



GRADUATE RECORD EXAMINATIONS®

Practice General Test #3
Section 3—Verbal Reasoning
Section 4—Verbal Reasoning



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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
1	Analytical Writing 1: Analyze an Issue	30 minutes
2	Analytical Writing 2: Analyze an Argument	30 minutes
3	Verbal Reasoning	35 minutes
4	Verbal Reasoning	35 minutes
5	Quantitative Reasoning	40 minutes
6	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. To obtain the raised-line figure supplement or if you have difficulty locating the large print figure supplement on the GRE® web site, contact ETS Disability Services Monday-Friday 8:30 a.m. to 4:30 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.

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.

The Graduate Record Examinations[®] Practice General Test #3.

Section 3 - Verbal Reasoning.

25 questions.

Directions for questions 1 through 3:

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 answer choices 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 1.

Many find it strange that her writing is thought to be tortuous; her recent essays, although longer than most of her earlier essays, are extremely **BLANK**.

- A. painstaking
- B. tedious
- C. insightful
- D. sophisticated
- E. clear

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

Begin skippable content.

Answer Choices in Context:

- A. **painstaking.** Many find it strange that her writing is thought to be tortuous; her recent essays, although longer than most of her earlier essays, are extremely **painstaking**.
- B. **tedious.** Many find it strange that her writing is thought to be tortuous; her recent essays, although longer than most of her earlier essays, are extremely **tedious**.
- C. **insightful.** Many find it strange that her writing is thought to be tortuous; her recent essays, although longer than most of her earlier essays, are extremely **insightful**.

D. **sophisticated**. Many find it strange that her writing is thought to be tortuous; her recent essays, although longer than most of her earlier essays, are extremely **sophisticated**.

E. **clear**. Many find it strange that her writing is thought to be tortuous; her recent essays, although longer than most of her earlier essays, are extremely **clear**.

Indicate **one** answer choice.

End skippable content.

Question 2.

Most spacecraft are still at little risk of collision with space debris during their operational lifetimes, but given the numbers of new satellites launched each year, the orbital environment in the future is likely to be less **BLANK**.

- A. crowded
- B. invulnerable
- C. protected
- D. polluted
- E. benign

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

Begin skippable content.

Answer Choices in Context:

A. **crowded.** Most spacecraft are still at little risk of collision with space debris during their operational lifetimes, but given the numbers of new satellites launched each year, the orbital environment in the future is likely to be less **crowded**.

B. **invulnerable.** Most spacecraft are still at little risk of collision with space debris during their operational lifetimes, but given the numbers of new satellites launched each year, the orbital environment in the future is likely to be less **invulnerable**.

C. **protected.** Most spacecraft are still at little risk of collision with space debris during their operational lifetimes, but given the numbers of new satellites launched each year, the orbital environment in the future is likely to be less **protected**.

D. **polluted.** Most spacecraft are still at little risk of collision with space debris during their operational lifetimes, but given the numbers of new satellites launched each year, the orbital environment in the future is likely to be less **polluted**.

E. **benign.** Most spacecraft are still at little risk of collision with space debris during their operational lifetimes, but given the numbers of new satellites launched each year, the orbital environment in the future is likely to be less **benign**.

Indicate **one** answer choice.

End skippable content.

Question 3.

The author presents the life of Zane Grey with **BLANK** unusual in a biographer: he is not even convinced that Grey was a good writer.

- A. a zeal
- B. a deftness
- C. a detachment
- D. an eloquence
- E. an imaginativeness

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

Begin skippable content.

Answer Choices in Context:

- A. **a zeal.** The author presents the life of Zane Grey with **a zeal** unusual in a biographer: he is not even convinced that Grey was a good writer.
- B. **a deftness.** The author presents the life of Zane Grey with **a deftness** unusual in a biographer: he is not even convinced that Grey was a good writer.
- C. **a detachment.** The author presents the life of Zane Grey with **a detachment** unusual in a biographer: he is not even convinced that Grey was a good writer.

D. **an eloquence**. The author presents the life of Zane Grey with **an eloquence** unusual in a biographer: he is not even convinced that Grey was a good writer.

E. **an imaginativeness**. The author presents the life of Zane Grey with **an imaginativeness** unusual in a biographer: he is not even convinced that Grey was a good writer.

Indicate **one** answer choice.

End skippable content.

Directions for questions 4 through 8:

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. 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 4.

This question has **two** blanks.

The unironic representation of objects from everyday life is **BLANK** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **BLANK** to illustrators, advertisers, and packaging designers.

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

The unironic representation of objects from everyday life is **(A. missing from, B. valued in, C. crucial to)** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **(D. beautiful, E. commonplace, F. complex)** to illustrators, advertisers, and packaging designers.

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. **missing from, beautiful.** The unironic representation of objects from everyday life is **missing from** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **beautiful** to illustrators, advertisers, and packaging designers.

A, E. **missing from, commonplace.** The unironic representation of objects from everyday life is **missing from** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **commonplace** to illustrators, advertisers, and packaging designers.

A, F. **missing from, complex.** The unironic representation of objects from everyday life is **missing from** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **complex** to illustrators, advertisers, and packaging designers.

B, D. **valued in, beautiful.** The unironic representation of objects from everyday life is **valued in** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **beautiful** to illustrators, advertisers, and packaging designers.

B, E. **valued in, commonplace.** The unironic representation of objects from everyday life is **valued in** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **commonplace** to illustrators, advertisers, and packaging designers.

