

# **Revised *Graduate Record Examinations*® General Test**

## **Practice Test Number 1**

### ***Instructions for the Verbal Reasoning and Quantitative Reasoning Sections***

#### **Information for screen reader users:**

This document has been created to be accessible to individuals who use screen readers. You may wish to consult the manual or help system for your screen reader to learn how best to take advantage of the features implemented in this document. Please consult the separate document, GRE Screen Reader Instructions.doc, for important details.

This practice test includes content that some users may wish to skip. For example, some questions require you to complete sentences or longer texts from among several choices. For those questions where it might be helpful to hear the available choices in context, text of the choices in context is included. However, some users may wish to skip this material. Similarly, some questions include detailed figure descriptions that some users may wish to skip because they can get the required information from the accompanying tactile or large print figures. In each case, material that may be skipped is delineated by statements like "Begin skippable content" and "End skippable content" each in the Heading 6 style.

As a reminder, standard timing for each section of the test is provided in the table below:

Section Order	Section Name	Standard Time
Analytical Writing 1	Analyze an Issue	30 minutes
Analytical Writing 2	Analyze an Argument	30 minutes
1	Verbal Reasoning	35 minutes
2	Verbal Reasoning	35 minutes
3	Quantitative Reasoning	40 minutes
4	Quantitative Reasoning	40 minutes

The Quantitative sections include figures and their descriptions. In addition, separate figure supplements, in large print (18 points) and raised-line formats, are available. The large print figure supplement may be downloaded from [www.gre.org](http://www.gre.org). To obtain the raised-line figure supplement or if you have difficulty locating the large print figure supplement on the GRE® web site, contact E T S Disability Services Monday-Friday 8:30 a.m. to 5 p.m. New York time, 1-609-771-7780, 1-866-387-8602 (toll free for test takers in the United States, U.S. Territories, and Canada). E-mail: [stassd@ets.org](mailto:stassd@ets.org).

## **Important Notes**

In the actual test, your scores for the multiple-choice sections will be determined by the number of questions you answer correctly. Nothing is subtracted from a score if you answer a question incorrectly. Therefore, to maximize your scores it is better for you to guess at an answer than not to respond at all. Work as rapidly as you can without losing accuracy. Do not spend too much time on questions that are too

difficult for you. Go on to the other questions and come back to the difficult ones later.

Some or all of the passages in this test have been adapted from published material to provide the examinee with significant problems for analysis and evaluation. To make the passages suitable for testing purposes, the style, content, or point of view of the original may have been altered. The ideas contained in the passages do not necessarily represent the opinions of the Graduate Record Examinations Board or Educational Testing Service.

You may use a calculator in the Quantitative Reasoning sections only. You will be provided with a basic calculator and cannot use any other calculator, except as an approved accommodation.

## **Marking Your Answers**

In the actual test, all answers must be entered in the test book (or in the supervisor's copy of the test book if you are not using a print format test). If answers are being recorded in a large print test book, the directions for marking answers are slightly different because answers entered in large print test books are not machine-scored.

**If your answers are being entered in a large print test book, make sure your marks are clear and unambiguous.** Additional instructions for marking answers in large print test books are provided with the large print practice tests.

The following instructions describe how answers must be filled in if using a regular print test book, whether you are entering your own answers or a scribe is entering them at your direction.

**Be sure that each mark is dark and completely fills the circle.**

Any stray marks that lie in or near a circle must be erased carefully. If you change an answer, be sure that all previous marks are erased completely. Stray marks and incomplete erasures may be read as intended answers. You may work out your answers in the blank areas of the test book, but do not work out answers near the circles. Scratch paper will not be provided, except as an approved accommodation.

## **Question Formats**

This practice test may include questions that would not be used in an actual test administered in an alternate format because they have been determined to be less suitable for presentation in such formats.

The questions in these sections have several different formats. A brief description of these formats and instructions for entering your answer choices are given below.

### **Multiple-Choice Questions—Select One Answer Choice**

These standard multiple-choice questions require you to select just one answer choice from a list of options. You will receive credit only if you mark the **single** correct answer choice and no other.

#### **Example:**

What city is the capital of France?

- A. Rome
- B. Paris
- C. London
- D. Cairo

In this example, B, Paris, should be marked.

## Multiple-Choice Questions—Select One or More Answer Choices

Some of these questions specify how many answer choices you must select; others require you to select all that apply. In either case, to receive credit **all** of the correct answer choices must be marked. In printed versions of the test, these questions are distinguished by the use of a square box to select an answer choice.

Example:

**Select all that apply.**

Which of the following countries are in Africa?

- A. China
- B. Congo
- C. France
- D. Kenya

In this example, B and D (Congo and Kenya) should be marked.

## Column Format Questions

This question type presents the answer choices in groups (presented as columns in the printed version of the test). You must pick one answer choice from each group. You will receive credit only if you mark the correct answer choice **in each group**. In the following example, there is a sentence with two blanks, each indicating that something has been omitted. For each question of this type, first you will hear the text with the word "**BLANK**" in place of the omitted material. Next, you will hear the text again, but in place of each blank, you will hear three lettered options for filling that blank. The set of lettered options is formatted as bold and enclosed in parentheses. Each option consists of a word or phrase.

For questions containing one or two blanks, following the list of answer choices are up to nine readings of the text, one for each answer choice combination. The group of readings begins with a **“Begin Skippable Content”** level-6 heading and ends with an **“End Skippable Content”** level-6 heading. Each reading consists of the option letter or letters, the words or phrases being combined, and the text with the combination of the words or phrases inserted into the blanks.

For questions containing three blanks, the choices will not be read in context because it has been determined that replaying the question for all possible combinations of answer choices is not a useful way to present these questions.

Example:

This question has two blanks.

Complete the following sentence.

BLANK is the capital of BLANK.

Now listen to the text with the three options inserted in place of each blank.

(A. Paris, B. Rome, C. Cairo) is the capital of (D. Canada, E. France, F. China).

Indicate your two answer choices and skip hearing the answer choices in context or go on to hear them in context before indicating your answer choices. Fill all blanks in the way that best completes the text.

***Begin skippable content.***

Answer Choices in Context:

A, D. **Paris, Canada.** Paris is the capital of **Canada.**

A, E. **Paris, France.** Paris is the capital of **France.**

- A, F. **Paris, China.** **Paris** is the capital of **China**.  
B, D. **Rome, Canada.** **Rome** is the capital of **Canada**.  
B, E. **Rome, France.** **Rome** is the capital of **France**.  
B, F. **Rome, China.** **Rome** is the capital of **China**.  
C, D. **Cairo, Canada.** **Cairo** is the capital of **Canada**.  
C, E. **Cairo, France.** **Cairo** is the capital of **France**.  
C, F. **Cairo, China.** **Cairo** is the capital of **China**.

***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

In this example, choice A, Paris (from the group A, B, C), and E, France (from the group D, E, F), should be indicated as the answer.

## **Numeric Entry Questions**

These questions require a number to be entered by marking entries in a grid according to the following instructions.

1. Your answer may be an integer, a decimal, or a fraction, and it may be negative.
2. Equivalent forms of the correct answer, such as 2.5 and 2.50, are all correct. Although fractions do not need to be reduced to lowest terms, they may need to be reduced to fit in the grid.
3. Enter the exact answer unless the question asks you to round your answer.
4. If a question asks for a fraction, the grid will have a built-in division slash. Otherwise, the grid will have a decimal point.

The instructions for marking the entries will depend on whether a regular print or a large print test is being used to record your answers. If your answers are being entered into a regular print edition of the test, the following instructions apply:

5. Start your answer in any column, space permitting. Fill in no more than one entry in any column of the grid. Columns not needed should be left blank.
6. Write your answer in the boxes at the top of the grid and fill in the corresponding circles. **You will receive credit only if your grid entries are clearly marked, regardless of the number written in the boxes at the top.**

If your answers are being entered into a large print edition of the test, instead of filling in circles on the grid in steps 5 and 6, you will be asked to circle those entries.

The first multiple-choice section follows. In an actual test, testing time will resume when you begin the first multiple-choice section.

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# Revised G R E Practice Test Number 1.

## *Section 1. Verbal Reasoning.*

### *25 questions.*

#### **Information for screen reader users:**

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#### **Question 1 has five answer choices, labeled A through E, and is based on the following text.**

Centuries ago, the Maya of Central America produced elaborate, deeply cut carvings in stone. The carvings would have required a cutting tool of hard stone or metal. Iron-ore deposits exist throughout Central America, but apparently the Maya never developed the technology to use them and the metals the Maya are known to have used, copper and gold, would not have been hard enough. Therefore, the Maya must have used stone tools to make these carvings.

#### **Question 1.**

Which of the following, if true, most seriously weakens the argument?

A. In various parts of the world, civilizations that could not make iron from ore fashioned tools out of fragments of iron from meteorites.

