}$

h^2

Substitute

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QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

Now substitute the known values into the area formula:

Area of the rectangle

$$h \sqrt{4r^2}$$

$$h^2$$

Substitution

2

Area of the rectangle

$$6 \cdot 13$$

$$4(72)$$

$$6 \cdot 13$$

ubstitute and calculate

$$\sqrt{14}$$

√

$\sqrt{14}$

Be sure to follow instructions and round to the nearest whole number. Enter **91** in the text box.

16. A.

This problem tests our skill with calculating percentages. To find the percentage decrease use the formula $\text{percent decrease} = \frac{\text{starting value} - \text{end value}}{\text{starting value}}$

Substituting the values from the chart you get:

$$\frac{280,000 - 240,000}{280,000}$$

$$\frac{40,000}{280,000}$$

.

$$\frac{40,000}{280,000}$$

$$\frac{40,000}{280,000}$$

The correct answer choice is **A**.

17. B.

This problem tests your understanding of median, and how to calculate an increase. Set of the data points on the chart using the salary value for each year:

{260,000, 280,000, 240,000, 230,000, 240,000}

Now sort the set by value:

{280,000, 260,000, 240,000, 240,000, 230,000}

The median is the center element: 240,000. Now calculate the 10% increase:
salary

The correct answer choice is **B**.

18. D.

This problem tests your ability to translate a word problem into a geometry problem. You are looking for the area enclosed by three adjacent circles, each with a radius of 1. Sketch out a diagram of the figure described.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

From this you see the lines connecting the centers of the circles form an equilateral triangle with side length of 2. Additionally each point of the triangle cuts a sector from its associated circle. The formula

Enclosed Area = Area of Triangle – Area of the Sectors

Since you know the triangle is equilateral, you also know that each sector has an angle of 60° . The area of these sectors is:

$$60 \cdot \frac{\pi r^2}{360}$$

Formula for Area of the Sectors

$$360$$

$$1 \cdot \frac{\pi(1)^2}{360} \cdot 1 \cdot \frac{\pi}{360}$$

Substitute and simplify

$$2$$

$$2$$

The area of the triangle is next:

height $\sqrt{3}$ *hypotenuse* Height of a 30-60-90 triangle

$$2$$

$$\text{height } \sqrt{3}$$

$$\sqrt{3}$$

Substitute 2 for the hypotenuse

$$2$$

The base of the triangle is 2. Therefore the Area of the Triangle is: 1

$$1$$

$$2 \cdot \text{base} \cdot \text{height}$$

$$2$$

$$\sqrt{3}$$

$$\sqrt{3}$$

Plugging these two Area values into your starting formula, you now calculate the p , which 2

cannot be simplified. The correct answer choice is **D**.

19. D.

This problem tests your ability to work with polynomials and use reasoning to understand to find the greatest area of a right triangle given a hypotenuse of 5 . Start by creating the triangle. You can say that the length of the first leg of the triangle is x , while the second can be stated as x plus some value a . The resulting formula for the area of the triangle looks like this: $Area = \frac{1}{2}x(x+a)$

Because you know this is a right triangle, you can plug the expressions for the triangle value of 5 into the Pythagorean Theorem:

$$x^2$$

$$+ (x+a)^2$$

$$= 5^2$$

Pythagorean Theorem

$$x^2 + x^2$$

$$+ 2ax + a^2$$

Expand the exponent

$$2x^2$$

$$+ 2ax$$

$$+ a^2$$

Simplify and subtract a^2 from both sides

$$1 - x(x - a)$$

$$a^2$$

Factor the left side

$$2$$

rea

$$a^2$$

Substitute

rea 1 $(25 - a^2)$ Divide both sides by 4

$$4$$

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 3

At this point you see that because a has a coefficient of -2 , the area will be smaller as a becomes larger. Thus you achieve the greatest Area when a is 0. Use this value to calculate the greatest possible Area: $Area = \frac{1}{2}(25 - 0^2)$

25

.

4

4

You have shown the greatest possible area of a triangle with the hypotenuse of 5. The correct choice is **D**.

20. D.

This problem tests your ability to use algebraic manipulation to transform an equation and then extract the required data. First you will need to cross multiply: $y = \frac{1}{x-4}$

15

x

—

The given equation

$x - 4$

$$(x - 4)(y - 2)$$

$$y - 2$$

$$y$$

$$(x - 4)(y - 2)$$

$$x$$

$$(x - 4)(y - 2)$$

$$-(xy - 2)$$

Multiply by the lowest common

$$x - 4$$

$$(x - 4)(y - 2)$$

$$y - 2$$

denominator

$$(y - 2)(y$$

$$(x - 4)(x - 2)$$

Simplify

$$y^2$$

$$y$$

$$x^2 - 6x$$

Expand the factors

$$x^2 - 6xy + 2y^2$$

y

Move the variables to the left side and

simplify all constants

$$x^2 - 6x$$

$$y^2$$

y

add and subtract constant values to
complete the squares

$$(x - 3)^2$$

y

2

factor the polynomials

$$(x - 3)^2$$

y

2

add to both sides

You now have an equation in the form shown in the problem: $(x - a)^2$

$y - b)^2 = r^2$. In this instance $a = b$

and r

. the center lies at

. the correct answer choice is **D**.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

VERBAL REASONING

ANSWER KEY: SECTION 4

1. C.

Myron might have felt both *disquietude* (unease) and *compunction* (remorse) over the situation, but the apologies mentioned in the second half of the sentence are only directly linked to remorse, (nouns— *wanderlust* (strong desire to travel), *prelude* (action or event that precedes something else), and *filibuster* long speech used to impede legislative action do not fit the context.

2. C, D.

ere the word et o es ou in a direction opposite that o the first hal o the sentenc enough conte t to choose the first blan *frenzied* (madly excited), *imperious* (haughty), and *impervious* (incapable o being affected) could all describe the socialites tone co plete the second blan fir *prostrated*, or to cast onesel on the ground in hu ilit or adoration fits the sentence as the socia *abscond* (depart and hide) or *complement* (make perfect) himself in this context. The opposite of *prostrated* and its demonstrated adoration is then *impervious* the correct ans er for the first blan .

3. A, E.

Phonetically, *puerile* might remind you of *pure* or *putrid*, but it actually means infantile or immature. *Fecund* is a synonym for your context clue of *lush*. *Besmirched* is soiled, usually in relation to a reputation—it has nothing to do with the soil that is indirectly referenced here. Now moves the sentence in the opposite direction for Blank ii, with *barren* the opposite of lush and matching the context clues of *inhospitable* and *fallow* (uncultivated).

4. A, E, H.

The *picturesque* or striking scenery provided a source of enjoyment. *Tumultuous* might also describe a landscape for some, but rarely one that provides *enjoyment*. A *respite* is both a delay in punishment and an interval of rest or relief—the second meaning fits the context here. or the last blan *baleful* tends to indicate a state of threat or menace and is too strong for the given context. *Reprieved* plays on the previously given terms, and is a synonym for *respite*. he

best fit for this blank however is *melancholic* or gloomy.

5. B, D, I.

or the first blank euthanasia

garners (gathers or stores up) a lot of media attention; it does not

deflect (turn aside) media attention or

impinge (make an impression or have an effect) upon the media. For the second blank

ingratiate and *interpolate* require an object here the self so you can eliminate

pique (to wound or excite). To

interpolate or interject oneself on the public does not make sense, so the correct answer is

ingratiate, or

become popular with. you can also match this term's sensibility with the first blank to double

or the final blank an ethically charged case *impugns* (challenges) the law.

Improvise (to perform on the spur of the moment) and *depose* to dethrone do not fit the context.

6. A, E, G.

Ideologies are deeply held ideas or notions.

Platitudes are trite remarks, which can also be made in religious contexts. However, something trite will likely not

change the world, the context clue of the second sentence. From

the contextual set-up of

not only...but could also, you know that the last two blanks support each other.

Germane means appropriate or suitable, while to *assuage* is to relieve or ease.

Osculating (to come into close contact) and

oscillating to vibrate or swing back and forth like a pendulum do not fit the context but

similar spellings if you do not recognize the terms.

7.

He knows something about "prana", of which his western brother is ignorant, an manner of handling that great principle of energy, and is fully informed as to its effects.

Here, you are looking for the sentence that comes closest to capturing the multiple

sentence asserts that the yogi knows of *prana* and is intimately familiar with its effects, essentially giving him greater knowledge than his western peers. Do not be thrown off by the order of *prana* at the beginning from its effects at the end.

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VERBAL REASONING

ANSWER KEY: SECTION 4

8. A, B.

This question is a straight reading comprehension question. The passage does not answer choice C can be eliminated. And when the last sentence mentions the curi to controlled breathing rather than *prana*, so answer choice E can be eliminated. Answer choice D is a bit tricky.

At one point the author calls *prana* a vital force at another that great principle of energy. In this case both act as descriptors rather than explicit definitions as you are still left wondering what great principle of energy? So D can be eliminated. This leaves A and B, each of which summarizes a sentence i

A and B are thus correct.

9. C.

In the second paragraph, the sentence that begins with "The sentence that tells you that this sentence is directly connected to the preceding statement. Here, that a psychologist can never be sure that the laws derived from his own thought are individualized way in which his or her own mind works. This is paraphrased by answer choice C.

10.