B, F. **valued in, complex**. The unironic representation of objects from everyday life is **valued in** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **complex** to illustrators, advertisers, and packaging designers.

C, D. **crucial to, beautiful**. The unironic representation of objects from everyday life is **crucial to** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **beautiful** to illustrators, advertisers, and packaging designers.

C, E. **crucial to, commonplace**. The unironic representation of objects from everyday life is **crucial to** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **commonplace** to illustrators, advertisers, and packaging designers.

C, F. **crucial to, complex**. The unironic representation of objects from everyday life is **crucial to** serious American art of the twentieth century: “high” artists ceded the straightforward depiction of the **complex** to illustrators, advertisers, and packaging designers.

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

End skippable content.

Question 5.

This question has **two** blanks.

A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **BLANK**, the more his true self seems to **BLANK**.

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

A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **(A. discussed (Spelled: D I S C U S S E D), B. disparaged, C. disregarded)**, the more his true self seems to **(D. disappear, E. emerge, F. coalesce)**.

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. **discussed, disappear**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **discussed**, the more his true self seems to **disappear**.

A, E. **discussed, emerge**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **discussed**, the more his true self seems to **emerge**.

A, F. **discussed, coalesce**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the

essence of his personality: the more he is **discussed**, the more his true self seems to **coalesce**.

B, D. **disparaged, disappear**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **disparaged**, the more his true self seems to **disappear**.

B, E. **disparaged, emerge**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **disparaged**, the more his true self seems to **emerge**.

B, F. **disparaged, coalesce**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **disparaged**, the more his true self seems to **coalesce**.

C, D. **disregarded, disappear**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **disregarded**, the more his true self seems to **disappear**.

C, E. **disregarded, emerge**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **disregarded**, the more his true self seems to **emerge**.

C, F. **disregarded, coalesce**. A newly published, laudatory biography of George Bernard Shaw fails, like others before it, to capture the essence of his personality: the more he is **disregarded**, the more his true self seems to **coalesce**.

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

End skippable content.

Question 6.

This question has **two** blanks.

Although he has long had a reputation for **BLANK**, his behavior toward his coworkers has always been **BLANK**, suggesting he may not be as insolent as people generally think.

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

Although he has long had a reputation for **(A. inscrutability, B. venality, C. impudence)**, his behavior toward his coworkers has always been **(D. brazen, E. courteous, F. predictable)**, suggesting he may not be as insolent as people generally think.

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. **inscrutability, brazen.** Although he has long had a reputation for **inscrutability**, his behavior toward his coworkers has always been

brazen, suggesting he may not be as insolent as people generally think.

A, E. **inscrutability, courteous**. Although he has long had a reputation for **inscrutability**, his behavior toward his coworkers has always been **courteous**, suggesting he may not be as insolent as people generally think.

A, F. **inscrutability, predictable**. Although he has long had a reputation for **inscrutability**, his behavior toward his coworkers has always been **predictable**, suggesting he may not be as insolent as people generally think.

B, D. **venality, brazen**. Although he has long had a reputation for **venality**, his behavior toward his coworkers has always been **brazen**, suggesting he may not be as insolent as people generally think.

B, E. **venality, courteous**. Although he has long had a reputation for **venality**, his behavior toward his coworkers has always been **courteous**, suggesting he may not be as insolent as people generally think.

B, F. **venality, predictable**. Although he has long had a reputation for **venality**, his behavior toward his coworkers has always been **predictable**, suggesting he may not be as insolent as people generally think.

C, D. **impudence, brazen**. Although he has long had a reputation for **impudence**, his behavior toward his coworkers has always been **brazen**, suggesting he may not be as insolent as people generally think.

C, E. **impudence, courteous**. Although he has long had a reputation for **impudence**, his behavior toward his coworkers has always been **courteous**, suggesting he may not be as insolent as people generally think.

C, F. **impudence, predictable**. Although he has long had a reputation for **impudence**, his behavior toward his coworkers has always been **predictable**, suggesting he may not be as insolent as people generally think.

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

End skippable content.

Question 7.

This question has **three** blanks.

There is nothing that **BLANK** scientists more than having an old problem in their field solved by someone from outside. If you doubt this **BLANK**, just think about the **BLANK** reaction of paleontologists to the hypothesis of Luis Alvarez—a physicist—and Walter Alvarez—a geologist—that the extinction of the dinosaurs was caused by the impact of a large meteor on the surface of the planet.

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

There is nothing that **(A. amazes, B. pleases, C. nettles)** scientists more than having an old problem in their field solved by someone from

outside. If you doubt this (**D. exposition, E. objurgation (Spelled: O B J U R G A T I O N), F. observation**), just think about the (**G. contemptuous, H. indifferent, I. insincere**) reaction of paleontologists to the hypothesis of Luis Alvarez—a physicist—and Walter Alvarez—a geologist—that the extinction of the dinosaurs was caused by the impact of a large meteor on the surface of the planet.

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

Question 8.

This question has **three** blanks.

If one could don magic spectacles—with lenses that make the murky depths of the ocean become transparent—and look back several centuries to an age before widespread abuse of the oceans began, even the most **BLANK** observer would quickly discover that fish were formerly much more abundant. Likewise, many now-depleted species of marine mammals would appear **BLANK**. But without such special glasses, the differences between past and present oceans are indeed hard to **BLANK**.

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

If one could don magic spectacles—with lenses that make the murky depths of the ocean become transparent—and look back several centuries to an age before widespread abuse of the oceans began, even the most (**A. casual, B. prescient, C. clearheaded**) observer would quickly discover that fish were formerly much more abundant. Likewise, many now-depleted species of marine mammals would appear (**D. threatened, E. plentiful, F. unfamiliar**). But without

such special glasses, the differences between past and present oceans are indeed hard to (**G. ignore, H. discern, I. dismiss**).