- B. All the metallic Mayan artifacts that have been found by archaeologists are made of metals that are too soft for carving stone.
- C. The stone out of which these carvings were made is harder than the stone used by other Central American peoples.
- D. The technique that the Maya used to smelt gold and some other metals could not have been easily applied to the task of extracting iron from iron ore.
- E. Archaeologists disagree about how certain stone tools that have been found among Mayan ruins were used.
- Select and indicate **one** answer choice from among the choices provided.

**Questions 2 and 3 are based on the following reading passage.**

In early-twentieth-century England, it was fashionable to claim that only a completely new style of writing could address a world undergoing unprecedented transformation — just as one literary critic recently claimed that only the new “aesthetic of exploratory excess” can address a world undergoing . . . well, you know. Yet in early-twentieth-century England, T. S. Eliot, a man fascinated by the “presence” of the past, wrote the most innovative poetry of his time. The lesson for today’s literary community seems obvious: a reorientation toward tradition would benefit writers no less than readers. But if our writers and critics indeed respect the novel’s rich tradition (as they claim to), then why do they disdain the urge to tell an exciting story?

**Question 2.**

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The author of the passage suggests that present-day readers would particularly benefit from which of the following changes on the part of present-day writers and critics?

- A. An increased focus on the importance of engaging the audience in a narrative
- B. Modernization of the traditional novelistic elements already familiar to readers
- C. Embracing aspects of fiction that are generally peripheral to the interest of readers
- D. A greater recognition of how the tradition of the novel has changed over time
- E. A better understanding of how certain poets such as Eliot have influenced fiction of the present time

Select and indicate **one** answer choice from among the choices provided.

### Question 3.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The word "address" appears in the first sentence of the passage. Part of that sentence reads, "...a completely new style of writing could address a world undergoing unprecedented transformation...". In the context of the passage as a whole, "address" is closest in meaning to

- A. reveal
- B. belie
- C. speak to
- D. direct attention toward
- E. attempt to remediate

Select and indicate **one** answer choice from among the choices provided.

**Question 4 has five answer choices, labeled A through E, and is based on the following text.**

Electric washing machines, first introduced in the United States in 1925, significantly reduced the amount of time spent washing a given amount of clothes, yet the average amount of time households spent washing clothes increased after 1925. This increase is partially accounted for by the fact that many urban households had previously sent their clothes to professional laundries. But the average amount of time spent washing clothes also increased for rural households with no access to professional laundries.

**Question 4.**

Which of the following, if true, most helps to explain why the time spent washing clothes increased in rural areas?

- A. People with access to an electric washing machine typically wore their clothes many fewer times before washing them than did people without access to electric washing machines.
- B. Households that had sent their clothes to professional laundries before 1925 were more likely than other households to purchase an electric washing machine when they became available.
- C. People living in urban households that had previously sent their clothes to professional laundries typically owned more clothes than did people living in rural households.
- D. The earliest electric washing machines required the user to spend much more time beside the machine than do modern electric washing machines.
- E. In the 1920's and 1930's the proportion of rural households with electricity was smaller than the proportion of urban households with electricity.

Select and indicate **one** answer choice from among the choices provided.

### **Directions for questions 5 through 7:**

Each of the following questions includes a short text with a blank, indicating that something has been omitted. Select the entry that best completes the text.

For each question, first you will hear the text with the word "**BLANK**" in place of the blank. There are **five** answer choices, each consisting of a word or phrase, for filling in the blank. Next you will hear the five lettered options for filling in the blank. You may then indicate your answer, or go on to listen to the options in context.

Following the list of answer choices are five lettered readings of the text, one for each answer choice. The group of readings is separated from the main text using the "Begin skippable content" and "End skippable content" level-6 headings.

### **Question 5.**

In the 1950's, the country's inhabitants were **BLANK**: most of them knew very little about foreign countries.

- A. partisan
- B. erudite
- C. insular
- D. cosmopolitan
- E. imperturbable

Indicate **one** answer choice or go on to hear the choices in context.

### ***Begin skippable content.***

Answer Choices in Context:

- A. **partisan.** In the 1950's, the country's inhabitants were **partisan**: most of them knew very little about foreign countries.
- B. **erudite.** In the 1950's, the country's inhabitants were **erudite**: most of them knew very little about foreign countries.
- C. **insular.** In the 1950's, the country's inhabitants were **insular**: most of them knew very little about foreign countries.

- D. **cosmopolitan**. In the 1950's, the country's inhabitants were **cosmopolitan**: most of them knew very little about foreign countries.
- E. **imperturbable**. In the 1950's, the country's inhabitants were **imperturbable**: most of them knew very little about foreign countries.

***End skippable content.***

Indicate **one** answer choice.

**Question 6.**

Since she believed him to be both candid and trustworthy, she refused to consider the possibility that his statement had been **BLANK**.

- A. irrelevant
- B. facetious
- C. mistaken
- D. critical
- E. insincere

Indicate **one** answer choice or go on to hear the choices in context.

***Begin skippable content.***

Answer Choices in Context:

- A. **irrelevant**. Since she believed him to be both candid and trustworthy, she refused to consider the possibility that his statement had been **irrelevant**.
- B. **facetious**. Since she believed him to be both candid and trustworthy, she refused to consider the possibility that his statement had been **facetious**.
- C. **mistaken**. Since she believed him to be both candid and trustworthy, she refused to consider the possibility that his statement had been **mistaken**.
- D. **critical**. Since she believed him to be both candid and trustworthy, she refused to consider the possibility that his statement had been **critical**.

E. **insincere**. Since she believed him to be both candid and trustworthy, she refused to consider the possibility that his statement had been **insincere**.

***End skippable content.***

Indicate **one** answer choice.

**Question 7.**

It is his dubious distinction to have proved what nobody would think of denying, that Romero at the age of sixty-four writes with all the characteristics of **BLANK**.

- A. maturity
- B. fiction
- C. inventiveness
- D. art
- E. brilliance

Indicate **one** answer choice or go on to hear the choices in context.

***Begin skippable content.***

Answer Choices in Context:

- A. **maturity**. It is his dubious distinction to have proved what nobody would think of denying, that Romero at the age of sixty-four writes with all the characteristics of **maturity**.
- B. **fiction**. It is his dubious distinction to have proved what nobody would think of denying, that Romero at the age of sixty-four writes with all the characteristics of **fiction**.
- C. **inventiveness**. It is his dubious distinction to have proved what nobody would think of denying, that Romero at the age of sixty-four writes with all the characteristics of **inventiveness**.
- D. **art**. It is his dubious distinction to have proved what nobody would think of denying, that Romero at the age of sixty-four writes with all the characteristics of **art**.

E. **brilliance**. It is his dubious distinction to have proved what nobody would think of denying, that Romero at the age of sixty-four writes with all the characteristics of **brilliance**.

***End skippable content.***

Indicate one answer choice.

**Questions 8 through 11 are based on the following reading passage, which consists of four paragraphs.**

In the 1970's, two debates engaged many scholars of early United States history. One focused on the status of women, primarily White women. Turning on the so-called golden age theory, which posited that during the eighteenth-century colonial era, American women enjoyed a brief period of high status relative to their English contemporaries and to nineteenth-century American women, this debate pitted scholars who believed women's lives deteriorated after 1800 against those who thought women's lives had been no better before 1800. At issue were the causes of women's subordination: were these causes already in place when the English first settled North America or did they emerge with the rise of nineteenth-century industrial capitalism? The second debate, the so-called origins debate, concerned the emergence of racial slavery in the southern colonies: was slavery the inevitable result of the deep-rooted racial prejudice of early British colonists or did racial prejudice arise only after these planters instituted slave labor?

Although these debates are parallel in some respects, key differences distinguished them. Whereas the debate over women's status revolved around implicit comparisons of colonial women to their counterparts in the antebellum period (1800-1860), thus inviting comment from scholars of both historical periods, the origins debate was primarily confined to a discussion about slavery in colonial



America. Second, in contrast to the newness of the debate over women's status and its continued currency throughout the early 1980's, the debate over race and slavery, begun in the 1950's, had lost some of its urgency with the publication of Morgan's *American Slavery, American Freedom* (1975), widely regarded as the last word on the subject.

Each debate also assumed a different relationship to the groups whose histories it concerned. In its heyday, the origins debate focused mainly on White attitudes toward Africans rather than on Africans themselves. With few exceptions, such as Wood's *Black Majority* (1974) and Mullin's *Flight and Rebellion* (1972), which were centrally concerned with enslaved African men, most works pertaining to the origins debate focused on the White architects, mostly male, of racial slavery. In contrast, although women's historians were interested in the institutions and ideologies contributing to women's subordination, they were equally concerned with documenting women's experiences. As in the origins debate, however, early scholarship on colonial women defined its historical constituency narrowly, women's historians focusing mainly on affluent White women.