Whether, however, our inferences are made on the basis of words or of actions, the hypothesis that human minds are built on the same pattern, that what a given word means for this it means also for my neighbor's mind.

Pay special attention to the wording here: this question is not asking you for a main idea or premise, but for the author's strongest statement regarding psychology. The last sentence of the third paragraph lays out the basic hypothesis of psychology: that all human minds rely on a similar pattern. The positioning of this sentence turns to an exclamation point here it acts as a period or end stop on the author's part to highlight its importance in the author's argument.

11. B.

This question asks you to *infer* based on the passage. The easiest one to eliminate here is D, since the passage makes no judgment on Hume's work. Both A and C cannot be inferred from the passage. Clearly mysterious, the passage does not locate that mystery in any one thing, like mental laws. In contrast, the experimental psychology mentioned in answer choice B is the first sentence of the third paragraph. Since animals do not share language with us, they cannot be subjected to experimental psychology. Answer choice B is correct.

12. C.

This question specifically asks you to choose the

su

are the authors' drawn relationship between human

and animal psychologies. Be prepared in these cases to have several answer choices other, or might both be supported by the passage –

you will then have to make a value judgment as to which is the best or closest to the question's request. Begin by eliminating any choices not all. Here, D and E do not appear in the passage. Answer choice A puts two elements indirect evidence of our neighbors' in the first paragraph and the center of animal minds last paragraph.

However, the passage does not draw links between these two things so you can eliminate . addresses mental laws, which are never mentioned in relation to animals in the last answer choice C which in fact su

aries the last sentence of the third paragraph and the first sentence of the fourth. This is your correct answer.

13. E.

This question is perhaps a bit unfairly hard. While answer choices A, C, and D use none of these topics are treated to much degree in the passage. No full history (characteral historical specifics are mentioned. You are thus left with answer choice . So do you can see if everything else—adventures, names and accomplishments, research results—serve as premises to support your chosen main point (they do).

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PRACTICE TEST 2

ARGOPREP.COM/GRE

VERBAL REASONING

ANSWER KEY: SECTION 4

14. C.

Wallace or is specifically discussed in the first paragraph. For this question, A and D are not mentioned in the passage in connection with Wallace's work. A and C *both* describe aspects of his work; however, dividing the earth's surface into units is part of the *aim* of Wallace or while the creation of a fixed scheme classification system is its *purpose*. C is the correct answer.

15. B.

Here you want to be careful to stay within the confines of the passage. Answer choices A and B are assumptions involved in the study of zoogeography, but the passage mentions nothing that specifically tells you that Wallace's early scheme was soon found to be inadequate. Thus, neither A nor B is correct.

Choice C varies the early assumption described in the last sentence of the first paragraph.

16. C.

For this question, you need to understand the subject of zoogeography as described

of animal life in relation to geography. Only C mentions the study of a subject in the correct answer. D and E propose studies in particular environments, but do not study in relation to time, which is not a major consideration in zoogeography. The to genes, proposed in answer choice A, runs parallel to the subject of zoogeography in relation to C.

17. A, D.

Both *coeval* and *coincident* refer to events happening at the same time, and can describe the mentioned incidents.

Convivial describes something festive, a tone that does not match the concern and in the sentence.

Concomitant describes something that accompanies a sentence's subject, and does not have a paired term. *Reprobate* (hardened in sin) and *dissident* (rebellious) might describe police incidents, but the terms are not similar in meaning.

18. B, C.

Altruistic (unselfish and *magnanimous* (coming from a nobility of character) are both positive moral descriptions of an action. Their positive connotations fit the context of the sentence which requires a positive action in the negative second half as indicated by the word *while*. The remaining answer choice connotations: *sanctimonious* refers to a hypocritical devoutness to something; *reprehensible* actions demand or deserve reproof; *raucous* is boisterous; and *refractory* actions are unmanageable ones.

19. C, D.

The structure of the sentence lets you know that you are looking for words opposite in meaning. *Prolix* (overly verbose; long and wordy) and *voluble* (glib or talkative) both describe someone who is a great talker. None of the remaining words form a pair:

decorous describes someone who is proper; to be *quiescent* is to be at rest; *munificent* is to be generous; and *malevolent* is someone who is harmful or wishing ill on others.

20. E, F.

These answer choices represent three pairs of words. To *eviscerate* is to deprive of meaning or significance similar to *enervate*, which is to deprive of force or strength. To *adumbrate* is to foreshadow something, while *prognosticate* is to forecast or predict. And *propagate* is to spread or disseminate, while *engender* is to produce or give rise to.

In the context of the sentence, only the last pair works: a collapse that lingers for resolution and one that is coequal at the same time see question cannot be foreshadowed.

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QUANTITATIVE

REASONING

ANSWE SUB

R K TITLE

EY: SECTION 5

1. A.

This problem tests your ability to use number theory in order to calculate the sum
the formula for the sum of a series:

first + last

sum = number of terms

2

o find the nu ber o ter s use the or ula

last – first

number of term s =

+ 1

difference between consecutive terms

or uantit ou are to find the su o the nu bers ro to e enl di isible b 50 – 0

0 + 50

sum =

+ 1

5

-

2

or quantity you are to find the sum of the numbers from the arithmetic progression. Because the first term is 0, you need to find the greatest term less than that is the arithmetic progression.

. 3 to get 13, which multiplied by 3 is 39. Now plug the numbers into the formula: $39 - 0$

$$0 + 39$$

$$39$$

$$1521$$

$$sum =$$

$$+ 1$$

=

$$= 273$$

3

2

2

6

Quantity A is greater than Quantity B. The correct answer choice is **A**.

2. D.

This problem asks you to set up an inequality by translating a geometric relations

is divided into 5 arcs with the longest arc being exactly twice the length of the shortest arc. Using the measure of the longest arc, you can find the longest possible arc with the following a is the shortest arc measure

L is the amount of arc added to a

a

$a + L$

$a + L$

$a + L$

the sum of the arcs equals the circle

1

2

3

$5a$

L

L

L

implicitly gathering terms

1

2

3

5 a

L

L

L)

Isolate the variable

1

2

3

$360^\circ - (L$

L

L)

360°

$(L$

L

$L)$

a

1

2

3

- 1

2

3 Solve for a

5

5

5

a

(L

L

$L)$

1

2

3

Simplify the solution

5

From here you can see that the greatest a can be is 72° . This greatest value will occur when all the L terms are equal to 0. This means that the greatest arc ($2a$) can only be 144° , which is *greater* than one-third of the circumference of the circle. To find the smallest measure for a , you can reason that since the largest possible angle is $2a$, then any L term can be no larger than a . Substitute a for the L terms into the equation for the sum of the arcs:

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

a

a

$a a$

$a a$

$a a$

the sum of the arcs is the circle

$9 a$

implies

a

This shows that the smallest measurement for arc a is 40° . This makes the greatest arc ($2 a$) in this instance only 80° which is *smaller* than one-third the circumference of the circle. Because you cannot determine whether the largest arc is smaller or greater than one-third the circumference, the correct answer choice is **D**.

3. B.

This problem tests your ability to use number theory and the property of reciprocals.

You are given several pieces of information, all relating the variables a , b , and c to the number 1. To solve this problem start with the last two given statements:

abc

Given

$$ac < 1$$

Divide by b

$$b$$

Next, relate a and c to b : ab

Given

$$a < 1$$

Divide by b

$$b$$

Note: because we are given that b is positive we know the inequality will not change direction.

Now let x be a positive number such that: $1 < a$. Return to the inequality: x

$$1 < 1$$

Substitution

$$x$$

$$b$$

$$x > b$$

Reciprocal inequality

Using the same chain of reasoning for c : $cb < 1$

Given

$$c < 1$$

Divide by b

$$b$$

Let y be a positive number such that: $1 < c$.

$$y$$

$$1 < 1$$

Substitution

$$y$$

$$b$$

$$y > b$$

Reciprocal inequality

If $y > b$ and $x > b$ then $xy > b$.

Now return to the given equation:

$$abc$$

Given

$$1 < b < 1$$

substitution

x

y

$b < xy$

Multiply by xy

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QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

Because you have already demonstrated that $xy < b$ then $b < xy$ cannot be true. Therefore a and c cannot be *positive* numbers. This only leaves negative numbers: $ab < 1$

Given

$$a < 1$$

Divide by b

b

Now let x be a *negative* number such that: $1 < a$.

x

$$1 < 1$$

Substitution

x

b

$$x < b$$

Reciprocal inequality of a negative number

Using the same chain of reasoning for c : $cb < 1$

Given

$$c < 1$$

Divide by b

b

Let y be a *negative* number such that: $1 < c$.

y

$$1 < 1$$

Substitution

y

b

$$y < b$$

Reciprocal inequality of a negative number

1

You now have a situation where it is possible that $xy < b$. So looking at Quantity A: $a < c$ you can easily see that Quantity A will be a negative value while Quantity B will be positive. The correct answer choice is **B**.

4. D.

This problem tests our ability to simplify a system of equations in order to find the range of a variable given two averages:

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

$$b = \frac{c + d}{2}$$

and

$$3$$

$$3$$

You are asked to compare Quantity A which is the average of a and d . Start by simplifying the averages: $a = \frac{b + c}{2}$

average given

$$3$$

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

multiply both sides of this equation

$b c d$

erage gi en

3

$b c d$

multipl b call this e uation

$a - d$

$a d$

d

dd d to both sides

$a d$

27

d

Divide by 2

2

2

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

You now have an expression for the average of a and d .