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

Questions 9 through 11 are based on the following passage.

Historian F. W. Maitland observed that legal documents are the best—indeed, often the only—available evidence about the economic and social history of a given period. Why, then, has it taken so long for historians to focus systematically on the civil that is, noncriminal law of early modern that is, sixteenth- to eighteenth-century England? Maitland offered one reason: the subject requires researchers to “master an extremely formal system of pleading and procedure.” Yet the complexities that confront those who would study such materials are not wholly different from those recently surmounted by historians of criminal law in England during the same period. Another possible explanation for historians’ neglect of the subject is their widespread assumption that most people in early modern England had little contact with civil law. If that were so, the history of legal matters would be of little relevance to general historical scholarship. But recent research suggests that civil litigation during the period involved artisans, merchants, professionals, shopkeepers, and farmers, and not merely a narrow, propertied, male elite. Moreover, the later sixteenth and early seventeenth centuries saw an extraordinary explosion in civil litigation by both women and men, making this the most litigious era in English history on a per capita basis.

Question 9.

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

The passage suggests that the history of criminal law in early modern England differs from the history of civil law during that same period in that the history of criminal law

- A. is of more intellectual interest to historians and their readers
- B. has been studied more thoroughly by historians
- C. is more relevant to general social history
- D. involves the study of a larger proportion of the population
- E. does not require the mastery of an extremely formal system of procedures

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 author of the passage mentions the occupations of those involved in civil litigation in early modern England most likely in order to

- A. suggest that most historians' assumptions about the participants in the civil legal system during that period are probably correct
- B. support the theory that more people participated in the civil legal system than the criminal legal system in England during that period

- C. counter the claim that legal issues reveal more about a country's ordinary citizens than about its elite
- D. illustrate the wide range of people who used the civil legal system in England during that period
- E. suggest that recent data on people who participated in early modern England's legal system may not be correct

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.

The fifth sentence of the passage reads: "Another possible explanation for historians' neglect of the subject is their widespread assumption that most people in early modern England had little contact with civil law." The author of the passage suggests which of the following about the "widespread assumption" mentioned in the sentence?

- A. Because it is true, the history of civil law is of as much interest to historians focusing on general social history as to those specializing in legal history.
- B. Because it is inaccurate, the history of civil law in early modern England should enrich the general historical scholarship of that period.
- C. It is based on inaccurate data about the propertied male elite of early modern England.
- D. It does not provide a plausible explanation for historians' failure to study the civil law of early modern England.

E. It is based on an analogy with criminal law in early modern England.

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

Questions 12 and 13 are based on the following passage.

Geese can often be seen grazing in coastal salt marshes. Unfortunately, their intense grazing removes the grassy covering, exposing marsh sediment; this increases evaporation, which in turn increases salt concentration in marsh sediments. Because of this increased concentration, regrowth of plants is minimal, leading to increased erosion, which leads to a decrease in the fertile topsoil, leading to even less regrowth. In time, the salt marsh becomes a mud-flat. This process challenges one of the most widely held beliefs about the dynamics of salt-marsh ecosystems: supposedly, consumers such as geese do not play a large role in controlling the productivity of marsh systems. Rather, the standard view claims, marshes are controlled by bottom-up factors, such as nutrients and physical factors.

Question 12.

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

The last sentence of the passage reads, "Rather, the standard view claims, marshes are controlled by bottom-up factors, such as nutrients and physical factors." The author discusses "the standard view" most likely in order to identify a view that

- A. explains the occurrence of the chain of events described in the passage
- B. provides a summary of the chain of events described in the passage
- C. is called into question by the chain of events described in the passage
- D. advocates reassessment of the widely held belief described in the passage
- E. is undermined by the widely held belief described in the passage

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

Question 13.

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

According to the passage, which of the following is a widely held belief about geese?

- A. They are not often seen grazing in coastal salt marshes.
- B. They are not the primary consumers in salt-marsh ecosystems.
- C. They play only a minor role in the productivity of salt-marsh ecosystems.
- D. They are the primary determinants of which resources will thrive in coastal salt marshes.
- E. They control the productivity of salt-marsh ecosystems through a bottom-up process.

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

Question 14 has five answer choices, labeled A through E, and is based on the following passage.

Newspaper Editorial:

Last year, Mayor Stephens established a special law-enforcement task force with the avowed mission of eradicating corruption in city government. The mayor's handpicked task force has now begun prosecuting a dozen city officials. Since all of these officials were appointed by Mayor Bixby, Mayor Stephens' predecessor and longtime political foe, it is clear that those being prosecuted have been targeted because of their political affiliations.

Question 14.

Which of the following, if true, most weakens the editorial's argument?

- A. Complaints of official corruption in city government have decreased since the anticorruption task force began operating.
- B. Former mayor Bixby did not publicly oppose Mayor Stephens' establishment of the anticorruption task force.
- C. Almost all of the officials who have served in city government for any length of time are appointees of Mayor Bixby.
- D. All of the members of the anticorruption task force had other jobs in city government before the task force was formed.
- E. During the last mayoral election campaign, then-Mayor Bixby hotly disputed the current mayor's claim that there was widespread corruption in city government.

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

Directions for questions 15 through 19:

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 used to complete the sentence, fit the meaning of the sentence as a whole **and** produce completed sentences that are 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 15.