Over time, however, some initial differences between the approaches taken by scholars in the two fields faded. In the 1980's, historians of race and slavery in colonial America shifted their attention to enslaved people; interest in African American culture grew, thereby bringing enslaved women more prominently into view. Historians of early American women moved in similar directions during the decade and began to consider the effect of racial difference on women's experience.

## Question 8.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The passage is primarily concerned with

- A. showing how historians who were engaged in a particular debate influenced historians engaged in another debate
  - B. explaining why two initially parallel scholarly debates diverged in the 1980's
  - C. comparing two scholarly debates and discussing their histories
  - D. contrasting the narrow focus of one scholarly debate with the somewhat broader focus of another
  - E. evaluating the relative merits of the approaches used by historians engaged in two overlapping scholarly debates
- Select and indicate **one** answer choice from among the choices provided.

### Question 9.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

It can be inferred that the author of the passage mentions *American Slavery, American Freedom* primarily in order to

- A. substantiate a point about the methodology that came to be prevalent among scholars engaged in the origins debate
- B. cite a major influence on those scholars who claimed that racial prejudice preceded the institution of slavery in colonial America
- C. show that some scholars who were engaged in the origins debate prior to the 1980's were interested in the experiences of enslaved people
- D. identify a reason for a certain difference in the late 1970's between the origins debate and the debate over American women's status
- E. contrast the kind of work produced by scholars engaged in the origins debate with the kind produced by scholars engaged in the debate over American women's status

Select and indicate **one** answer choice from among the choices provided.

### Question 10.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The passage suggests which of the following about the women's historians mentioned in the third paragraph?

- A. They disputed certain claims regarding the status of eighteenth-century American women relative to women in England during the same period.
- B. Their approach to the study of women's subordination had been partly influenced by earlier studies published by some scholars engaged in the origins debate.
- C. Their work focused on the experiences of both White and African American women.
- D. Their approach resembled the approach taken in studies by Wood and by Mullin in that they were interested in the experiences of people subjected to a system of subordination.
- E. To some extent, they concurred with Wood and with Mullin about the origins of racism in colonial America.

Select and indicate **one** answer choice from among the choices provided.

### Question 11.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

According to the passage, historical studies of race and slavery in early America that were produced during the 1980's differed from studies of that subject produced prior to the 1980's in that the studies produced during the 1980's

- A. gave more attention to the experiences of enslaved women
- B. gave less attention to the cultures of enslaved people
- C. were read by more scholars in other fields

D. were more concerned with the institutions and ideologies that perpetuated racial prejudice in postcolonial America

E. made direct comparisons between the subordination of White women and the subordination of African American people

Select and indicate **one** answer choice from among the choices provided.

### **Directions for questions 12 through 17.**

Each of the following questions includes a short text with two or three blanks, each blank indicating that something has been omitted. You will be asked to select one entry for each blank from the corresponding choices. Fill all blanks in the way that best completes the text.

For each question, first you will hear the text with the word "**BLANK**" in place of the omitted material. Next, you will hear the text again, but in place of each blank, you will hear three lettered options for filling that blank. The set of lettered options is formatted as bold and enclosed by parentheses. Each option consists of a word or phrase.

For questions containing **two** blanks, following the list of answer choices are **nine** readings of the text, one for each answer choice combination. The group of readings begins with a "**Begin Skippable Content**" level-6 heading and ends with an "**End Skippable Content**" level-6 heading. Each reading consists of two option letters, the two words or phrases being combined, and the text with the combination of the words or phrases inserted into the blanks.

For questions containing **three** blanks, the choices will **not** be read in context because it has been determined that replaying the question for all possible combinations of answer choices is not a useful way to present these questions.

### **Question 12.**

This question has **two** blanks.

The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **BLANK** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **BLANK** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

Now listen to the text with the three options inserted in place of each blank.

The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **(A. construe, B. anoint, C. acknowledge)** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **(D. take issue with, E. disregard, F. collude in)** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

Indicate your **two** answer choices or go on to hear them in context. Fill all blanks in the way that best completes the text.

***Begin skippable content.***

Answer Choices in Context:

A, D. **construe, take issue with.** The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **construe** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **take issue with** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

A, E. **construe, disregard**. The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **construe** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **disregard** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

A, F. **construe, collude in**. The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **construe** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **collude in** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

B, D. **anoint, take issue with**. The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **anoint** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **take issue with** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

B, E. **anoint, disregard**. The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **anoint** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **disregard** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

B, F. **anoint, collude in.** The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **anoint** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **collude in** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

C, D. **acknowledge, take issue with.** The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **acknowledge** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **take issue with** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

C, E. **acknowledge, disregard.** The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **acknowledge** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **disregard** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.

C, F. **acknowledge, collude in.** The narratives that vanquished peoples have created of their defeat have, according to Schivelbusch, fallen into several identifiable types. In one of these, the vanquished manage to **acknowledge** the victor's triumph as the result of some spurious advantage, the victors being truly inferior where it counts. Often the winners **collude in** this interpretation, worrying about the cultural or moral costs of their triumph and so giving some credence to the losers' story.



***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

**Question 13.**

This question has **three** blanks.

I've long anticipated this retrospective of the artist's work, hoping that it would make **BLANK** judgments about him possible, but greater familiarity with his paintings highlights their inherent **BLANK** and actually makes one's assessment **BLANK**.

Now listen to the text with the three options inserted in place of each blank.

I've long anticipated this retrospective of the artist's work, hoping that it would make **(A. modish, B. settled, C. detached)** judgments about him possible, but greater familiarity with his paintings highlights their inherent **(D. gloom, E. ambiguity, F. delicacy)** and actually makes one's assessment **(G. similarly equivocal, H. less sanguine, I. more cynical)**.

Indicate your **three** answer choices. Fill all blanks in the way that best completes the text.

**Question 14.**

This question has **two** blanks.

Stories are a haunted genre; hardly **BLANK** kind of story, the ghost story is almost the paradigm of the form, and **BLANK** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

Now listen to the text with the three options inserted in place of each blank. Stories are a haunted genre; hardly **(A. a debased, B. a normative, C. a meticulous)** kind of story, the ghost story is almost the paradigm of the form, and **(D. pessimism, E. goose bumps, F.**



**curiosity**) was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

Indicate your **two** answer choices or go on to hear them in context.

***Begin skippable content.***

Answer Choices in Context:

A, D. **a debased, pessimism**. Stories are a haunted genre; hardly **a debased** kind of story, the ghost story is almost the paradigm of the form, and **pessimism** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

A, E. **a debased, goose bumps**. Stories are a haunted genre; hardly **a debased** kind of story, the ghost story is almost the paradigm of the form, and **goose bumps** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

A, F. **a debased, curiosity**. Stories are a haunted genre; hardly **a debased** kind of story, the ghost story is almost the paradigm of the form, and **curiosity** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

B, D. **a normative, pessimism**. Stories are a haunted genre; hardly **a normative** kind of story, the ghost story is almost the paradigm of the form, and **pessimism** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

B, E. **a normative, goose bumps**. Stories are a haunted genre; hardly **a normative** kind of story, the ghost story is almost the paradigm of the form, and **goose bumps** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

B, F. **a normative, curiosity**. Stories are a haunted genre; hardly **a normative** kind of story, the ghost story is almost the paradigm of the form, and **curiosity** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

C, D. **a meticulous, pessimism**. Stories are a haunted genre; hardly **a meticulous** kind of story, the ghost story is almost the paradigm of

the form, and **pessimism** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

C, E. **a meticulous, goose bumps.** Stories are a haunted genre; hardly **a meticulous** kind of story, the ghost story is almost the paradigm of the form, and **goose bumps** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

C, F. **a meticulous, curiosity.** Stories are a haunted genre; hardly **a meticulous** kind of story, the ghost story is almost the paradigm of the form, and **curiosity** was undoubtedly one effect that Poe had in mind when he wrote about how stories work.

### ***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

### **Question 15.**

This question has **two** blanks.

Given how **BLANK** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **BLANK** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

Now listen to the text with the three options inserted in place of each blank.

Given how **(A. overlooked, B. occasional, C. patent)** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **(D. comprehensive, E. improbable, F. pervasive)** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

Indicate your **two** answer choices or go on to hear them in context.  
Fill all blanks in the way that best completes the text.

***Begin skippable content.***

Answer Choices in Context:

A, D. **overlooked, comprehensive.** Given how **overlooked** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **comprehensive** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

A, E. **overlooked, improbable.** Given how **overlooked** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **improbable** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

A, F. **overlooked, pervasive.** Given how **overlooked** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **pervasive** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

B, D. **occasional, comprehensive.** Given how **occasional** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **comprehensive** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

B, E. **occasional, improbable**. Given how **occasional** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **improbable** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

B, F. **occasional, pervasive**. Given how **occasional** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **pervasive** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

C, D. **patent, comprehensive**. Given how **patent** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **comprehensive** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

C, E. **patent, improbable**. Given how **patent** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **improbable** theorems. Others, by contrast, accept the criticisms as a challenge, seeking to expand the basic model to embrace a wider range of things people do.