From here you see it is not possible to reduce the number of variables further, so you will have to compare this expression against Quantity B

For Quantity B start with:

$a b c$

uation

a

$$b - c$$

Isolate the a variable

$$a b c d$$

$$96 - b - c b c d$$

Substitute for a on the right hand side

$$4$$

$$4$$

$$d$$

=

Simplify

$$4$$

You now have an expression for Quantity B. Compare:

Quantity A ? Quantity B

$$27$$

$$d$$

$$2 d$$

?

Substitution

2

4

$8d$

d

Multiply by 4

$7d$

subtract

divide both sides

At this point you can see that the relationship cannot be resolved because you can't divide by d .

You cannot determine the relationship from the information given. The correct answer choice is **D**.

5. B.

This problem tests your ability to generate an algebraic equation from a geometric diagram. Two circles with equal radii and touch at exactly one point. Quantity A is the shaded region and can be written: *Shaded Area = Area of the square – unshaded area* First calculate the area of the square using r as the radius: *Area of the square*

r

r

r^2

Now calculate the area enclosed by the arcs:

unshaded area

$$1 p r^2$$

$$1 p r^2$$

$$p r^2$$

$$2$$

$$4$$

Now compare the two quantities:

Quantity A ? Quantity B

$$16 r^2$$

$$p r^2 ? 3p r^2$$

Comparison of the Quantities

$$16 r^2 ? 6p r^2$$

Add $3p r^2$ to both sides

$$p$$

Divide by $2 r^2$

.

substitute approximation or p

Quantity B is greater than Quantity A. The correct answer choice is **B**.

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QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

6. B.

This problem tests your ability to solve a system of equations. Start by substituting functions. For $f(3)$:

$f(x)$

$Ax^2 + Bx$

Given

f

$A(3)2 B$

ubstitution

A

B

ubstitute and si pli

A

B

Subtract 7 from both sides

$A B$

Divide by 3

A

B

Multiply by 4

Now do the same for $f(4)$:

f

$A(4)2 B$

substitution

A

B

substitute and simplify

A

B

Substitute and simplify

Now solve the system of equations:

A

B

From $f(3)$

A

B

From $f(4)$

A

$f(3) - f(4)$

A

9

Solve for A

4

Now use f to find B : A

B

-9

B

Substitute

4

B

Simplify

65

B

Solve for *B*

4

B is greater than *A*, therefore Quantity *B* is greater than Quantity *A*. The correct answer choice is **B**.

7. D.

This problem tests your ability to determine the range of a function. You are given asked to compare x and 0:

$$4x^3 - 12x^2 - 36x$$

$$2x - 3$$

or this type of problem it is easiest to use a process of elimination. The first thing to note is that if the expression is equal to zero the only valid solutions of x will occur when: $4x^3$

$$x^2$$

$$x$$

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QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

The best approach to solve this problem is the process of elimination. Because you can start by checking if 0 is a valid solution: $4(0)^3$

2

ubstitute

Answer choice C can be eliminated.

Next, look to see if there is a solution for x that is *greater* than 0. For this you only have to prove that there is a positive solution for x .

here is no need to find the actual solution. tart b choosing a couple o con enient values for x . Start with 1:

2

3

2

4 1

1

1

ubstitute

2

2

2

1

multiply the exponents

2

From this conclusion you can reason that if there is some number x greater than 1 which results in the expression 2

being

less than zero, there must be some value between 1 and that number for which the will be zero 2

(i.e. a solution for x).

Now try the value 2 for x :

$4(2)^3$

2

substitute

multiply the exponents

You have shown there is a solution for x which is greater than 0.

Now, see if there is a solution which is

less than 0. Remember you have already established that for x the

polynomial is 27 (and greater than 0), so you are looking to see if there is a negative value for x which is less than 0 that will be a solution for the polynomial. For convenience choose the value -10 : 3

2

substitute

multiply the exponents

From this you have shown there is at least one value for x which is less than 0 that will be a solution for the polynomial.

Because there is both a positive and a negative solution the answer cannot be determined. The correct choice is **D**.

8. A.

This problem tests your ability to calculate an area from a geometric diagram. For a square with side length 1, draw two lines bisecting the square. Then label the unshaded area of one square as A and the radius of the arcs as r :

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QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

r

A

r

A

This divides the diagram into 4 equal squares where the shaded region in each of
 r^2

A .

The area of region A can then be found with the equation: region $A = r^2 - \frac{1}{4}r^2$.

4

Substitute the expression for the area of region A back into the shaded region
formula: r^2

shaded region or $4A$

r^2

$r^2 - \frac{1}{4}r^2$

Substitute

4

r^2

r^2

1 p

Factor

4

r^2

1 p Factor

4

r^2

1 p

Simplify

2

r^2

1 p

Simplify

2

The area of the unshaded region is then expressed:

unshaded area square – shaded area

unshaded area r^2

r^2

1 p Substitution

2

r^2

1 p Distributive

2

r^2

1 p Simplify the signs

2

r^2

1 p

Simplify

2

Now compare the two areas:

shaded region ? unshaded region

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

r^2

1 p ? r^2

1 p

Substitution

2

2

1 p ?

1 p

Divide by r^2

2

2

$$p > 3$$

Add p to both sides and simplify

2

From this you see that the shaded area of each small square is greater than the unshaded area. Therefore, the shaded area of the entire diagram is greater than the unshaded area. The correct answer choice is **A**.

9. D.

This problem asks you to use your knowledge of cylinders to calculate the length of the cylinder. Remember that the volume of the cylinder will be the same as the volume of the sheet.

$$\text{volume of cylinder} = \text{volume of sheet}$$

$\text{height} \cdot \pi r^2 = \text{height} \cdot \text{length} \cdot \text{thickness}$ Now plug in the values given in the problem:

$$1 \text{ m} \cdot \pi (.5 \text{ m})^2$$

$$= \text{length} \cdot .5 \text{ mm}$$

Substitution

$$1 \text{ m} \cdot \pi (.5 \text{ m})^2$$

m length .

m

Convert to common units

$1 m \text{ } \sqrt{(5 m)^2}$ length

Isolate the variable

$1 m$.

m

$3926.99 m$ length

Calculate

The answer rounds to $3,927 m$. The correct answer choice is **D**.

10. C

This problem asks you to calculate the side of a hexagon only knowing the area of the hexagon formed is regular, which tells you that the triangles forming the hexagon use your knowledge of a 30-60-90 triangle to calculate the length of the sides of each triangle.

c

h

$60^\circ a$

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QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

$\sqrt{3}$

1

Use the relationship of the 30-60-90 triangle: $h c , a$

c. Start with the area of the equilateral triangle: 2

2

1

A

$a h$

Formula for the Area of a Triangle

2

1

1

$\sqrt{3}$

$\sqrt{\quad}$

c

c

Substitution

2

2

2

$\sqrt{3}$

$\sqrt{\quad}$

c^2

Simplify

4

c^2

Isolate the variable

c

Solve

Remember you only need the positive square root here because you have been given area. This shows that each side of the hexagon are 2 units, therefore the *perimeter* •

• the correct answer

choice is C.

11. D.

This problem asks you to convert a percentage to a number. Given that 57.4% of accidents were related to weather, this tells you that 42.6% of accidents were weather related. First calculate the total number of accidents from the data on the chart:

•

total

accidents

175 *accidents*

total

• *accidents*

.426

The closest answer shown is 410, so the correct answer choice is **D**. You check your answer: •

• which rounds to

•

12. B.

his problem asks you to use a known percentage to determine which data fits the given.
of weather related accidents using the given information

.

. Looking at the chart you see that only

2012 had this number of weather related accidents, so the correct answer choice
is **B**.

13. D.

This problem asks you to calculate a percentage from the data collected from 201
800 accidents, calculate the percentage:

475

percent

800

800

The correct answer choice is **D**.

14. B.

This problem asks you to calculate the length of an edge of an equilateral triangle
c). You are given a regular
pyramid which has an equilateral triangle as a base. Since a regular triangle will have
it follows that all sides of the pyramid will have an equal area. Additionally, because
is a triangle it follows that the pyramid has 4 sides. This information tells you that

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PRACTICE TEST 2

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QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

. o use this to calculate the length o the sides or each triangle.

c

h

$60^\circ a$

irst use the relationship o the

triangle in order to find a and h : $\sqrt{3}$

1

h

2 c, a

2 c

Next, plug the appropriate substitutions into the formula for the area of a

triangle: 1

area = 1/2 base height

Formula for the Area of a Triangle

1

$\sqrt{3}$

2 c

2 c

Substitution

4

c^2

Isolate the variable by cross-multiplying

$\sqrt{3}$

.

c

Calculate

Only the positive square root is used because length is always a positive value. The correct answer choice is **B**.