The slower-learning monkeys searched **BLANK** but unintelligently: although they worked closely together, they checked only the most obvious hiding places.

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

- A. competitively
- B. impulsively
- C. cooperatively

- D. deviously
- E. craftily
- F. harmoniously

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

Begin skippable content.

Answer Choices in Context:

- A. **competitively**. The slower-learning monkeys searched **competitively** but unintelligently: although they worked closely together, they checked only the most obvious hiding places.
- B. **impulsively**. The slower-learning monkeys searched **impulsively** but unintelligently: although they worked closely together, they checked only the most obvious hiding places.
- C. **cooperatively**. The slower-learning monkeys searched **cooperatively** but unintelligently: although they worked closely together, they checked only the most obvious hiding places.
- D. **deviously**. The slower-learning monkeys searched **deviously** but unintelligently: although they worked closely together, they checked only the most obvious hiding places.
- E. **craftily**. The slower-learning monkeys searched **craftily** but unintelligently: although they worked closely together, they checked only the most obvious hiding places.

F. **harmoniously**. The slower-learning monkeys searched **harmoniously** but unintelligently: although they worked closely together, they checked only the most obvious hiding places.

Indicate your **two** answer choices.

End skippable content.

Question 16.

By about age eight, children's phonetic capacities are fully developed but still **BLANK**; thus children at that age can learn to speak a new language with a native speaker's accent.

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

- A. plastic
- B. vestigial
- C. inarticulate
- D. unformed
- E. nascent
- F. malleable

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

Begin skippable content.

Answer Choices in Context:

A. **plastic**. By about age eight, children's phonetic capacities are fully developed but still **plastic**; thus children at that age can learn to speak a new language with a native speaker's accent.

B. **vestigial**. By about age eight, children's phonetic capacities are fully developed but still **vestigial**; thus children at that age can learn to speak a new language with a native speaker's accent.

C. **inarticulate**. By about age eight, children's phonetic capacities are fully developed but still **inarticulate**; thus children at that age can learn to speak a new language with a native speaker's accent.

D. **unformed**. By about age eight, children's phonetic capacities are fully developed but still **unformed**; thus children at that age can learn to speak a new language with a native speaker's accent.

E. **nascent**. By about age eight, children's phonetic capacities are fully developed but still **nascent**; thus children at that age can learn to speak a new language with a native speaker's accent.

F. **malleable**. By about age eight, children's phonetic capacities are fully developed but still **malleable**; thus children at that age can learn to speak a new language with a native speaker's accent.

Indicate your **two** answer choices.

End skippable content.

Question 17.

In medieval philosophy every physical phenomenon is presumed to have some determinate cause, leaving no place for **BLANK** in the explanation of particular events.

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

- A. happenstance
- B. chance
- C. error
- D. experience
- E. context
- F. miscalculation

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

Begin skippable content.

Answer Choices in Context:

A. **happenstance.** In medieval philosophy every physical phenomenon is presumed to have some determinate cause, leaving no place for **happenstance** in the explanation of particular events.

B. **chance.** In medieval philosophy every physical phenomenon is presumed to have some determinate cause, leaving no place for **chance** in the explanation of particular events.

C. **error.** In medieval philosophy every physical phenomenon is presumed to have some determinate cause, leaving no place for **error** in the explanation of particular events.

D. **experience.** In medieval philosophy every physical phenomenon is presumed to have some determinate cause, leaving no place for **experience** in the explanation of particular events.

E. **context.** In medieval philosophy every physical phenomenon is presumed to have some determinate cause, leaving no place for **context** in the explanation of particular events.

F. **miscalculation**. In medieval philosophy every physical phenomenon is presumed to have some determinate cause, leaving no place for **miscalculation** in the explanation of particular events.

Indicate your **two** answer choices.

End skippable content.

Question 18.

Although the film is rightly judged imperfect by most of today's critics, the films being created today are **BLANK** it, since its release in 1940 provoked sufficient critical discussion to enhance the intellectual respectability of cinema considerably.

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

- A. beholden to
- B. indebted to
- C. derivative of
- D. based on
- E. distinguishable from
- F. biased against

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

Begin skippable content.

Answer Choices in Context:

A. **beholden to.** Although the film is rightly judged imperfect by most of today's critics, the films being created today are **beholden to** it, since its release in 1940 provoked sufficient critical discussion to enhance the intellectual respectability of cinema considerably.

B. **indebted to.** Although the film is rightly judged imperfect by most of today's critics, the films being created today are **indebted to** it, since its release in 1940 provoked sufficient critical discussion to enhance the intellectual respectability of cinema considerably.

C. **derivative of.** Although the film is rightly judged imperfect by most of today's critics, the films being created today are **derivative of** it, since its release in 1940 provoked sufficient critical discussion to enhance the intellectual respectability of cinema considerably.

D. **based on.** Although the film is rightly judged imperfect by most of today's critics, the films being created today are **based on** it, since its release in 1940 provoked sufficient critical discussion to enhance the intellectual respectability of cinema considerably.

E. **distinguishable from.** Although the film is rightly judged imperfect by most of today's critics, the films being created today are **distinguishable from** it, since its release in 1940 provoked sufficient critical discussion to enhance the intellectual respectability of cinema considerably.

F. **biased against.** Although the film is rightly judged imperfect by most of today's critics, the films being created today are **biased against** it, since its release in 1940 provoked sufficient critical discussion to enhance the intellectual respectability of cinema considerably.

Indicate your **two** answer choices.

End skippable content.