C, F. **patent, pervasive**. Given how **patent** the shortcomings of the standard economic model are in its portrayal of human behavior, the failure of many economists to respond to them is astonishing. They continue to fill the journals with yet more proofs of yet more **pervasive** theorems. Others, by contrast, accept the criticisms as a

challenge, seeking to expand the basic model to embrace a wider range of things people do.

***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

**Question 16.**

This question has **two** blanks.

The playwright's approach is **BLANK** in that her works **BLANK** the theatrical devices normally used to create drama on the stage.

Now listen to the text with the three options inserted in place of each blank.

The playwright's approach is **(A. pedestrian, B. startling, C. celebrated)** in that her works **(D. jettison, E. experiment with, F. distill)** the theatrical devices normally used to create drama on the stage.

Indicate your **two** answer choices or go on to hear them in context. Fill all blanks in the way that best completes the text.

***Begin skippable content.***

Answer Choices in Context:

A, D. **pedestrian, jettison.** The playwright's approach is **pedestrian** in that her works **jettison** the theatrical devices normally used to create drama on the stage.

A, E. **pedestrian, experiment with.** The playwright's approach is **pedestrian** in that her works **experiment with** the theatrical devices normally used to create drama on the stage.

A, F. **pedestrian, distill.** The playwright's approach is **pedestrian** in that her works **distill** the theatrical devices normally used to create drama on the stage.

B, D. **startling, jettison**. The playwright's approach is **startling** in that her works **jettison** the theatrical devices normally used to create drama on the stage.

B, E. **startling, experiment with**. The playwright's approach is **startling** in that her works **experiment with** the theatrical devices normally used to create drama on the stage.

B, F. **startling, distill**. The playwright's approach is **startling** in that her works **distill** the theatrical devices normally used to create drama on the stage.

C, D. **celebrated, jettison**. The playwright's approach is **celebrated** in that her works **jettison** the theatrical devices normally used to create drama on the stage.

C, E. **celebrated, experiment with**. The playwright's approach is **celebrated** in that her works **experiment with** the theatrical devices normally used to create drama on the stage.

C, F. **celebrated, distill**. The playwright's approach is **celebrated** in that her works **distill** the theatrical devices normally used to create drama on the stage.

### ***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

### **Question 17.**

This question has **two** blanks.

Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **BLANK** this impression by extending the definition of "scientist" to include anyone who is **BLANK** in his or her investigational practices.

Now listen to the text with the three options inserted in place of each blank.

Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **(A.**

**conceal, B. create, C. undermine)** this impression by extending the definition of "scientist" to include anyone who is **(D. intuitive, E. haphazard, F. logical)** in his or her investigational practices.

Indicate your **two** answer choices or go on to hear them in context.

Fill all blanks in the way that best completes the text.

***Begin skippable content.***

Answer Choices in Context:

A, D. **conceal, intuitive.** Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **conceal** this impression by extending the definition of "scientist" to include anyone who is **intuitive** in his or her investigational practices.

A, E. **conceal, haphazard.** Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **conceal** this impression by extending the definition of "scientist" to include anyone who is **haphazard** in his or her investigational practices.

A, F. **conceal, logical.** Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **conceal** this impression by extending the definition of "scientist" to include anyone who is **logical** in his or her investigational practices.

B, D. **create, intuitive.** Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **create** this impression by extending the definition of "scientist" to include anyone who is **intuitive** in his or her investigational practices.

B, E. **create, haphazard.** Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **create** this impression by extending the definition of "scientist" to include anyone who is **haphazard** in his or her investigational practices.



B, F. **create, logical**. Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **create** this impression by extending the definition of "scientist" to include anyone who is **logical** in his or her investigational practices.

C, D. **undermine, intuitive**. Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **undermine** this impression by extending the definition of "scientist" to include anyone who is **intuitive** in his or her investigational practices.

C, E. **undermine, haphazard**. Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **undermine** this impression by extending the definition of "scientist" to include anyone who is **haphazard** in his or her investigational practices.

C, F. **undermine, logical**. Scientists are not the only persons who examine the world about them by the use of rational processes, although they sometimes **undermine** this impression by extending the definition of "scientist" to include anyone who is **logical** in his or her investigational practices.

***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

**Questions 18 and 19 are based on the following reading passage. Some of the questions based on this passage refer to specific sentences in the passage. The passage contains four sentences.**

The most plausible justification for higher taxes on automobile fuel is that fuel consumption harms the environment and thus adds to the costs of traffic congestion. But the fact that burning fuel creates these



"negative externalities" does not imply that no tax on fuel could ever be too high. Economics is precise about the tax that should, in principle, be levied to deal with negative externalities: the tax on a liter of fuel should be equal to the harm caused by using a liter of fuel. If the tax is more than that, its costs (including the inconvenience to those who would rather have used their cars) will exceed its benefits (including any reduction in congestion and pollution).

### Question 18.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

Which of the following best characterizes the function of the phrase, "the tax on a liter of fuel should be equal to the harm caused by a liter of fuel"? (This phrase occurs in the third sentence.)

- A. It restates a point made earlier in the passage.
- B. It provides the evidence on which a theory is based.
- C. It presents a specific application of a general principle.
- D. It summarizes a justification with which the author disagrees.
- E. It suggests that the benefits of a particular strategy have been overestimated.

Select and indicate **one** answer choice from among the choices provided.

### Question 19.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The word "exceed" appears in the last sentence of the passage. That sentence reads, "If the tax is more than that, its costs (including the inconvenience to those who would rather have used their cars) will exceed its benefits (including any reduction in congestion and pollution)." In the context in which it appears, "exceed" most nearly means

- A. outstrip
- B. magnify
- C. delimit
- D. offset
- E. supplant

Select and indicate **one** answer choice from among the choices provided.

**Questions 20 and 21 are based on the following reading passage. Some of the questions based on this passage refer to specific sentences in the passage. The passage contains six sentences.**

Objectively, of course, the various ecosystems that sustain life on the planet proceed independently of human agency, just as they operated before the hectic ascendancy of *Homo sapiens*. But it is also true that it is difficult to think of a single such system that has not, for better or worse, been substantially modified by human culture. Nor is this simply the work of the industrial centuries. It has been happening since the days of ancient Mesopotamia. It is coeval with the origins of writing, and has occurred throughout our social existence. And it is this irreversibly modified world, from the polar caps to the equatorial forests, that is all the nature we have.

### **Question 20.**

This question has **three** answer choices, labeled A through C. Consider each of the three choices separately and select all that apply. The credited response may be one, two, or all three of the choices.

It can be inferred from the passage that the author would agree with which of the following statements?

- A. Over time, the impact of human culture on the natural world has been largely benign.

- B. It is a mistake to think that the natural world contains many areas of pristine wilderness.
- C. The only substantial effects that human agency has had on ecosystems have been inadvertent.
- Indicate your answer choice or choices.

### Question 21.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The phrase "coeval with" appears in the fifth sentence of the passage. That sentence reads, "It is coeval with the origins of writing, and has occurred throughout our social existence." In the context in which it appears, "coeval with" most nearly means

- A. influenced by
- B. older than
- C. coincident with
- D. unimpeded by
- E. similar to

Select and indicate **one** answer choice from among the choices provided.

### Directions for Questions 22 through 25:

Each of the following questions includes a sentence with a blank indicating that something has been omitted. Following the sentence you will hear a list of **six** words or phrases, each of which could be used to complete the sentence. Select the **two** answer choices that, when substituted for the blank, fit the context and produce the two sentences most nearly alike in meaning.

Following the list of answer choices are six readings of the sentence, one for each answer choice. The group of readings is surrounded by "**Begin skippable content**" and "**End skippable content**" labels formatted as level-6 headings. Each reading will begin with the word or phrase that can be inserted into the blank, followed

by a reading of the sentence with the word or phrase inserted into the blank.

### Question 22.

Dreams are **BLANK** in and of themselves, but, when combined with other data, they can tell us much about the dreamer.

Now listen to the **six** answer choices, labeled A through F.

- A. astonishing
- B. disordered
- C. harmless
- D. inscrutable
- E. revealing
- F. uninformative

Indicate your **two** answer choices or go on to hear them in context.

### ***Begin skippable content.***

Answer Choices in Context:

- A. **astonishing.** Dreams are **astonishing** in and of themselves, but, when combined with other data, they can tell us much about the dreamer.
- B. **disordered.** Dreams are **disordered** in and of themselves, but, when combined with other data, they can tell us much about the dreamer.
- C. **harmless.** Dreams are **harmless** in and of themselves, but, when combined with other data, they can tell us much about the dreamer.
- D. **inscrutable.** Dreams are **inscrutable** in and of themselves, but, when combined with other data, they can tell us much about the dreamer.
- E. **revealing.** Dreams are **revealing** in and of themselves, but, when combined with other data, they can tell us much about the dreamer.