15. B.

This problem asks you to find the distance between the center of two circles given their equations. The first task is to transform the equations into the general formula for a circle $(x - a)^2 + (y - b)^2 = r^2$.

$$(x - a)^2 + (y - b)^2 = r^2$$

Starting with the first equation

$$x^2 + y^2 - 2x - 2y + 2 = 0$$

$$x^2 - 2x + y^2 - 2y + 2 = 0$$

$$x^2 - 2x + 1 + y^2 - 2y + 1 + 2 = 0$$

Given

$$x^2 - 2x + 1 + y^2 - 2y + 1 + 2 = 0$$

$$x^2 - 2x + 1 + y^2 - 2y + 1 + 2 = 0$$

$$x^2 - 2x + 1 + y^2 - 2y + 1 + 2 = 0$$

Move the variables to the left

$$x^2 - 2x + 1 + y^2 - 2y + 1 + 2 = 0$$

$$x^2 - 2x + 1 + y^2 - 2y + 1 + 2 = 0$$

y^2

y

add constant terms in order to complete the square

$(x$

2

y

2

Complete the squares

$(x$

2

y

2

add to both sides



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QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

ou ha e our first center point . o or the second e uation $8y$

x

Gi en

$$x^2 + y^2$$

$$8y$$

$$x^2 + y^2$$

Multiply by denominator

$$x^2$$

$$xy^2$$

$$y$$

Move the variables to the left

$$x^2$$

$$y^2$$

$$y$$

Add constant terms in order to complete the squares

$$(x$$

$$2$$

$$y$$

$$2$$

Complete the squares

$$(x$$

$$2$$

$$y$$

$$2$$

add to both sides

You have your second center point: $(-3, 4)$. Now apply the Distance between Points formula: $distance = \sqrt{(1 - (-3))^2 + (4 - 4)^2}$

2

$\sqrt{}$

$\sqrt{}$

You can discard the negative square root because distance is always positive. The correct answer choice is **B**.

16. C.

This problem asks you to use a graph diagram to calculate the area of a non-standard region bounded by 4 quarter circle arcs. If you divide the graph diagonally from top right to bottom left you can label your diagram as below.

b

a

s

Using the graph, you see that each side of the square is 5 units. Additionally, notice that the smaller arc has a radius of 3. Set up the equation to find region *a*:
 $a = \text{area of triangle} - \text{region } s - \text{region } b$

You can see there is an isosceles right triangle inscribed within the quarter circle *b* which has legs of length 3. You can now find the area of region *b* by subtracting the area of the triangle from the area of the quarter circle:

$b = \text{quarter circle} - \text{area of small triangle}$

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

1

1

b 4 p(3)2 2 (3)2 Substitution

9

9

b 4 p 2

Simplify

o find *s*:

s area of the square – quarter circle under arc *a* 1

s

2

$4p(5)^2$

Substitution

25

s

$4p$

Simplify

Returning to the equation for a :

1

25

9

9

a

2

2

$4p$

$4p$

2 Substitution

25

25

9

9

a

2

4 p

4 p

2

Simplify the signs

16

16

a

4 p

2

p

Simplify the fractions

Referring back to the diagram, remember that region a represents *half* the shaded area so the final answer is 8p

. The correct answer choice is **C**.

17. 15,247.1 lbs.

This problem tests your ability to calculate percentages and mixing. You start with

inert dust. First calculate the amount of grain

left after filtering the dust

18,000 lbs .

lbs

Next you are told that the grain has a moisture content of 28%. This means the grain has 72% solids at start: 17,640 lbs .

. lbs

After drying the moisture content is only 15%, with the 12,700.8 lbs of solids now 85% of the weight: *grain weight* .

. lbs

12,700.8 lbs

grain weight

. lbs

.85

Finally, you are told that dust is re-introduced to make up 2% of the total weight. This means that 14,942.1 lbs of grain is only 98% of the total weight:

final weight .

. *lbs*

14,942.1 *lbs*

final weight

. *lbs*

.98

Enter **15,247.1 *lbs*** in the text box.

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ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

18. \$334.71.

In this problem you are asked to calculate the fuel cost per person for a passenger Hawaii to Tokyo.

First calculate how much fuel is used in the trip described. For each take-off and landing the plane uses 1,500 lbs of fuel. You have a take-off from Los Angeles a landing and a take-off from Miami and final

fuel for landing and take-offs

lbs

lbs

Now calculate the amount of fuel burned in the air using the information given in the problem: 100 lbs

183 persons

mile

. lbs

500 miles person

Now divide the total amount of fuel used by the number of passengers and multiply by the price: 237,936.6 lbs

lbs

\$.2511

.

183 persons

lb

You have calculated the price of fuel per passenger as **\$334.71**. Enter your result in the text box.

5

770

19. 45 or

17

17

This problem asks you to use our knowledge of the ratios of similar triangles to find the

1

You are given that $\triangle ABD$ is similar to $\triangle BCD$, h , and BD

. First apply the ratio of similar triangles

17

h

AD

Ratio of Similar Triangles

BD

BD

$h AD$

Multiply both sides by BD

to use the Pythagorean theorem to find AB :

$AB^2 + BD^2 = AD^2$

Pythagorean Theorem

12

AB^2

2

7

Substitution

17

14400

AB^2

Expand the exponent

289

65025

14400

50625

AB^2

Subtract using a common denominator

289

289

289

225

AB

Take the square root; discard the negative result

17

Now you can return to using the ratio of similar triangles to find the remaining sides

BC

BD

Ratio of Similar Triangles

BD

AB

BC

15

Substitute values

15

--

225

17

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PRACTICE TEST 2

ARGOPREP.COM/GRE

QUANTITATIVE REASONING

ANSWER KEY: SECTION 5

BC 225

ol e or *BC*

225

17

DC

BC

Ratio of Similar Triangles

h

BD

DC

17

Substitution

1

15

7 17

1

120

17 7

17

DC

17

17

ol e or DC

15

15

The perimeter is then:

AB BC CD AD

Perimeter Formula

225

1

5

Calculate

17

17

17

The correct answer is **45 5 or 770**.

Enter your answer in the boxes provided. Remember that the numerator goes **17**

17

in the top box and the denominator goes in the bottom.

20. B, D.

This problem asks you to solve a system of equations, one of which is a polynomial.

$$2y = x^2$$

Given equation

$$2x^2$$

y

multiply through by

$$3x - 4y$$

Given equation

$$2x^2$$

x

add equations and

$2x^2$

x

move all terms to one side of the equation

$(2x + 7)(x$

factor the polynomial

From this you see there are 2 solutions for $x \in \{-7, -2\}$. Select answer choices **B** and **D**.

2

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ARGOPREP.COM/GRE

TITLE

VERBAL REASONING

ANSWE SUB

R K TITLE

EY: SECTION 6

1. A.

The phrase in fact lets you know that this sentence will contain opposites in its total effect. *paragon* is a perfect model, which when tied to virtue stands as the opposite of the moral corruption represented by *Founders*. *Founders* is a trick option, as America's early presidents are often referred to as the country's founders. The term means one who begins or establishes something. A *cipher* is a person of no value, a *prophet* is one who predicts the future, and a *felon* is a criminal. None fit the context.

2. A, E.

Here, you need to know that *quips* can be sharp and cutting, and not just the smart or saucy remarks they often describe. The word choice of *ordeals* also suggests since one usually describes *ordeals* (severely trying tests or experiences) or *escapades* (reckless adventures) as either so serious or so exciting. The second blank *retiring* describes someone who is withdrawn or secluded, matching the context of the sentence to suggest that the widow is *devout* (pious) or *taut* (emotionally or mentally tense).

3. A, E, G.

Orthodox (traditional) beliefs have caused various communities to

expurgate or remove various practices from their midst. or the first blank
putative supposed or reputed does not fit the context. one of these beliefs
have been

occult ones, tied to the supernatural, but there is nothing in this sentence to support
the second blank, *believe* should be also does not properly fit the sentence's gram-
mar while *beleaguer* (attack,

usually in a military context better fits people or places than practices. or the third blank
unit would

remove practices that were *antagonistic* or hostile to their values.

Endemic is the opposite and means belonging to
a specific group of people while something that is
contentious causes arguments but is not necessarily damaging.

4. A, D, G.

Lucid means clear. Do not be led astray by
loquacious (talkative), which refers to speaking but does not describe
one's diction.

Lucrative is profitable and does not fit the context. or the second blank
propitious (favorable) suggests
a positive outcome in line with the context clue of successful.

Reparable describes something capable of being repaired, while
strident labels something that has a harsh or grating sound or character. either fit the

Lucid diction then

corroborates or confirms the importance of reading aloud in children. it does not
abolish (cancel) or *satiates* (satisfy) this importance.

5. B, F, H.

since you have no context for the first blank of the sentence you need to tackle the other
fill in the first. the context clue of

despite lets you know that the last two blanks move in opposite directions. If
they *transcend* (surpass) their fundraising goals, they

middle through their mission statement. *Adroit* is skillful, and would not explain the context of *despite*. Since you now know they have a *middling* mission statement, you can label them as *inarticulate* in the first blank.

6. A, E, H.

The policy was *prodigal* or wasteful. His answer choice also ties to the content clue of the community's limited

resources.

Stolid means dull or impassive and has a more neutral tone in contrast to how incensed unit

feels.

Deprecatory expresses disapproval or protest, which in this context more accurately than the policy itself. For the second blank, the community *squabbled* (engaged in petty quarrels) over resources. To *equivocate* is to hedge or use ambiguous expressions, while one feigns illness to *malinger*.

either fits the content. In all the community's

response *scotched* or hindered any further political action. It did not *dilate* or expand such action, while *remonstrating* or protesting is not strong enough to counter the ameliorative (making better) efforts.