Question 19.

The detective's conviction that there were few inept crimes in her district led her to impute some degree of **BLANK** to every suspect she studied.

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

- A. deceit
- B. acumen
- C. duplicity
- D. shrewdness
- E. evasiveness
- F. equivocation

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

Begin skippable content.

Answer Choices in Context:

A. **deceit.** The detective's conviction that there were few inept crimes in her district led her to impute some degree of **deceit** to every suspect she studied.

B. **acumen.** The detective's conviction that there were few inept crimes in her district led her to impute some degree of **acumen** to every suspect she studied.

C. **duplicity**. The detective's conviction that there were few inept crimes in her district led her to impute some degree of **duplicity** to every suspect she studied.

D. **shrewdness**. The detective's conviction that there were few inept crimes in her district led her to impute some degree of **shrewdness** to every suspect she studied.

E. **evasiveness**. The detective's conviction that there were few inept crimes in her district led her to impute some degree of **evasiveness** to every suspect she studied.

F. **equivocation**. The detective's conviction that there were few inept crimes in her district led her to impute some degree of **equivocation** to every suspect she studied.

Indicate your **two** answer choices.

End skippable content.

Questions 20 through 22 are based on the following passage, which consists of two paragraphs. Some of the questions based on this passage refer to specific portions of the passage.

Adaptation, the decrease in responsiveness that follows continuous stimulation, is common to all sensory systems, including olfaction. With continued exposure to chronically present ambient odors, individuals' perception of odor intensity is greatly reduced. Moreover, these perceptual changes can be profound and durable. It is commonly reported that following extended absences from the odorous

environment, reexposure may still fail to elicit perception at the original intensity.

Most research on olfactory adaptation examines relatively transient changes in stimulus detection or perceived intensity—rarely exceeding several hours and often less—but because olfactory adaptation can be produced with relatively short exposures, these durations are sufficient for investigating many parameters of the phenomenon. However, exposures to odors in natural environments often occur over far longer periods, and the resulting adaptations may differ qualitatively from short-term olfactory adaptation. For example, studies show that even brief periods of odorant stimulation produce transient reductions in receptors in the olfactory epithelium, a process termed “receptor fatigue.” Prolonged odor stimulation, however, could produce more long-lasting reductions in response, possibly involving structures higher in the central nervous system pathway.

Question 20.

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

According to the passage, the phenomenon of olfactory adaptation may cause individuals who are reexposed to an odorous environment after an extended absence to

- A. experience a heightened perception of the odor
- B. perceive the odor as being less intense than it was upon first exposure
- C. return to their original level of perception of the odor
- D. exhibit a decreased tolerance for the odorous environment

E. experience the phenomenon of adaptation in other sensory systems

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

Question 21.

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

The first sentence of the second paragraph refers to “research on olfactory adaptation” that “examines relatively transient changes in stimulus detection or perceived intensity.” The passage asserts which of the following about the exposures involved in that research?

- A. The exposures are of long enough duration for researchers to investigate many aspects of olfactory adaptation.
- B. The exposures have rarely consisted of reexposures following extended absences from the odorous environment.
- C. The exposures are intended to reproduce the relatively transient olfactory changes typical of exposures to odors in natural environments.
- D. Those exposures of relatively short duration are often insufficient to produce the phenomenon of receptor fatigue in study subjects.
- E. Those exposures lasting several hours produce reductions in receptors in the olfactory epithelium that are similar to the reductions caused by prolonged odor stimulation.

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

Question 22.

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

The second-to-last sentence of the passage reads, "For example, studies show that even brief periods of odorant stimulation produce transient reductions in receptors in the olfactory epithelium, a process termed 'receptor fatigue.'" The author of the passage discusses "receptor fatigue" primarily in order to

- A. explain the physiological process through which long-lasting reductions in response are thought to be produced
- B. provide an example of a process that subjects would probably not experience during a prolonged period of odorant stimulation
- C. help illustrate how the information gathered from most olfactory research may not be sufficient to describe the effects of extended exposures to odors
- D. show how studies of short-term olfactory adaptation have only accounted for the reductions in response that follow relatively brief absences from an odorous environment
- E. qualify a statement about the severity and duration of the perceptual changes caused by exposure to chronically present ambient odors

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

Questions 23 and 24 are based on the following passage. Both questions refer to specific portions of the passage.

Among academics involved in the study of Northern Renaissance prints (reproducible graphic artworks), an orthodox position can be said to have emerged. This position regards Renaissance prints as passive representations of their time—documents that reliably record contemporary events, opinions, and beliefs—and therefore as an important means of accessing the popular contemporary consciousness. In contrast, pioneering studies such as those by Scribner and Moxey take a strikingly different approach, according to which Northern Renaissance prints were purposeful, active, and important shaping forces in the communities that produced them. Scribner, for example, contends that religious and political prints of the German Reformation (approximately 1517–1555) functioned as popular propaganda: tools in a vigorous campaign aimed at altering people’s behavior, attitudes, and beliefs.

Question 23

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 first sentence of the passage refers to an “orthodox position” that “can be said to have emerged” among academics studying Northern Renaissance prints. The passage suggests that an adherent to the “orthodox position” would agree with which of the following statements?

- A. Northern Renaissance prints should be regarded as passive representations of their time.
- B. Northern Renaissance prints were part of a campaign aimed at altering contemporary thinking.
- C. Northern Renaissance prints provide reliable records of contemporary events, opinions, and beliefs.

Indicate your answer choice or choices.

Question 24.