F. **uninformative**. Dreams are **uninformative** in and of themselves, but, when combined with other data, they can tell us much about the dreamer.

***End skippable content.***

Indicate your **two** answer choices.

**Question 23.**

Linguistic science confirms what experienced users of ASL—American Sign Language—have always implicitly known: ASL is a grammatically **BLANK** language, as capable of expressing a full range of syntactic relations as any natural spoken language.

Now listen to the **six** answer choices, labeled A through F.

- A. complete
- B. economical
- C. redundant
- D. spare
- E. unique
- F. unlimited

Indicate your **two** answer choices or go on to hear them in context.

***Begin skippable content.***

Answer Choices in Context:

- A. **complete**. Linguistic science confirms what experienced users of ASL—American Sign Language—have always implicitly known: ASL is a grammatically **complete** language, as capable of expressing a full range of syntactic relations as any natural spoken language.
- B. **economical**. Linguistic science confirms what experienced users of ASL—American Sign Language—have always implicitly known: ASL is a grammatically **economical** language, as capable of expressing a full range of syntactic relations as any natural spoken language.
- C. **redundant**. Linguistic science confirms what experienced users of ASL—American Sign Language—have always implicitly known: ASL

is a grammatically **redundant** language, as capable of expressing a full range of syntactic relations as any natural spoken language.

D. **spare**. Linguistic science confirms what experienced users of ASL—American Sign Language—have always implicitly known: ASL is a grammatically **spare** language, as capable of expressing a full range of syntactic relations as any natural spoken language.

E. **unique**. Linguistic science confirms what experienced users of ASL—American Sign Language—have always implicitly known: ASL is a grammatically **unique** language, as capable of expressing a full range of syntactic relations as any natural spoken language.

F. **unlimited**. Linguistic science confirms what experienced users of ASL—American Sign Language—have always implicitly known: ASL is a grammatically **unlimited** language, as capable of expressing a full range of syntactic relations as any natural spoken language.

***End skippable content.***

Indicate your **two** answer choices.

## Question 24.

The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as **BLANK**.

Now listen to the **six** answer choices, labeled A through F.

- A. comprehensive
- B. fundamental
- C. inclusive
- D. universal
- E. significant
- F. ubiquitous

Indicate your **two** answer choices or go on to hear them in context.

***Begin skippable content.***

Answer Choices in Context:

- A. **comprehensive**. The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as **comprehensive**.
- B. **fundamental**. The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as **fundamental**.
- C. **inclusive**. The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as **inclusive**.
- D. **universal**. The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as **universal**.
- E. **significant**. The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as **significant**.
- F. **ubiquitous**. The macromolecule RNA is common to all living beings, and DNA, which is found in all organisms except some bacteria, is almost as **ubiquitous**.

***End skippable content.***

Indicate your **two** answer choices.

**Question 25.**

Early critics of Emily Dickinson's poetry mistook for simple-mindedness the surface of artlessness that in fact she constructed with such

**BLANK**.

Now listen to the **six** answer choices, labeled A through F.

- A. astonishment
- B. craft
- C. cunning
- D. innocence
- E. naïveté
- F. vexation

Indicate your **two** answer choices or go on to hear them in context.

***Begin skippable content.***

Answer Choices in Context:

- A. **astonishment**. Early critics of Emily Dickinson's poetry mistook for simple-mindedness the surface of artlessness that in fact she constructed with such **astonishment**.
- B. **craft**. Early critics of Emily Dickinson's poetry mistook for simple-mindedness the surface of artlessness that in fact she constructed with such **craft**.
- C. **cunning**. Early critics of Emily Dickinson's poetry mistook for simple-mindedness the surface of artlessness that in fact she constructed with such **cunning**.
- D. **innocence**. Early critics of Emily Dickinson's poetry mistook for simple-mindedness the surface of artlessness that in fact she constructed with such **innocence**.
- E. **naïveté**. Early critics of Emily Dickinson's poetry mistook for simple-mindedness the surface of artlessness that in fact she constructed with such **naïveté**.
- F. **vexation**. Early critics of Emily Dickinson's poetry mistook for simple-mindedness the surface of artlessness that in fact she constructed with such **vexation**.

***End skippable content.***

Indicate your **two** answer choices.

This is the end of Section 1 of Revised GRE Practice Test Number 1. In an actual test, once you complete a section you may not return to it. The answer key for this section is in a separate document.



# Revised GRE Practice Test

## Number 1

### Section 2. Verbal Reasoning.

#### 25 questions.

#### Information for screen reader users:

This document has been created to be accessible to individuals who use screen readers. You may wish to consult the manual or help system for your screen reader to learn how best to take advantage of the features implemented in this document. Please consult the separate document, GRE Screen Reader Instructions.doc, for important details.

#### Directions for Questions 1 through 5:

Each of the following questions includes a sentence with a blank indicating that something has been omitted. Following the sentence you will hear a list of **six** words or phrases, each of which could be used to complete the sentence. Select the **two** answer choices that, when substituted for the blank, fit the context and produce the two sentences most nearly alike in meaning.

Following the list of answer choices are six readings of the sentence, one for each answer choice. The group of readings is surrounded by "**Begin skippable content**" and "**End skippable content**" labels formatted as level-6 headings. Each reading will begin with the word or phrase that can be inserted into the blank, followed by a reading of the sentence with the word or phrase inserted into the blank.

### Question 1.

In the long run, high-technology communications cannot **BLANK** more traditional face-to-face family togetherness, in Aspinall's view.

Now listen to the six answer choices, labeled A through F.

- A. ameliorate
- B. compromise
- C. supersede
- D. approximate
- E. enervate
- F. supplant

Indicate your **two** answer choices.

#### ***Begin skippable content.***

Answer Choices in Context:

- A. **ameliorate**. In the long run, high-technology communications cannot **ameliorate** more traditional face-to-face family togetherness, in Aspinall's view.
- B. **compromise**. In the long run, high-technology communications cannot **compromise** more traditional face-to-face family togetherness, in Aspinall's view.
- C. **supersede**. In the long run, high-technology communications cannot **supersede** more traditional face-to-face family togetherness, in Aspinall's view.
- D. **approximate**. In the long run, high-technology communications cannot **approximate** more traditional face-to-face family togetherness, in Aspinall's view.
- E. **enervate**. In the long run, high-technology communications cannot **enervate** more traditional face-to-face family togetherness, in Aspinall's view.
- F. **supplant**. In the long run, high-technology communications cannot **supplant** more traditional face-to-face family togetherness, in Aspinall's view.

***End skippable content.***

Indicate your **two** answer choices.

**Question 2.**

Even in this business, where **BLANK** is part of everyday life, a talent for lying is not something usually found on one's resume.

Now listen to the six answer choices, labeled A through F.

- A. aspiration
- B. mendacity
- C. prevarication
- D. insensitivity
- E. baseness
- F. avarice

Indicate your **two** answer choices or go on to hear them in context.

***Begin skippable content.***

Answer Choices in Context:

- A. **aspiration**. Even in this business, where **aspiration** is part of everyday life, a talent for lying is not something usually found on one's resume.
- B. **mendacity**. Even in this business, where **mendacity** is part of everyday life, a talent for lying is not something usually found on one's resume.
- C. **prevarication**. Even in this business, where **prevarication** is part of everyday life, a talent for lying is not something usually found on one's resume.
- D. **insensitivity**. Even in this business, where **insensitivity** is part of everyday life, a talent for lying is not something usually found on one's resume.
- E. **baseness**. Even in this business, where **baseness** is part of everyday life, a talent for lying is not something usually found on one's resume.

F. **avarice**. Even in this business, where **avarice** is part of everyday life, a talent for lying is not something usually found on one's resume.

***End skippable content.***

Indicate your **two** answer choices.

**Question 3.**

A restaurant's menu is generally reflected in its decor; however despite this restaurant's **BLANK** appearance it is pedestrian in the menu it offers.

Now listen to the six answer choices, labeled A through F.

- A. elegant
- B. tawdry
- C. modern
- D. traditional
- E. conventional
- F. chic (Spelled: C H I C)

Indicate your **two** answer choices or go on to hear them in context.

***Begin skippable content.***

Answer Choices in Context:

A. **elegant**. A restaurant's menu is generally reflected in its decor; however despite this restaurant's **elegant** appearance it is pedestrian in the menu it offers.

B. **tawdry**. A restaurant's menu is generally reflected in its decor; however despite this restaurant's **tawdry** appearance it is pedestrian in the menu it offers.

C. **modern**. A restaurant's menu is generally reflected in its decor; however despite this restaurant's **modern** appearance it is pedestrian in the menu it offers.