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PRACTICE TEST 2

ARGOPREP.COM/GRE

VERBAL REASONING

ANSWER KEY: SECTION 6

7. E.

This author is tricky, using both meanings of *nebulous* at once: (1) having the nature of or location within the astronomical phenomena of a nebula, and (2) hazy, vague, or confused. Throughout the state of astronomical knowledge even as he reveals his discoveries, so this dual lines of argument.

8. E.

While answer choices B, C, and D partially draw on the language of the passage, what is presented. The passage is highly structured in its argument, so it is not the answer choice. The correct answer choice is reinforced by the fact that the last sentence of the last paragraphs state as much.

9. B.

This is a straight content question. Only the viewing of a comet is not mentioned in the passage.

10.

A study by de Rosnay, Cooper, Tsigaras and Murray showed that infants modify their behaviors following observations of mothers modeling anxious behaviors during interactions.

Here, the order of

the paragraphs, along with the subject of infants, are key. The question to be answered is in paragraph 1. Carefully reading the next sentence, you see that it does not answer the question. You are directed toward the content of the next paragraph: research that provides a more complete picture. In this second paragraph, only one mentioned set of research—the study by the four social scientists—directly mentions infants, providing your answer.

11. A.

This is a straight content question. The author specifically states that these three areas of research are answer choice A. For this reason, the author specifically advocates for other choices. You can eliminate C. The author does not name the three as key factors in the development of anxiety, or as alternative explanations for phobias. Answers B, D and E can thus also be eliminated.

12. A, B, D.

The first sentence specifically mentions individuals who are unable to regulate and control their emotions, which can lead to anxiety disorders and phobias, or answer choice D. The next sentence mentions both A (avoidant coping strategies) and B (impaired functioning). Social reference choice C, does not appear until the 2nd paragraph. In that context it is clear that the answer is not yet clear, so C is *not* a correct choice.

13. B, C.

This is a straight reading comprehension question. In the third paragraph, Agnew compares reading versus viewers and, in the last sentence, asserts that reading is not like seeing and hearing. In the fourth paragraph, he relies on the words of Lippmann to give a number of television stations, eliminating answer choice E. B and C, in contrast, are not mentioned.

14. D.

or questions like this you first must identify and su

analyze the author's argument. Agnew is arguing that broadcast

journalism is radically different from print journalism, and is both biased and has
populace due to this difference. However, if most Americans in 1969 did not accept
claims of bias and its ability to influence

American politics are true. Thus D is the correct answer choice. All of
the other answer choices mention things that might have also been true, but they
contradict Agnew's claims.

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ARGOPREP.COM/GRE

TITLE

VERBAL REASONING

ANSWER SUB

RC TITLE

KEY: SECTION 6

15. D.

White's words end the last paragraph of the passage, and state that the needs of viewers are more important than those of the networks' broadcasters. This supports Agnew's claims that broadcasters should serve the needs of the people and thus D is the correct answer choice. Do not be confused by choice B which directs listeners to direct quotation but as media programs

choice which is not mentioned in the passage. Likewise choice

choice B and C all of which reflect elements of the passage. Choice D speaks to the ownership of the broadcasting airwaves, so these answer choices are incorrect.

16. B.

Here, you must summarize the shape of Agnew's media monopoly, and then infer the most similar. Agnew's monopoly is not a sole company, does not operate overseas, does not copyright experiences, so you can infer that A, C, D, and E are not correct. Choice B depicts a handful of companies and is in control of what goes into and out of its pipeline—very similar to

the handful of networks discussed by Agnew, whose bias controls what stories get then aired and produced. B is the correct answer.

17. B, C.

Here, the context of seeking *favor* leads to the synonyms *sycophantic* and *obsequious*, both of which describe someone seeking attention through flattery. *Esurient* and *parsimonious* form another pair, but their connotation of greed or stinginess do not match the context.

18. A, D.

The only pair here is *epicurean* and *gourmandizer*, both being labels for someone who enjoys luxury, especially regarding food and drink. All the other answer choices but the do not fit the context of *lavish fetes*.

19. B, F.

Usurped and *annexed* both describe the act of taking over or seizing land and/or power that belongs to someone else.

Emancipated or set free also fits the context of the sentence but does not have a paired word.

20. C, E.

The terms *impertinent* (uncivil or insolent) and *impudent* (impertinent or shameless) are nearly synonyms and both describe behavior, the subject of this sentence. *Passé* means outmoded, *torpid* refers to something inactive or sluggish, and *hermetic* is isolated and not affected by outside behavior. These three could all have no similar paired words and can be eliminated. The last, *incorporeal*, describes something that is immaterial or insubstantial.

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aberration: noun – deviating from the right path or usual **altruistic:** adjective – thoughtful of the welfare of others.

course of action; a mental disorder, especially of a minor

Father Merchant was known for his altruistic deeds; he gave or temporary nature. Everyone was sure that Yoo's poor race freely to those in need and encouraged others to do the performance was an aberration, and that he would run faster same.

at the championship meet.

ambiguous: adjective – permitting more than one inter-abstinence: noun – the giving up of certain pleasures pretation; not clearly defined.

Based on the union rep's such as food or drink.

During Lent, many people believe that ambiguous remarks, the workers were not sure whose side abstinence from indulgences helps them be more reflective he was actually on.

and open to spiritual guidance.

ambivalence: noun – condition of having conflicting atti-abstract: adjective –

theoretical, not applied or practical; tudes.

The director's ambivalence toward his cast made way not concrete; hard to understand. The artwork was a bit for lots of confusion and uncomfortable interactions.

too abstract for Janna to understand; all she saw was dots and lines, not the masterpiece everyone else claimed to see.

ameliorate: verb – to make better or more tolerable; to improve.

Seeing that tensions were flying, Berry stepped in **acclaim:** noun – loud applause; approval. *Gina's discovery and tried to ameliorate the situation by asking everyone to of the gene mutation earned her great acclaim in the science take a break and reconvene later.*

community.

analogous: adjective – similar in certain qualities; compa-acquiesce: verb – to accept the conclusions or arrange-rable.

The engineer said that the new machine was analo-ments of others; to accede; to give consent by keeping gous to the human heart.

silent. The teacher refused to acquiesce to the student's request for an extension on the assignment since ample **anonymity:** noun-condition of being nameless or unknown.

time had already been allotted.

The witness agreed to speak only under the condition of anonymity because he feared for his life.

admonish: verb – to advise against something; to warn;

to scold gently; to urge strongly. Andrew admonished Doug **antithesis:** noun – direct opposite. *While most people for failing to turn on the alarm after he left.*

believe twins are exactly alike, Laura is the antithesis of her twin Kate in every way.

advocate: verb – to support; to be in favor of. *David failed to advocate for his employees' needs; as a result, they all left*
apocryphal: adjective – of doubtful authenticity; coun-
and found better positions in another department.

terfeit. *The Easter Bunny is one of the most recognizable apocryphal symbols in the world.*

aesthetic; adjective – showing an appreciation of beauty in nature or art; artistic. *The designer's fresh aesthetic won*
arduous: adjective – hard to do; strenuous. *The marathon over the judges at the fashion show.*

was more arduous than Victor anticipated, especially since it started to rain as soon as he started the hilly part of the
affinity: noun – natural attraction to a person or liking course.

for a thing; relation; connection. *Emily has an affinity for unique craft beers and single-malt whiskey.*

articulate: adjective – able to put one's thoughts into words easily and clearly. *The attorney was able to clearly*
aggrandizement: noun – to increase in rank or wealth; articulate the facts of his client's self-defense case and growth in power. *I attributed the lieutenant's aggressiveness convince the jury of his client's innocence.*

towards his subordinates to his need for aggrandizement and validation.

augment: verb – to increase or enlarge; to become greater in size. *Ryan suggested to his manager that they augment*
alienate: verb – to turn away the normal feelings of fond-
the amount budgeted for the main event in order to make
ness toward anyone; to estrange. *Jess felt alienated by her sure enough funds were available for adequate security.*

peers after they discovered she she had inadvertently gotten them in trouble for skipping school.

belittle: verb – to make something seem less important.

*The candidate tried to belittle her competitor by repeatedly **alleviate**: verb – to make easier to endure; to relieve; to mentioning that she only had a community college degree.*

diminish. Serena asked for an ice pack in hopes that it would alleviate her pain.

bequeath: verb – to leave money or property by a will; to pass along.
Dawn bequeathed her estate to her daughters to split evenly.

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bizarre: adjective – strikingly odd in appearance or style; **caustic**: adjective – stinging, biting. *The caustic environ-grotesque.*

The zombie movie had too many bizarre and ment caused Pamela to seek another place of employment.

gory scenes for Taylor; he turned it off before it was finished.

celestial: adjective – having to do with the heavens; **blithe**: adjective – happy and cheerful; gay. *Despite the divine.*

The clouds and setting sun treated onlookers to a unfortunate circumstances, Linda remained blithe and posi-celestial display of colors and natural beauty.

tive and tried to encourage those around her to see the silver lining.

chimerical: adjective – absurd; wildly fanciful.

The chimerical effigies in the haunted house were hardly scary; more

bombastic: adjective – high-sounding; marked by use of people laughed at them than were afraid of them.

language without much real meaning. The review board was not impressed with the doctor's bombastic plea and

clairvoyant: adjective –having exceptional insight. The proceeded with the hearing to review whether or not he fortune-teller claimed to be clairvoyant and insisted that should keep his medical license.

the police take her vision of the impending threat seriously.

buffoon: noun – a clown; someone who amuses with

clandestine: adjective – secret or hidden. The clandestine tricks and jokes.