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

The word “passive” appears in the second sentence of the passage, which begins, “This position regards Renaissance prints as passive representations of their time—documents that reliably record contemporary events, opinions, and beliefs....” Replacement of the

word “passive” with which of the following words results in the least change in meaning for the passage?

- A. disinterested
- B. submissive
- C. flaccid
- D. supine
- E. unreceptive

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

Question 25 has five answer choices, labeled A through E, and is based on the following passage.

Recently an unusually high number of dolphins have been found dead of infectious diseases, and most of these had abnormally high tissue concentrations of certain compounds that, even in low concentrations, reduce dolphins’ resistance to infection. The only source of these compounds in the dolphins’ environment is boat paint. Therefore, since dolphins rid their bodies of the compounds rapidly once exposure ceases, their mortality rate should decline rapidly if such boat paints are banned.

Question 25.

Which of the following, if true, most strengthens the argument?

- A. The levels of the compounds typically used in boat paints today are lower than they were in boat paints manufactured a decade ago.

- B. In high concentrations, the compounds are toxic to many types of marine animals.
- C. The compounds break down into harmless substances after a few months of exposure to water or air.
- D. High tissue levels of the compounds have recently been found in some marine animals, but there is no record of any of those animals dying in unusually large numbers recently.
- E. The compounds do not leach out of the boat paint if the paint is applied exactly in accordance with the manufacturer's directions.

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

This is the end of Section 3 of The Graduate Record Examinations® Practice General Test #3. 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, titled "G R E Practice Test 3 Answers.doc".

Section 4 - Verbal Reasoning

25 Questions.

Directions for questions 1 and 2:

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 answer choices 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 1.

This filmmaker is not outspoken on political matters: her films are known for their aesthetic qualities rather than for their **BLANK** ones.

- A. polemical
- B. cinematic

- C. narrative
- D. commercial
- E. dramatic

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

Begin skippable content.

Answer Choices in Context:

A. **polemical.** This filmmaker is not outspoken on political matters: her films are known for their aesthetic qualities rather than for their **polemical** ones.

B. **cinematic.** This filmmaker is not outspoken on political matters: her films are known for their aesthetic qualities rather than for their **cinematic** ones.

C. **narrative.** This filmmaker is not outspoken on political matters: her films are known for their aesthetic qualities rather than for their **narrative** ones.

D. **commercial.** This filmmaker is not outspoken on political matters: her films are known for their aesthetic qualities rather than for their **commercial** ones.

E. **dramatic.** This filmmaker is not outspoken on political matters: her films are known for their aesthetic qualities rather than for their **dramatic** ones.

Indicate **one** answer choice.

End skippable content.

Question 2.

James Boswell's Life of Samuel Johnson is generally thought to have established Boswell as the first great modern biographer; yet the claim of **BLANK** could be made for Johnson himself as author of a life of Richard Savage.

- A. partisanship
- B. omniscience
- C. precedence
- D. opportunism
- E. perseverance

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

Begin skippable content.

Answer Choices in Context:

A. **partisanship.** James Boswell's Life of Samuel Johnson is generally thought to have established Boswell as the first great modern biographer; yet the claim of **partisanship** could be made for Johnson himself as author of a life of Richard Savage.

B. **omniscience.** James Boswell's Life of Samuel Johnson is generally thought to have established Boswell as the first great modern biographer; yet the claim of **omniscience** could be made for Johnson himself as author of a life of Richard Savage.

C. **precedence.** James Boswell's Life of Samuel Johnson is generally thought to have established Boswell as the first great modern biographer; yet the claim of **precedence** could be made for Johnson himself as author of a life of Richard Savage.

D. **opportunism.** James Boswell's Life of Samuel Johnson is generally thought to have established Boswell as the first great modern biographer; yet the claim of **opportunism** could be made for Johnson himself as author of a life of Richard Savage.

E. **perseverance.** James Boswell's Life of Samuel Johnson is generally thought to have established Boswell as the first great modern biographer; yet the claim of **perseverance** could be made for Johnson himself as author of a life of Richard Savage.

Indicate **one** answer choice.

End skippable content.

Directions for questions 3 through 8:

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. 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 3.

This question has **two** blanks.

Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **BLANK** outside influences on that issue: several experts have **BLANK** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

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

Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **(A. susceptible to, B. unaware of, C. irritated at)** outside influences on that issue: several experts have **(D. complimented, E. panned, F. overlooked)**

it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

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. **susceptible to, complimented.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **susceptible to** outside influences on that issue: several experts have **complimented** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

A, E. **susceptible to, panned.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **susceptible to** outside influences on that issue: several experts have **panned** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

A, F. **susceptible to, overlooked.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **susceptible to** outside influences on that issue: several experts have **overlooked** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

B, D. **unaware of, complimented.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **unaware of** outside influences on that issue: several experts have **complimented** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

B, E. **unaware of, panned.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **unaware of** outside influences on that issue: several experts have **panned** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

B, F. **unaware of, overlooked.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **unaware of** outside influences on that issue: several experts have **overlooked** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

C, D. **irritated at, complimented.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **irritated at** outside influences on that issue: several experts have **complimented** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

C, E. **irritated at, panned.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **irritated at** outside influences on that issue: several experts have **panned** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

C, F. **irritated at, overlooked.** Critics charge that the regulatory agency, having never defined what constitutes an untenable risk, has grown **irritated at** outside influences on that issue: several experts have **overlooked** it recently for allowing one power plant to delay an inspection for more than six weeks despite compelling safety concerns.

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

End skippable content.

Question 4.

This question has **two** blanks.