- D. **traditional**. A restaurant's menu is generally reflected in its decor; however despite this restaurant's **traditional** appearance it is pedestrian in the menu it offers.
- E. **conventional**. A restaurant's menu is generally reflected in its decor; however despite this restaurant's **conventional** appearance it is pedestrian in the menu it offers.
- F. **chic**. A restaurant's menu is generally reflected in its decor; however despite this restaurant's **chic** appearance it is pedestrian in the menu it offers.

***End skippable content.***

Indicate your **two** answer choices.

**Question 4.**

International financial issues are typically **BLANK** by the United States media because they are too technical to make snappy headlines and too inaccessible to people who lack a background in economics.

Now listen to the six answer choices, labeled A through F.

- A. neglected
- B. slighted
- C. overrated
- D. hidden
- E. criticized
- F. repudiated

Indicate your **two** answer choices or go on to hear them in context.

***Begin skippable content.***

Answer Choices in Context:

- A. **neglected**. International financial issues are typically **neglected** by the United States media because they are too technical to make snappy headlines and too inaccessible to people who lack a background in economics.

- B. **slighted**. International financial issues are typically **slighted** by the United States media because they are too technical to make snappy headlines and too inaccessible to people who lack a background in economics.
- C. **overrated**. International financial issues are typically **overrated** by the United States media because they are too technical to make snappy headlines and too inaccessible to people who lack a background in economics.
- D. **hidden**. International financial issues are typically **hidden** by the United States media because they are too technical to make snappy headlines and too inaccessible to people who lack a background in economics.
- E. **criticized**. International financial issues are typically **criticized** by the United States media because they are too technical to make snappy headlines and too inaccessible to people who lack a background in economics.
- F. **repudiated**. International financial issues are typically **repudiated** by the United States media because they are too technical to make snappy headlines and too inaccessible to people who lack a background in economics.

***End skippable content.***

Indicate your two answer choices.

### Question 5.

While in many ways their personalities could not have been more different—she was ebullient where he was glum, relaxed where he was awkward, garrulous where he was **BLANK** — they were surprisingly well suited.

Now listen to the six answer choices, labeled A through F.

- A. solicitous  
B. munificent  
C. irresolute

- D. laconic
- E. fastidious
- F. taciturn

Indicate your **two** answer choices or go on to hear them in context.

***Begin skippable content.***

Answer Choices in Context:

- A. **solicitous**. While in many ways their personalities could not have been more different—she was ebullient where he was glum, relaxed where he was awkward, garrulous where he was **solicitous**—they were surprisingly well suited.
- B. **munificent**. While in many ways their personalities could not have been more different—she was ebullient where he was glum, relaxed where he was awkward, garrulous where he was **munificent**—they were surprisingly well suited.
- C. **irresolute**. While in many ways their personalities could not have been more different—she was ebullient where he was glum, relaxed where he was awkward, garrulous where he was **irresolute**—they were surprisingly well suited.
- D. **laconic**. While in many ways their personalities could not have been more different—she was ebullient where he was glum, relaxed where he was awkward, garrulous where he was **laconic**—they were surprisingly well suited.
- E. **fastidious**. While in many ways their personalities could not have been more different—she was ebullient where he was glum, relaxed where he was awkward, garrulous where he was **fastidious**—they were surprisingly well suited.
- F. **taciturn**. While in many ways their personalities could not have been more different—she was ebullient where he was glum, relaxed where he was awkward, garrulous where he was **taciturn**—they were surprisingly well suited.

***End skippable content.***



Indicate your **two** answer choices.

**Questions 6 through 8 are based on the following reading passage, which consists of two paragraphs.**

Music critics have consistently defined James P. Johnson as a great early jazz pianist, originator of the 1920's Harlem "stride" style, and an important blues and jazz composer. In addition, however, Johnson was an innovator in classical music, composing symphonic music that incorporated American, and especially African American, traditions.

Such a blend of musical elements was not entirely new: by 1924 both Milhaud and Gershwin had composed classical works that incorporated elements of jazz. Johnson, a serious musician more experienced than most classical composers with jazz, blues, spirituals, and popular music, was particularly suited to expand Milhaud's and Gershwin's experiments. In 1927 he completed his first large-scale work, the blues- and jazz-inspired *Yamekraw*, which included borrowings from spirituals and Johnson's own popular songs. *Yamekraw*, premiered successfully in Carnegie Hall, was a major achievement for Johnson, becoming his most frequently performed extended work. It demonstrated vividly the possibility of assimilating contemporary popular music into the symphonic tradition.

**Question 6.**

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The passage states that Johnson composed all of the following

**EXCEPT**

- A. jazz works
- B. popular songs
- C. symphonic music
- D. spirituals

E. blues pieces

Select and indicate **one** answer choice from among the choices provided.

### Question 7.

This question has **three** answer choices, labeled A through C. Consider each of the three choices separately and select all that apply. The credited response may be one, two, or all three of the choices.

The author suggests which of the following about most classical composers of the early 1920's?

- A. They were strongly influenced by the musical experiments of Milhaud and Gershwin.
- B. They had little working familiarity with such forms of American music as jazz, blues, and popular songs.
- C. They made few attempts to introduce innovations into the classical symphonic tradition.

Indicate your answer choice or choices.

### Question 8.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The author suggests that most critics have

- A. underrated the popularity of *Yamekraw*
- B. undervalued Johnson's musical abilities
- C. had little interest in Johnson's influence on jazz
- D. had little regard for classical works that incorporate popular music
- E. neglected Johnson's contribution to classical symphonic music

Select and indicate **one** answer choice from among the choices provided.

**Questions 9 and 10 are based on the following reading passage. (Note: in this passage the word “republican” is not capitalized).**

Scholarship on political newspapers and their editors is dominated by the view that as the United States grew, the increasing influence of the press led, ultimately, to the neutral reporting from which we benefit today. Pasley considers this view oversimplified, because neutrality was not a goal of early national newspaper editing, even when editors disingenuously stated that they aimed to tell all sides of a story. Rather, the intensely partisan ideologies represented in newspapers of the early republic led to a clear demarcation between traditional and republican values. The editors responsible for the papers' content—especially those with republican agendas—began to see themselves as central figures in the development of political consciousness in the United States.

**Question 9.**

This question has **three** answer choices, labeled A through C. Consider each of the three choices separately and select all that apply. The credited response may be one, two, or all three of the choices.

The passage suggests that Pasley would agree with which of the following statements about the political role of newspapers?

- A. Newspapers today are in many cases much less neutral in their political reporting than is commonly held by scholars.
- B. Newspapers in the early United States normally declared quite openly their refusal to tell all sides of most political stories.
- C. The editorial policies of some early United States newspapers became a counterweight to proponents of traditional values.

Indicate your answer choice or choices.

**Question 10.**

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The word “disingenuously” appears in the second sentence of the passage. That sentence reads, “Pasley considers this view oversimplified, because neutrality was not a goal of early national newspaper editing, even when editors disingenuously stated that they aimed to tell all sides of a story.” In the context in which it appears, “disingenuously” most nearly means:

- A. insincerely
- B. guilelessly
- C. obliquely
- D. resolutely
- E. pertinaciously

Indicate your answer choice.

### **Directions for questions 11 and 12:**

Each of the following questions includes a short text with two or three blanks, each blank indicating that something has been omitted. You will be asked to select one entry for each blank from the corresponding choices. Fill all blanks in the way that best completes the text.

For each question, first you will hear the text with the word “**BLANK**” in place of the omitted material. Next, you will hear the text again, but in place of each blank, you will hear three lettered options for completing that blank. Each option consists of a word or phrase.

For questions containing **two** blanks, following the list of answer choices are **nine** readings of the text, one for each answer choice combination. The group of readings begins with a “**Begin Skippable Content**” level-6 heading and ends with an “**End Skippable Content**” level-6 heading. Each reading consists of two option letters, the two words or phrases being combined, and the text with the combination of the words or phrases inserted into the blanks.

For questions containing **three** blanks, the choices will **not** be read in context because it has been determined that replaying the question for all possible combinations of answer choices is not a useful way to present these questions.

## Question 11.

This question has **two** blanks.

The **BLANK** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **BLANK** for time to erode. Now listen to the text with the three options inserted in place of each blank.

The (**A. unadorned, B. harmonious, C. multifaceted**) nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing (**D. inalienable, E. exigent, F. extraneous**) for time to erode.

Indicate your **two** answer choices or go on to hear them in context. Fill all blanks in the way that best completes the text.

### ***Begin skippable content.***

Answer Choices in Context:

A, D. **unadorned, inalienable**. The **unadorned** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **inalienable** for time to erode.

A, E. **unadorned, exigent**. The **unadorned** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of

ideological and emotional conflicts so superbly compressed that there's nothing **exigent** for time to erode.

A, F. **unadorned, extraneous**. The **unadorned** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **extraneous** for time to erode.

B, D. **harmonious, inalienable**. The **harmonious** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **inalienable** for time to erode.