Sila often acted like a buffoon to make passageway led to a secret garden full of poppies and intri-her friends and family laugh.

cate topiaries.

cache: noun – a hiding place; something hidden in a

colloquial: adjective – conversational; used in an informal hiding place.

The battle took a turn for the worse when speech or writing.

Wanting to better relate to his constitu-

the enemy bombers destroyed the cache of weapons the ents, Robert abandoned his formal tone and spoke in a more squadron had stored away for later use.

colloquial manner during the town hall.

cacophony: noun-discord; harsh sound. Her thoughts were

commiserate: verb – to sympathize with; to feel sorrow

interrupted by a cacophony of construction noises from the for another's suffering. Jack and his co-worker met up nearby building site.

after work to eat ice cream and commiserate about their demanding boss.

cajole: verb – to persuade by pleasant words or false promises. The private investigator tried to cajole the **composure:** noun – calmness. Everyone was surprised by neighbor into lying for his client by offering him part of the how well the bank teller was able to maintain her compensation settlement his client stood to receive.

sure during the bank robbery.

callous: adjective – unfeeling; insensitive. Cynthia was not **copious:** adjective – abundant. Reese drank copious amounts expecting her husband's callous response to her suggestion of coffee while trying to finish writing her book.

that they see a therapist.

dearth: noun – shortage. The dearth of resources led to the **capitulate:** verb – to surrender; to cease resisting. The quick demise of the colony.

rebels finally decide to capitulate when they realized they were surrounded and had no where to run or hide.

debilitate: verb – to weaken. The spike strips debilitated the vehicle by deflating its tires.

capricious: adjective – changeable, fickle. The weather in Chiang Mai has been so capricious lately that it has been **deference:** noun – great respect. The squadron always nearly impossible to make outdoor plans based on the showed deference towards older, more decorated officers.

weather reports.

deprecate: verb – to express strong disapproval of. Mark **carping:** adjective – complaining. Carl spent most of the trip carping about how uncomfortable his train seat was and his profession.

how awful the food tasted.

derogatory: adjective-tending to lower in estimation; **catalyst:** noun – someone or something that brings about degrading.

Bill neglected to pay his outstanding bill, so a change.

The conference was just the catalyst Evita needed
derogatory mark was placed on his credit report.

to kick-start her new business venture.

desecrate: verb – to treat with disrespect. The tourists were **catharsis:** noun – an emotional purification or relief. The

arrested for desecrating the ancient temples of Angkor Wat.

movie provoked more of a catharsis than even the directors imagined.

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deter: verb – to discourage; to keep someone from doing **embellish:** verb – to decorate; to elaborate upon. Katniss something.

Laura did not let the slim possibility of success
loved sparkly things and would often use glitter and crystals
deter her from entering the competition.

to embellish her shoes and accessories.

devoid: adjective – entirely without; lacking. The campsite **emulate:** verb –

to try to equal or surpass. Tina was devoid of any possible water source, and the rangers committed to becoming the best ballerina around and often were forced to relocate.

emulated Misty Copland's style and choreography to try to push herself to the next level.

diatribe: noun – a denunciation; bitter verbal attack. The politician's insult-laden diatribe angered many of the

citi-enigma: noun – a puzzle; a baffling situation. The stone zens and caused them to seriously reconsider whether or was a real enigma to the archeologists since they had never not to reelect him.

seen anything like it and nothing similar had been found on the entire continent.

didactic: adjective – intended to instruct. Once Sarah finished the didactic portion of the course, she enrolled in

ephemeral: adjective – lasting for only a short time. Rick the practicum to gain hands-on experience treating patients.

had an ephemeral feeling of nostalgia every time he drove past his old house.

diffuse: adjective – spread out; wordy. The hall monitor tried to diffuse the situation before it escalated and required **equivocate:** verb – to use ambiguous or unclear expres-

sions in order to mislead; to be shifty; to hedge. Unlike his competitor who was very clear about his stance on the **disdain:** noun – a feeling of contempt for anything that matter, Harold preferred instead to equivocate on the issue.

is regarded as unworthy; scorn. The Queen looked on in disdain as the prisoner was escorted into the court to face **esoteric:** adjective – understood by only a few; little charges of treason.

known; obscure. The once esoteric band became a national sensation after being featured on a popular online music **dismantle:** verb – to pull down; to take apart. The sharp blog.

student used well-known facts to quickly dismantle the teacher's circumstantial argument.

exacerbate: verb – to make a situation worse; to irritate.

William tried to help, but his involvement only exacerbated **disparage:** verb – to discredit; to belittle. Sue grew tired the situation.

of the disparaging remarks from her coach and decided to quit the team.

exemplary: adjective – serving as a model. Justin was an exemplary mentor for the internal medicine residents.

ebb: verb – to decline. The lottery winnings continued to ebb and Gretchen carelessly purchased big-ticket items and **expedite:** verb – to make easy and quick; to speed up. The fancy trips.

mail-forwarding service had several options available for those who wanted to expedite the delivery of their orders.

eclectic: adjective – consisting of selections from various sources. Bryce was known for his eclectic sense of style and **expunge:** verb – to erase; to remove completely. The law his quirky personality.

student asked for his record to be expunged since his arrest was found to be unjustified.

efface: verb – to wipe out; to erase. The thief attempted to efface the evidence of his crime to no avail; the police **extol:** verb – to praise highly. The convent was extolled for quickly captured him.

having the best egg tarts in all of Portugal.

effervescent: adjective – lively; giving off bubbles. Corey's **fastidious:** adjective – hard to please; dainty in taste.

effervescent personality rubbed off on all those around him; Jasmine was so fastidious that no one knew what to get it's no wonder he was always invited to parties.

her for her birthday.

egregious: adjective – extraordinarily bad. Sam’s egregious **fervor:** noun – intense emotion; great warmth of feeling.

error was hard to overlook no matter how unintentional it
His fervor when discussing current events was a shock to was.

the generally calm group.

elucidate: verb – to make clear. The event this weekend
flagrant: adjective – outrageous; glaringly offensive. The
elucidated the need for better crowd management policies.

coach argued that the foul was flagrant and deserved a stiffer penalty.

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fledgling: adjective – newly developed; little known.

iconoclast: noun – a person who attacks cherished beliefs The fledgling start-up secured a large grant from an angle or established institutions.
Gerald was proud of being investor.

labeled an iconoclast and stood by his decision to promul-

gate the hypocrisy of the well-respected university.

forlorn: adjective – deserted; left alone and neglected; unhappy. *The forlorn gazelle grazed aimlessly hoping to*
imminent: adjective – about to occur. *Everyone knew the stumble upon his herd.*

storm was imminent and prepared their houses by boarding up windows and placing sandbags around the perimeter.

formidable: adjective – hard to overcome; to be dreaded.

The warped wall proved to be a formidable challenge for
impassive: adjective – without feelings or emotion; insentient. *the competitive skate boarder.*

sible. Greg sat looking impassively out the window, unable to feel anything after losing his beloved dog, Jake.

galvanize: verb – to arouse suddenly; to startle. *The massive oil spill quickly galvanized efforts to prevent the*
incongruous: adjective – inappropriate; out of place. *The transport of crude via boats and barges.*

sale of alcohol was incongruous with the family-oriented nature of the event.

garbled: adjective – confused; mixed up. *The formatting was garbled making the document hard to read.*

incorrigible: adjective – too firmly fixed to be reformed or changed. *Helsa's behavior was incorrigible; after several*
garner: verb – to gather and store away; to collect. *Fanny intervention programs and various therapeutic approaches, was able to garner the support of her family to help her train it was clear nothing could assuage her aggression or limit for the obstacle course race.*

her violent outbursts.

garrulous: adjective – talkative. *Wendy's garrulous nature*

indefatigable: adjective – tireless. *Pim's indefatigable was annoying to her roommate who preferred to be left efforts as a medical volunteer with the Peace Corps earned alone in silence.*

her national recognition and a scholarship from a local university.

gratuitous: adjective – freely given; unnecessary; uncalled-for. *The gratuitous violence in the movie was a* **indigent:** adjective – poverty stricken. *The government distraction from the main storyline.*

made a special effort to ensure the indigent population in the city had adequate housing and clothing during the **gullible:** adjective – easily deceived. *The con man took brutally cold winter.*

advantage of Austin's gullible nature and swindled him out of thousands of dollars.

ingratiate: verb – to make oneself acceptable. *Amy was constantly trying to ingratiate herself in hopes that her boss* **hackneyed:** adjective – used too often; trite; commonplace.

would notice and give her the promotion she desperately *The hackneyed décor made the café seem more like a chain wanted.*

restaurant rather than the trendy hotspot it purported to be.

innocuous: adjective – harmless. *The bug looked big and* **hedonist:** noun – one who lives solely for pleasure. *Pai is scary, but in reality, it was rather innocuous.*

a haven for hedonists given its remote location and rampant availability of drugs and alcohol.

insurgent: noun – one who rises in revolt. *The insurgents launched a debilitating assault on the capital.*

heretic: noun – a person who upholds religious doctrines contrary to the established beliefs of his church. *Joan of* **intemperate:** adjective – lacking in self-control. *John was*

Arc was considered a heretic because she supposedly saw intemperate when it came to chocolate; he just could not visions that contradicted the monarchy.

seem to stop eating it.

homogeneous: adjective – similar; uniform in nature. *The jargon:* noun – the specialized vocabulary of members of rabbits had been carefully breed to ensure they all had a group. Most of the document was in the local jargon and homogenous phenotypes.

was not easily understood by outsiders.

hyperbole: noun – an exaggerated statement used as a **judicious:** adjective – wise; careful; showing sound judgment. *Although they were ment; prudent. The principal handled the complaint judiciously, ensuring all parties had a chance to share their version of the story and that all facts were considered of the speaker's rhetoric.*

carefully.