Television promotes **BLANK** of emotion in viewers through an unnatural evocation, every five minutes, of different and **BLANK** feelings.

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

Television promotes **(A. a withdrawal, B. an obscuring, C a discontinuity)** of emotion in viewers through an unnatural evocation, every five minutes, of different and **(D. incompatible, E. sympathetic, F. interminable)** feelings.

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. **a withdrawal, incompatible.** Television promotes **a withdrawal** of emotion in viewers through an unnatural evocation, every five minutes, of different and **incompatible** feelings.

A, E. **a withdrawal, sympathetic.** Television promotes **a withdrawal** of emotion in viewers through an unnatural evocation, every five minutes, of different and **sympathetic** feelings.

A, F. **a withdrawal, interminable.** Television promotes **a withdrawal** of emotion in viewers through an unnatural evocation, every five minutes, of different and **interminable** feelings.

B, D. **an obscuring, incompatible.** Television promotes **an obscuring** of emotion in viewers through an unnatural evocation, every five minutes, of different and **incompatible** feelings.

B, E. **an obscuring, sympathetic.** Television promotes **an obscuring** of emotion in viewers through an unnatural evocation, every five minutes, of different and **sympathetic** feelings.

B, F. **an obscuring, interminable.** Television promotes **an obscuring** of emotion in viewers through an unnatural evocation, every five minutes, of different and **interminable** feelings.

C, D. **a discontinuity, incompatible.** Television promotes **a discontinuity** of emotion in viewers through an unnatural evocation, every five minutes, of different and **incompatible** feelings.

C, E. **a discontinuity, sympathetic**. Television promotes **a discontinuity** of emotion in viewers through an unnatural evocation, every five minutes, of different and **sympathetic** feelings.

C, F. **a discontinuity, interminable**. Television promotes **a discontinuity** of emotion in viewers through an unnatural evocation, every five minutes, of different and **interminable** feelings.

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

End skippable content.

Question 5.

This question has **two** blanks.

Because we assume the **BLANK** of natural design, nature can often **BLANK** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

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

Because we assume the **(A. quirkiness, B. preeminence, C. maladroitness)** of natural design, nature can often **(D. galvanize, E. befriend, F. beguile)** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

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. **quirkiness, galvanize.** Because we assume the **quirkiness** of natural design, nature can often **galvanize** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

A, E. **quirkiness, befriend.** Because we assume the **quirkiness** of natural design, nature can often **befriend** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

A, F. **quirkiness, beguile.** Because we assume the **quirkiness** of natural design, nature can often **beguile** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

B, D. **preeminence, galvanize.** Because we assume the **preeminence** of natural design, nature can often **galvanize** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

B, E. **preeminence, befriend**. Because we assume the **preeminence** of natural design, nature can often **befriend** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

B, F. **preeminence, beguile**. Because we assume the **preeminence** of natural design, nature can often **beguile** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

C, D. **maladroitness, galvanize**. Because we assume the **maladroitness** of natural design, nature can often **galvanize** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

C, E. **maladroitness, befriend**. Because we assume the **maladroitness** of natural design, nature can often **befriend** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

C, F. **maladroitness, beguile**. Because we assume the **maladroitness** of natural design, nature can often **beguile** us: as the Wright brothers noted, the birds initially misled them in almost every particular, but their Flyer eventually succeeded by being the least avian of the early flying machines.

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

End skippable content.

Question 6.

This question has three blanks.

Colleagues describe Padgett as both forthright and reticent, humble and **BLANK**, good-natured and **BLANK**. And in her behavior as a businesswoman, Padgett herself does little to **BLANK** these contradictions. She says she is pro-employee but is avowedly antiunion. She calls herself pro-customer but acknowledges that she runs a store with higher profit margins and prices than almost any other grocer.

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

Colleagues describe Padgett as both forthright and reticent, humble and **(A. diffident, B. eccentric, C. arrogant)**, good-natured and **(D. prickly, E. solicitous, F. phlegmatic)**. And in her behavior as a businesswoman, Padgett herself does little to **(G. dispel, H. fulfill, I. accentuate)** these contradictions. She says she is pro-employee but is avowedly antiunion. She calls herself pro-customer but acknowledges that she runs a store with higher profit margins and prices than almost any other grocer.

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

Question 7.

This question has three blanks.

Historical research makes two somewhat antithetical truths that sounded **BLANK** come to seem profound: knowledge of the past comes entirely from written documents, giving written words great **BLANK**, and the more material you uncover, the more **BLANK** your subject becomes.

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

Historical research makes two somewhat antithetical truths that sounded **(A. deep, B. portentous, C. banal)** come to seem profound: knowledge of the past comes entirely from written documents, giving written words great **(D. consequence, E. antiquity, F. simultaneity)**, and the more material you uncover, the more **(G. elusive, H. contemporary, I. circumstantial)** your subject becomes.

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

Question 8.

This question has **three** blanks.

The recent publication of the painter Robert Motherwell's substantial body of writing, as well as writings by fellow Expressionist Barnett Newman, **BLANK** Ann Gibson's assertion that the Abstract Expressionists were reluctant to **BLANK** issues of artistic meaning in their work and suggests that this supposed reticence was perhaps more artistic **BLANK** than historical fact.

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

The recent publication of the painter Robert Motherwell's substantial body of writing, as well as writings by fellow Expressionist Barnett Newman, **(A. substantiates, B. undermines, C. overlooks)** Ann Gibson's assertion that the Abstract Expressionists were reluctant to **(D. forgo, E. articulate, F. conceal)** issues of artistic meaning in their work and suggests that this supposed reticence was perhaps more artistic **(G. conscience, H. focus, I. posturing)** than historical fact.