B, E. **harmonious, exigent**. The **harmonious** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **exigent** for time to erode.

B, F. **harmonious, extraneous**. The **harmonious** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **extraneous** for time to erode.

C, D. **multifaceted, inalienable**. The **multifaceted** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **inalienable** for time to erode.

C, E. **multifaceted, exigent**. The **multifaceted** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **exigent** for time to erode.

C, F. **multifaceted, extraneous**. The **multifaceted** nature of classical tragedy in Athens belies the modern image of tragedy: in the modern view tragedy is austere and stripped down, its representations of ideological and emotional conflicts so superbly compressed that there's nothing **extraneous** for time to erode.

***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

**Question 12.**

This question has **three** blanks.

Murray, whose show of recent paintings and drawings is her best in many years, has been eminent hereabouts for a quarter century, although often regarded with **BLANK**, but the most **BLANK** of these paintings **BLANK** all doubts.

Now listen to the text with the three options inserted in place of each blank.

Murray, whose show of recent paintings and drawings is her best in many years, has been eminent hereabouts for a quarter century, although often regarded with (A. **partiality**, B. **credulity**, C. **ambivalence**), but the most (D. **problematic**, E. **successful**, F. **disparaged**) of these paintings (G. **exculpate**, H. **assuage**, I. **whet** (Spelled: W H E T)) all doubts.

Indicate your **three** answer choices. Fill all blanks in the way that best completes the text.

**Directions for questions 13 and 14:**

Each of the following questions includes a short text with a blank, indicating that something has been omitted. Select the entry that best completes the text.

For each question, first you will hear the text with the word "**BLANK**" indicating that a word or phrase is omitted. There are **five**



answer choices, each consisting of a word or phrase, for filling in the blank. Next, you will hear the five lettered options for filling in the blank. You may then indicate your answer, or go on to listen to the options in context:

Following the list of answer choices are five lettered readings of the text, one for each answer choice. The group of readings is separated from the main text using the "Begin skippable content" and "End skippable content" level-6 headings.

### Question 13.

Far from viewing Jefferson as a skeptical but enlightened intellectual, historians of the 1960's portrayed him as **BLANK** thinker, eager to fill the young with his political orthodoxy while censoring ideas he did not like.

- A. an adventurous
- B. a doctrinaire
- C. an eclectic
- D. a judicious
- E. a cynical

Indicate **one** answer choice or go on to hear the choices in context.

#### ***Begin skippable content.***

Answer Choices in Context:

A. **an adventurous.** Far from viewing Jefferson as a skeptical but enlightened intellectual, historians of the 1960's portrayed him as **an adventurous** thinker, eager to fill the young with his political orthodoxy while censoring ideas he did not like.

B. **a doctrinaire.** Far from viewing Jefferson as a skeptical but enlightened intellectual, historians of the 1960's portrayed him as **a doctrinaire** thinker, eager to fill the young with his political orthodoxy while censoring ideas he did not like.

C. **an eclectic.** Far from viewing Jefferson as a skeptical but enlightened intellectual, historians of the 1960's portrayed him as **an**



**eclectic** thinker, eager to fill the young with his political orthodoxy while censoring ideas he did not like.

D. **a judicious**. Far from viewing Jefferson as a skeptical but enlightened intellectual, historians of the 1960's portrayed him as **a judicious** thinker, eager to fill the young with his political orthodoxy while censoring ideas he did not like.

E. **a cynical**. Far from viewing Jefferson as a skeptical but enlightened intellectual, historians of the 1960's portrayed him as **a cynical** thinker, eager to fill the young with his political orthodoxy while censoring ideas he did not like.

***End skippable content.***

Indicate one answer choice.

**Question 14.**

Dramatic literature often **BLANK** the history of a culture in that it takes as its subject matter the important events that have shaped and guided the culture.

- A. confounds
- B. repudiates
- C. recapitulates
- D. anticipates
- E. polarizes

Indicate one answer choice or go on to hear the choices in context.

***Begin skippable content.***

Answer Choices in Context:

A. **confounds**. Dramatic literature often **confounds** the history of a culture in that it takes as its subject matter the important events that have shaped and guided the culture.

B. **repudiates**. Dramatic literature often **repudiates** the history of a culture in that it takes as its subject matter the important events that have shaped and guided the culture.

C. **recapitulates**. Dramatic literature often **recapitulates** the history of a culture in that it takes as its subject matter the important events that have shaped and guided the culture.

D. **anticipates**. Dramatic literature often **anticipates** the history of a culture in that it takes as its subject matter the important events that have shaped and guided the culture.

E. **polarizes**. Dramatic literature often **polarizes** the history of a culture in that it takes as its subject matter the important events that have shaped and guided the culture.

***End skippable content.***

Indicate one answer choice.

**Questions 15 through 17 are based on the following reading passage. Some of the questions based on this passage refer to specific sentences in the passage. The passage contains five sentences.**

In *Raisin in the Sun*, Lorraine Hansberry does not reject integration or the economic and moral promise of the American dream; rather, she remains loyal to this dream while looking, realistically, at its incomplete realization. Once we recognize this dual vision, we can accept the play's ironic nuances as deliberate social commentaries by Hansberry rather than as the "unintentional" irony that Bigsby attributes to the work. Indeed, a curiously persistent refusal to credit Hansberry with a capacity for intentional irony has led some critics to interpret the play's thematic conflicts as mere confusion, contradiction, or eclecticism. Isaacs, for example, cannot easily reconcile Hansberry's intense concern for her race with her ideal of human reconciliation. But the play's complex view of Black self-esteem and human solidarity as compatible is no more "contradictory" than Du Bois's famous, well-considered ideal of ethnic self-awareness

coexisting with human unity, or Fanon's emphasis on an ideal internationalism that also accommodates national identities and roles.

### Question 15.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The author's primary purpose in the passage is to

- A. explain some critics' refusal to consider *Raisin in the Sun* a deliberately ironic play
- B. suggest that ironic nuances ally *Raisin in the Sun* with Du Bois's and Fanon's writings
- C. analyze the fundamental dramatic conflicts in *Raisin in the Sun*
- D. emphasize the inclusion of contradictory elements in *Raisin in the Sun*
- E. affirm the thematic coherence underlying *Raisin in the Sun*

Select and indicate **one** answer choice from among the choices provided.

### Question 16.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

This question refers to the third sentence of the passage, which reads as follows: "Indeed, a curiously persistent refusal to credit Hansberry with a capacity for intentional irony has led some critics to interpret the play's thematic conflicts as mere confusion, contradiction, or eclecticism."

The author of the passage would probably consider which of the following judgments to be most similar to the reasoning of the critics described in the third sentence?

- A. The world is certainly flat; therefore, the person proposing to sail around it is unquestionably foolhardy.
- B. Radioactivity cannot be directly perceived; therefore, a scientist could not possibly control it in a laboratory.

- C. The painter of this picture could not intend it to be funny; therefore, its humor must result from a lack of skill.
- D. Traditional social mores are beneficial to culture; therefore, anyone who deviates from them acts destructively.
- E. Filmmakers who produce documentaries deal exclusively with facts; therefore, a filmmaker who reinterprets particular events is misleading us.

Select and indicate **one** answer choice from among the choices provided.

### Question 17.

The five sentences in the passage will be repeated, in their original order, with each one assigned a letter. Select and indicate a sentence in the passage in which the author provides examples that reinforce an argument against a critical response cited earlier in the passage.

- A. In *Raisin in the Sun*, Lorraine Hansberry does not reject integration or the economic and moral promise of the American dream; rather, she remains loyal to this dream while looking, realistically, at its incomplete realization.
- B. Once we recognize this dual vision, we can accept the play's ironic nuances as deliberate social commentaries by Hansberry rather than as the "unintentional" irony that Bigsby attributes to the work.
- C. Indeed, a curiously persistent refusal to credit Hansberry with a capacity for intentional irony has led some critics to interpret the play's thematic conflicts as mere confusion, contradiction, or eclecticism.
- D. Isaacs, for example, cannot easily reconcile Hansberry's intense concern for her race with her ideal of human reconciliation.
- E. But the play's complex view of Black self-esteem and human solidarity as compatible is no more "contradictory" than Du Bois's famous, well-considered ideal of ethnic self-awareness coexisting with human unity, or Fanon's emphasis on an ideal internationalism that also accommodates national identities and roles.

Indicate which sentence you have selected.

**Question 18 has five answer choices, labeled A through E, and is based on the following text.**

As an example of the devastation wrought on music publishers by the photocopier, one executive noted that for a recent choral festival with 1,200 singers, the festival's organizing committee purchased only 12 copies of the music published by her company that was performed as part of the festival.

**Question 18.**

Which of the following, if true, most seriously weakens the support the example lends to the executive's contention that music publishers have been devastated by the photocopier?