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kindle: verb – to ignite; to arouse or inspire; to catch fire;

nomenclature: noun – a systematic naming in an art or to become aroused.

With the wind blowing furiously, Answar science.

The nomenclature of the chemical compound was found it difficult to kindle the fire.

more complicated than scientists originally suspected.

lackluster: adjective – lacking brightness; dull; lacking

nonchalance: noun – carelessness; lack of interest or liveliness, vitality, or enthusiasm. *Clint's lackluster response concern.*

Bert's nonchalance did little to help him convince signaled that he might no longer be interested in serving as his manager that he was ready for a promotion.

chair of the commission.

obliterate: verb – to blot out leaving no traces; to destroy.

laconic: adjective – brief or terse in speech; using few

The nuclear bomb obliterated the old camp site, leaving words.

Aldridge delivered a laconic but impactful speech nothing but charred and barren land behind.

after securing a win in the primary.

obscure: adjective – not clear or distinct; hidden; remote; **lassitude:** noun – state or feeling of being tired and list-not well known.

The obscure metal was once used by the less; weariness.

The lassitude of the team was understand-ancient Romans to make swords and drinking vats.

able given the arduous conditions they were forced to work under for several months.

officious: adjective – meddling; giving unnecessary or unwanted advice or services. *Baxter's officious manner*

laudable: adjective – worthy of praise. *The board rewarded*

helped her gain friends, but once they discovered her true Ellen's laudable achievements by promoting her to project nature, they strayed away from her.

lead.

opulent: adjective – wealthy; abundant. *The opulent state-lethargic: adjective – drowsy; dull; sluggish; indifferent.*

room was full of unique treasures and artifacts.

The medication caused Dillon to be lethargic and foggy; he stayed home on the couch until he made a full recovery.

overt: adjective – not hidden; open. *The overt sexism of the sportscaster did not go unnoticed; several people filed **levity:** noun – lightness; lack of seriousness; fickleness.*

complaints with the network and the sportscaster was Graham's sense of humor injected some much needed levity relieved of his duties.

into the once tense atmosphere.

pariah: noun – an outcast. *Because of his shady past, the **listless:** adjective – indifferent; marked by a lack of energy old man was treated like a pariah by a majority of the or enthusiasm. The dog sat listlessly in the corner, not townspeople.*

wanting to even go for a walk.

parsimonious: adjective – too thrifty; stingy. *The parsimo-lucid: adjective – easily understood; rational; clear; clear-nious businessman amassed a small fortune as as a result of minded. It takes Tina about four cups of coffee to become his frugality but rarely enjoyed the fruits of his labor because lucid in the mornings.*

he was so focused on saving.

malicious: adjective-spiteful; intentionally mischievous or **paucity:** noun – scarcity; smallness in number or amount.

*harmful. Though he had no malicious intent, his negligence
The city was deeply impacted by the paucity of teacher's;
still caused a great deal of harm to those involved.*

*they had to bring in teachers from a neighboring city to
ensure they were able to staff all their classrooms at the **marred:** verb –
injured; spoiled; damaged; disfigured. The start of the school year.*

*graffiti artist marred the newly erected statute in the square,
covering it with spray paint and decals.*

peerless: adjective – having no equal; better than the rest.
*Jasper's peerless athleticism made him the envy of foot-meager: adjective –
thin; lean; of poor quality or small ball players throughout the state.*

*amount. Though he came from a meager background, Fred
managed to make the most of what he had.*

perfidy: noun-treachery; betrayal of trust. *Pierce found it
hard to grapple with the perfidy of his long-time training
meandering: verb – winding back and forth; rambling.*

partner and friend.

*Meandering the streets and alley ways of a new city is one
of the best ways to tap into the local culture.*

peruse: verb – to study; to read. *The director asked the
panel to peruse the material before the interview started **mitigate:** verb –
to make or to become milder or less
so that they could formulate specific questions about the
severe; to moderate. John hoped that drinking coffee would
candidate's credentials.*

help mitigate the drowsiness caused by the medicine.



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philistine: adjective – narrow-minded; smugly conventional
 the military academy for his recalcitrant attitude and his tional.
 Heidi's philistine views were not warmly received by
 unwillingness to follow the rules.

the stanchly liberal crowd.

recluse: noun-a person who lives alone, away from others.

piety: noun – devotion and reverence, especially to god
 The kid in the neighborhood considered the old woman a and family.
 In addition to the pastor's piety, the congregation
 recluse since she never came outside.

appreciated his sense of duty to the youth of the church and to the community.

redundant: adjective –
 wordy; exceeding what is necessary or normal; lavish; overflowing.
 The newsletter was **piquet:** verb – to hurt the feelings of or make resentful; to
 redundant; each article shared the same facts using different
 arouse; to excite. The commercial piqued Jenna's curiosity
 words and phrasing.

about the new video game and prompted her to do some more research on its features.

refurbish: verb – to freshen or polish again; to make like new. Although the laptop was refurbished, it looked and **placate:** verb – to soothe; to pacify. Jade tried to placate worked like new.

the upset child with ice cream and candy to no avail.

rejuvenate: verb – to make young or fresh again. Angela **plagiarize:** verb – to take ideas or writings from someone felt rejuvenated after spending the day at the spa.

else and present them as one's own; to use without

giving credit. The thesis committee failed to approve the **relic:** noun – a thing or part that remains from the past; dissertation once they realized that a significant portion of something kept as sacred because it belonged to a saint.

it was plagiarized.

The pilgrims made the journey to Vezelay where the relics of Mary Magdalene were supposedly buried.

ponderous: adjective – very heavy; bulky; labored and dull or tiresome. Matt spent months in a ponderous state after **repugnant:** adjective – disgusting; loathsome; objection- his company failed; he hashed over every single business able; incompatible. The Ambassador held nothing back in decision and transaction that could have made a difference his speech that condemned the repugnant actions of the in the outcome.

opposition party.

pragmatic: adjective – practical; opinionated; concerned **rescind:** verb – to cancel; to repeal; to set aside. The with actual practice rather than with theory or specula-

committee discovered that Stephen lied about his credentials tion.

The city council appointed Gerard to chair the budget and decided to rescind his offer of admission.

committee because of his pragmatic approach to financial management.

residual: adjective – left over, remaining. *The residual crumbs on his mouth gave Oscar away when he tried to* **quandary:** noun – condition of being doubtful or confused.

deny that he was the one who took the cookies from the jar.

Weighing the benefits and potential drawbacks of the underwater pump left the environmentalists in a quandary.

resilient: adjective – getting back strength or spirits quickly; springing back into shape or position. *The garden* **querulous:** adjective – peevish; faultfinding; expressing *was resilient and bounced back quickly after being nearly or suggestive of complaint. The camp staff became adept destroyed by the storm.*

at ignoring the camper's querulous demands for attention.

respite: noun – a temporary cessation or postponement, **quixotic:** adjective – idealistic and utterly impractical. *It usually of something disagreeable; interval of rest. After is quixotic to think that we can ignore the inevitable consequences of climate change.*

Kate treated herself to wine and a bubble bath, a much needed respite before the children woke up again.

rancor: noun – deep spite or malice; strong hate or bitter feeling. *His rancor towards his in-laws did little to ease the* **sagacious:** adjective – very wise or shrewd. *The Dali Lama tensions between the families.*

is a sagacious and unbiased leader revered for his wisdom and his commitment to fairness and equality.

rebuff: verb – to refuse in a sharp or due way; to snub; to drive or beat back. *The actress felt like she was rebuffed* **salutary:** adjective – healthful; useful or helpful; remedial.

by the Academy for the third consecutive year.

Esther acknowledged that although her father’s lecture was hard to swallow, it was salutary and helped her refocus her **recalcitrant:** adjective – refusing to obey or follow *behavior.*

orders; unmanageably resistant. *Colin was expelled from*

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sanction: noun – authorized approval or permission; **tangential:** adjective – diverging or digressing. *The conversation was tangential at best, barely focusing on the main force to a law. The Olympic Committee sanctioned the point for more than a few seconds.*

cyclers, stripping those who tested positive for doping of their medals.

tawdry: adjective – gaudy and cheap; vulgarly ornamental. *The display was tawdry and salacious and solicited* **saturate:** verb – *to soak through and through; to fill*

much admonishment from offended customers.

completely. The cloth was saturated with the dye in order to create a vibrant print.

tedious: adjective – long or verbose and wearisome; tiresome; boring. The problem sets were tedious and time-con-scapegoat: noun – one taking the blame for the mistake suming; everyone complained that they were just busy work and crimes of others. Dean Smith, wanting to avoid with no real value.

being held responsible for the email scandal, made Dean Hammonds the scapegoat and she took the fall instead.

temerity: noun – rashness; foolish or reckless boldness.