- A. Only a third of the 1,200 singers were involved in performing the music published by the executive's company.
- B. Half of the singers at the festival had already heard the music they were to perform before they began to practice for the festival.
- C. Because of shortages in funding, the organizing committee of the choral festival required singers to purchase their own copies of the music performed at the festival.
- D. Each copy of music that was performed at the festival was shared by two singers.
- E. As a result of publicity generated by its performance at the festival, the type of music performed at the festival became more widely known.

Select and indicate **one** answer choice from among the choices provided.

**Directions for questions 19 through 21:**

Each of the following questions includes a short text with two or three blanks, each blank indicating that something has been omitted. You will be asked to select one entry for each blank from the corresponding choices. Fill all blanks in the way that best completes the text.

This question has **two** blanks:

### Question 19.

New technologies often begin by **BLANK** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **BLANK** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.

Now listen to the text with the three options inserted in place of each blank.

New technologies often begin by **(A. uprooting, B. dismissing, C. mimicking)** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **(D. transmitted to, E. consolidated around, F. incorporated into)** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized. Indicate your **two** answer choices or go on to hear them in context. Fill all blanks in the way that best completes the text.

### ***Begin skippable content.***

Answer Choices in Context:

A, D. **uprooting, transmitted to.** New technologies often begin by **uprooting** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **transmitted to** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.

A, E. **uprooting, consolidated around.** New technologies often begin by **uprooting** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **consolidated around** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.

A, F. **uprooting, incorporated into.** New technologies often begin by **uprooting** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **incorporated into** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.

B, D. **dismissing, transmitted to.** New technologies often begin by **dismissing** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **transmitted to** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.

B, E. **dismissing, consolidated around.** New technologies often begin by **dismissing** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **consolidated around** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.



B, F. **dismissing, incorporated into.** New technologies often begin by **dismissing** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **incorporated into** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.

C, D. **mimicking, transmitted to.** New technologies often begin by **mimicking** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **transmitted to** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.

C, E. **mimicking, consolidated around.** New technologies often begin by **mimicking** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **consolidated around** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.

C, F. **mimicking, incorporated into.** New technologies often begin by **mimicking** what has gone before, and they change the world later. Think how long it took power-using companies to recognize that with electricity they did not need to cluster their machinery around the power source, as in the days of steam. Instead, power could be **incorporated into** their processes. In that sense, many of today's computer networks are still in the steam age. Their full potential remains unrealized.



***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

**Question 20.**

This question has **two** blanks:

There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **BLANK** entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **BLANK** ritual.

Now listen to the text with the three options inserted in place of each blank.

There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **(A. primed for, B. opaque to, C. essential for)** entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **(D. an arcane, E. a laudable, F. a painstaking)** ritual.

Indicate your **two** answer choices or go on to hear them in context. Fill all blanks in the way that best completes the text.

***Begin skippable content.***

Answer Choices in Context:

A, D. **primed for, an arcane.** There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **primed for**

entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **an arcane** ritual.

A, E. **primed for, a laudable**. There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **primed for** entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **a laudable** ritual.

A, F. **primed for, a painstaking**. There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **primed for** entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **a painstaking** ritual.

B, D. **opaque to, an arcane**. There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **opaque to** entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **an arcane** ritual.

B, E. **opaque to, a laudable**. There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **opaque to** entering students because academic culture fails to make connections

to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **a laudable** ritual.

B, F. **opaque to, a painstaking.** There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **opaque to** entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **a painstaking** ritual.

C, D. **essential for, an arcane.** There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **essential for** entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **an arcane** ritual.

C, E. **essential for, a laudable.** There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **essential for** entering students because academic culture fails to make connections to the kinds of arguments and cultural references that students grasp. Understandably, many students view academic life as **a laudable** ritual.

C, F. **essential for, a painstaking.** There has been much hand-wringing about how unprepared American students are for college. Graff reverses this perspective, suggesting that colleges are unprepared for students. In his analysis, the university culture is largely **essential for** entering students because academic culture fails to make connections to the kinds of arguments and cultural references

that students grasp. Understandably, many students view academic life as **a painstaking** ritual.

***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

**Question 21.**

This question has **two** blanks:

Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **BLANK** spellers ever to write in English, but despite this **BLANK** orthographical rules, Clark is never unclear.

Now listen to the text with the three options inserted in place of each blank.

Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **(A. indefatigable, B. fastidious, C. defiant)** spellers ever to write in English, but despite this **(D. disregard for, E. partiality toward, F. unpretentiousness about)** orthographical rules, Clark is never unclear.

Indicate your **two** answer choices or go on to hear them in context. Fill all blanks in the way that best completes the text.

***Begin skippable content.***

Answer Choices in Context

A, D. **indefatigable, disregard for.** Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **indefatigable** spellers ever to write in English, but despite this **disregard for** orthographical rules, Clark is never unclear.

A, E. **indefatigable, partiality toward.** Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows

that the Captain was one of the most **indefatigable** spellers ever to write in English, but despite this **partiality toward** orthographical rules, Clark is never unclear.

A, F. **indefatigable, unpretentiousness about**. Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **indefatigable** spellers ever to write in English, but despite this **unpretentiousness about** orthographical rules, Clark is never unclear.

B, D. **fastidious, disregard for**. Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **fastidious** spellers ever to write in English, but despite this **disregard for** orthographical rules, Clark is never unclear.

B, E. **fastidious, partiality toward**. Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **fastidious** spellers ever to write in English, but despite this **partiality toward** orthographical rules, Clark is never unclear.

B, F. **fastidious, unpretentiousness about**. Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **fastidious** spellers ever to write in English, but despite this **unpretentiousness about** orthographical rules, Clark is never unclear.

C, D. **defiant, disregard for**. Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **defiant** spellers ever to write in English, but despite this **disregard for** orthographical rules, Clark is never unclear.

C, E. **defiant, partiality toward**. Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **defiant** spellers ever to write in English, but despite this **partiality toward** orthographical rules, Clark is never unclear.

C, F. **defiant, unpretentiousness about**. Of course anyone who has ever perused an unmodernized text of Captain Clark's journals knows that the Captain was one of the most **defiant** spellers ever to write in English, but despite this **unpretentiousness about** orthographical rules, Clark is never unclear.

***End skippable content.***

Indicate your **two** answer choices. Fill all blanks in the way that best completes the text.

**Question 22 has five answer choices, labeled A through E, and is based on the following text.**

For the past two years at FasCorp, there has been a policy to advertise any job opening to current employees and to give no job to an applicant from outside the company if a FasCorp employee applies who is qualified for the job. This policy has been strictly followed, yet even though numerous employees of FasCorp have been qualified for any given entry-level position, some entry-level jobs have been filled with people from outside the company.

**Question 22.**

If the information provided is true, which of the following must on the basis of it also be true about FasCorp during the past two years?

- A. There have been some open jobs for which no qualified FasCorp employee applied.
- B. Some entry-level job openings have not been advertised to FasCorp employees.
- C. The total number of employees has increased.
- D. FasCorp has hired some people for jobs for which they were not qualified.
- E. All the job openings have been for entry-level jobs.

Select and indicate **one** answer choice from among the choices provided.

**Questions 23 through 25 are based on the following reading passage.**

A tall tree can transport a hundred gallons of water a day from its roots deep underground to the treetop. Is this movement propelled by pulling the water from above or pushing it from below? The pull mechanism has long been favored by most scientists. First proposed in the late 1800's, the theory relies on a property of water not commonly associated with fluids: its tensile strength. Instead of making a clean break, water evaporating from treetops tugs on the remaining water molecules, with that tug extending from molecule to molecule all the way down to the roots. The tree itself does not actually push or pull; all the energy for lifting water comes from the sun's evaporative power.

**Question 23.**

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The passage is primarily concerned with

- A. refuting a hypothesis advanced by scientists
- B. discussing the importance of a phenomenon
- C. presenting a possible explanation of a phenomenon
- D. contrasting two schools of thought
- E. discussing the origins of a theory

Select and indicate **one** answer choice from among the choices provided.

**Question 24.**



This question has **three** answer choices, labeled A through C. Consider each of the three choices separately and select all that apply. The credited response may be one, two, or all three of the choices.

Which of the following statements is supported by the passage?

- A. The pull theory is not universally accepted by scientists.
- B. The pull theory depends on one of water's physical properties.
- C. The pull theory originated earlier than did the push theory.

Indicate your answer choice or choices.

### Question 25.

This question has **five** answer choices, labeled A through E. Select and indicate the best answer from among these choices.

The passage provides information on each of the following **EXCEPT**

- A. when the pull theory originated
- B. the amount of water a tall tree can transport
- C. the significance of water's tensile strength in the pull theory
- D. the role of the sun in the pull theory
- E. the mechanism underlying water's tensile strength

Select and indicate **one** answer choice from among the choices provided.

This is the end of Section 2 of Revised GRE Practice Test 1. In an actual test, once you complete a section you may not return to it. The answer key for this section is in a separate document.