*AJ's temerity in constantly challenging his manager cost him **scoff:** verb – to mock or jeer at; to make fun of. The fans his promotion and landed him on probation.*

scoffed at the other team and mocked their odd looking mascot.

tenet: noun – a principle, doctrine, or belief held as a truth by a group. The disciples worked hard to practice the **scrupulous:** adjective – very honest and conscientious; tenets of their faith in all their endeavors.

*careful about claimed expense. To avoid an unfavorable audit, the businessman kept scrupulous records of all his **terse:** adjective – using only a few words but clear to the expenses.*

*point; polished. Theresa was often terse when delivering her opening statement, believing that the jury only needed **scrutinize:** verb – to look at very carefully; to inspect to hear a clear presentation of the facts.*

*minutely. Every move the account administrator made was scrutinized since he was good friends with the bank manager **threadbare:** adjective – frayed or shabby; used so often who was recently indicted on fraud charges.*

that it is stale. The children played so much in their playroom that patches of the carpet had become threadbare.

sectarian: adjective – pertaining to a group within a larger group that is limited by common beliefs or inter-

thwart: verb – to oppose directly; to baffle; to block; to ests; narrow-minded. The small group of priests drew ire frustrate. The construction project was thwarted by activists from religious leaders for perpetuating sectarian ideas thatists who contented building the new bridge would destroy were not aligned with the larger mission of the faith.

protected greenspace.

sequester: verb – to hide or keep away from others; to **tirade:** noun – a long, angry, or scolding speech; a withdraw into seclusion; to confiscate; to segregate. The harangue. The public was disappointed in the candidate's judges were sequestered in a room so that they could delib-insult-laden tirade about the judge assigned to his case.

erate without influence from outside sources.

trepidation: noun – a trembling; apprehension; a state of **serene:** adjective – unruffled; tranquil; unclouded. The alarm and dread. The team moved forward with trepidation, house was perched on the side of the hill and offered unobnot sure what was ahead in the dense forest.

structed views of the blue serene sea.

unassailable: adjective – undeniable; unquestionable; not **skeptical:** adjective – not easily persuaded or convinced.

able to attack. Erica's version of the story was unassailable; Kim was skeptical of the sudden increase in test scores and video evidence confirmed all the details she shared.

asked the school board to launch an investigation.

undermine: verb – to dig or to make a tunnel under; to **sobriety:** noun – seriousness, gravity, or solemnity;

wear away and weaken the support of; to injure or to

absence of alcoholic intoxication. Calvin celebrated 20

weaken in a slow or sneaky way. Shannon hoped that her years of sobriety with cake and alcohol-free sparkling cider.

injuries were not going to undermine her ability to perform in the track meet.

taciturn: adjective – laconic; uncommunicative. Discontent with her job, Sophia became withdrawn and taciturn; she

unequivocal: adjective – plain; very clear in meaning. The spent most of her time in her office and barely returned professor was impressed by the student's unequivocal expla-calls or emails.

nation of the complex theorem.

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ungainly: adjective – clumsy; awkward; hard to handle.

vindictive: adjective – revengeful; unforgiving; bitter; Tim had trouble maneuvering his way down the steps with spiteful.

The small claims court judge admonished Sharon the ungainly air cast on his ankle.

*for bringing what he considered a clearly vindictive lawsuit; he cited her husband's recent filing of divorce papers as the **unimpeachable**: adjective – beyond doubt or reproach; only justification for the frivolous legal action.*

*unquestionable. The prosecution believed their witness was unimpeachable; they were sure the jury would have no **virtuoso**: noun – one interested in the pursuit of knowledge; issues believing everything in his statement.*

edge; one with mastery skill or technique in any field. BK

*Jackson's saxophone rendition of Prince's Purple Rain was **unobtrusive**: adjective – not readily noticeable; inconspicuous. Considered a virtuoso performance by many.*

uous.

Given his height and large stature, it was nearly impossible for Tony to make an impression.

***vitriolic**: adjective - extremely biting or caustic; sharp and bitter. Jackson's vitriolic management style created a **unscathed**: adjective – undamaged; unharmed. The car was in a hostile environment for his employees who did not respond well to his biting and unconstructive feedback and generally that the race car driver escaped the accident unscathed.*

surly disposition.

***untenable**: adjective – that which cannot be maintained
volatile: adjective – evaporating readily at normal temperatures; changeable; explosive. The situation in Pattani is quite volatile at the moment, and government officials have warned citizens not to travel there.*

only one bedroom.

voluminous: adjective – large, bulky; enough to fill **urbane:** adjective – courteous suave; polished. *Jimmy volumes.*

The hairdresser used lots of hair spray and mousse was the epitome of urbane with his tailored suits, debonair to make her normally flat and stringy hair appear more personality, and fine taste in wine.

voluminous.

utopian: adjective – excellent, but existing only in fancy **whet:** verb – to sharpen; to make stronger; to stimulate.

or theory; given to dreams or schemes of perfection. *For The executive gave the investors just enough information to Fran, the island was her own utopian escape from the stress whet their curiosities.*

of her job and her family.

wither: verb – to dry; to shrivel; to cause to lose courage **vacillate:** verb – to say unsteadily; to totter; to waver; to or to be ashamed.

After not being watered for a month, the fluctuate. The vacillating fan provided intermittent relief to plants started to wither and die.

the hot and exhausted campers.

writhe: verb – to twist or squirm, as in pain; to suffer from **validate:** verb – to declare or make legally sound; to shame or shyness.

Following his surgery, Antonio spent a substantiate; to verify. The results of the contest were unof-week in bed writhing in pain since he refused to take any ficial until they were validated.

pain medication.

venerate: verb – to regard with respect and reverence; to **zany:** adjective – clownish; foolish; funny; absurd. *Jennifer's honor.*

Pope John Paul II is venerated as one of the most friends often commented on her zany and eccentric person-influential Pope's in modern history.

ality since she loves to entertain and tell corny jokes.

verbose: adjective – wordy; tedious. *The reporter was* **zenith:** noun – the point in the sky directly above one; *overly verbose and took an inordinate amount of time to the highest point. The Shaman Dynasty reached its zenith get past the unnecessary details and to the point.*

at the end of the 15th century.

viable: adjective – able to live or exist; practicable. *Many couples opt not to share news that they are expecting until after 12 weeks when they are certain that the fetus is viable.*

vicarious: adjective – taking the place of another; experienced through sympathetic participation in *Many people are afraid to travel or feel like they don't have the time, so they instead live vicariously through those who do travel.*

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Prefix

Definition

Example

Prefix

Definition

Example

a

in, on, of, up, to

aloof

mis

bad, poorly, not

mistake

an

without, lacking

anaerobic

mono

one, single

monogamy

ad

to, toward

advance

mor

die, death

morbid

am

friend, love

amiable

neo

new

neoclassical

ante

before, previous

antebellum

non

not

nonsense

anti

against, opposing

antithetical

ob

against, opposing

obstruct

auto

self

autonomy

omni

all, everywhere

omniscient

belli

war, warlike

belligerent

over

above

overhead

bene

well, good

benefit

pan

all, entire

panorama

bi

two

bilateral

para

beside, beyond

parallel

chron

time

chronological

per

through

permit

circum

around

circumspect

peri

around

perimeter

com

with, together, very

communion

phil

love, like

philosophy

contra

against, opposing

contradiction

poly

many

polygon

cred

belief, trust

credible

post

after, following

postscript

dem

people

demographic

pre

before, previous

preface

dia

through, across, apart diameter

prim

first, early

primary

dis

away, off, down, not disparate

pro

forward, in place of propel

equi

equal, equally equidistant

re

back, backward, again revert

ex

out

extract

retro

back, backward retrospect

fore

before, previous forecast

semi

half, partly

semicircle

homo

same, equal

homogenous

sub

under, beneath subterranean

hyper

excessive, over hyperventilate super

above, extra

supersede

hypo

under, beneath hypothermia

sym

with, together symbiotic

in

in, into

invade

trans

across, beyond, over transmit

in

not, opposing ineligible

un

not, reverse of unfit

inter

among, between interconnected uni

one

uniform

intra

within

intranet

vis

to see

visible

mal

bad, poorly, not malware

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Suffix Definition Example Suffix Definition Example able

able to, likely palpable

ship

the art or skill of statesmanship age

process, state, rank passage

some

apt to, showing fulsome

ance

act, condition, fact forbearance

th

act, state, quality warmth

ate

having, showing isolate

tude

quality, state, result magnitude

ation

action, state, result occupation

ward

in the direction of toward

cy

state, condition clemency

dom

state, rank, condition kingdom

en

cause to be, become enliven

esque

in the style of, like picturesque

ess

feminine

empress

ful

full of, marked by grateful

fy

make, cause, cause to have exemplify hood

state, condition manhood

ible

able, likely, fit possible

ion

action, result, state union

ish

suggesting, like sluggish

ism

act, manner, doctrine Buddhism

ist

doer, believer philanthropist ition

action, state, result contrition

ity

state, quality, condition equality

ize

make, cause to be, treat with ostracize less

lacking, without fearless

like

like, similar childlike

logue

type of speaking or writing prologue ly

like, of the nature of aptly

ment

means, result, action engagement

ness

quality, state eagerness

or

doer, office, action editor

ous

marked by, given to momentous

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