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

Questions 9 through 12 are based on the following passage, which consists of two paragraphs.

The work of English writer Aphra Behn (1640–1689) changed markedly during the 1680's, as she turned from writing plays to writing prose narratives. According to literary critic Rachel Carnell, most scholars view this change as primarily motivated by financial considerations: earning a living by writing for the theatre became more difficult in the 1680's, so Behn tried various other types of prose genres in the hope of finding another lucrative medium. In fact, a long epistolary scandal novel that she wrote in the mid-1680's sold quite well. Yet, as Carnell notes, Behn did not repeat this approach in her other prose works; instead, she turned to writing shorter, more serious novels, even though only about half of these were published during her lifetime. Carnell argues that Behn, whose stage productions are primarily comedies, may have turned to an emerging literary form, the novel, in a conscious attempt to criticize, and subvert for her own ends, the

conventions and ideology of a well-established form of her day, the dramatic tragedy.

Carnell acknowledges that Behn admired the skill of such contemporary writers of dramatic tragedy as John Dryden, and that Behn's own comic stage productions displayed the same partisanship for the reigning Stuart monarchy that characterized most of the politically oriented dramatic tragedies of her day. However, Carnell argues that Behn took issue with the way in which these writers and plays defined the nature of tragedy. As prescribed by Dryden, tragedy was supposed to concern a heroic man who is a public figure and who undergoes a fall that evokes pity from the audience. Carnell points out that Behn's tragic novels focus instead on the plight of little-known women and the private world of the household; even in her few novels featuring male protagonists, Behn insists on the importance of the crimes these otherwise heroic figures commit in the domestic sphere. Moreover, according to Carnell, Behn questioned the view promulgated by monarchist dramatic tragedies such as Dryden's: that the envisioned "public" political ideal—passive obedience to the nation's king—ought to be mirrored in the private sphere, with family members wholly obedient to a male head of household. Carnell sees Behn's novels not only as rejecting the model of patriarchal and hierarchical family order, but also as warning that insisting on such a parallel can result in real tragedy befalling the members of the domestic sphere. According to Carnell, Behn's choice of literary form underscores the differences between her own approach to crafting a tragic story and that taken in the dramatic tragedies, with their artificial distinction between the public and private spheres. Behn's novels engage in the political dialogue of her era by demonstrating that the good of the nation ultimately encompasses more than the good of the public figures who rule it.

Question 9.

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. tracing how Behn's view of the nature of tragedy changed over time
- B. explaining one author's view of Behn's contribution to the development of an emerging literary form
- C. differentiating between the early and the late literary works of Behn
- D. contrasting the approaches to tragedy taken by Behn and by Dryden
- E. presenting one scholar's explanation for a major development in Behn's literary career

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 that Carnell sees Behn's novels featuring male protagonists as differing from dramatic tragedies such as Dryden's featuring male protagonists in that the former

- A. depict these characters as less than heroic in their public actions

- B. emphasize the consequences of these characters' actions in the private sphere
- C. insist on a parallel between the public and the private spheres
- D. are aimed at a predominantly female audience
- E. depict family members who disobey these protagonists

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.

The passage suggests that Carnell believes Behn held which of the following attitudes about the relationship between the private and public spheres?

- A. The private sphere is more appropriate than is the public sphere as the setting for plays about political events.
- B. The structure of the private sphere should not replicate the hierarchical order of the public sphere.
- C. Actions in the private sphere are more fundamental to ensuring the good of the nation than are actions in the public sphere.
- D. Crimes committed in the private sphere are likely to cause tragedy in the public sphere rather than vice versa.
- E. The private sphere is the mirror in which issues affecting the public sphere can most clearly be seen.

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

Question 12.

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

The second-to-last sentence of the passage reads, "According to Carnell, Behn's choice of literary form underscores the differences between her own approach to crafting a tragic story and that taken in the dramatic tragedies, with their artificial distinction between the public and private spheres." It can be inferred from the passage that the "artificial distinction" refers to the

- A. practice utilized in dramatic tragedies of providing different structural models for the public and the private spheres
- B. ideology of many dramatic tragedies that advocate passive obedience only in the private sphere and not in the public sphere
- C. convention that drama ought to concern events in the public sphere and that novels ought to concern events in the private sphere
- D. assumption made by the authors of conventional dramatic tragedies that legitimate tragic action occurs only in the public sphere
- E. approach taken by the dramatic tragedies in depicting male and female characters differently, depending on whether their roles were public or private

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

Questions 13 and 14 are based on the following passage. One of the questions based on this passage refers to a specific sentence of the passage.

Computers cannot accurately predict climate change unless the mathematical equations fed into them adequately capture the natural meteorological processes they are intended to simulate. Moreover, there are processes that influence climate, such as modifications in land use, that scientists do not know how to simulate. The failure to incorporate such a process into a computer climate model can lead the model astray because a small initial effect can initiate a feedback cycle: a perturbation in one variable modifies a second variable, which in turn amplifies the original disturbance. An increase in temperature, for example, can boost the moisture content of the atmosphere, which then causes further warming because water vapor is a greenhouse gas.

Question 13.

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 mentions which of the following as adversely affecting the accuracy of computer predictions of climate change?

- A. Failure to allow for some of the processes that influence climate
- B. Mathematical equations that do not accurately reflect natural phenomena
- C. An overestimate of the role of feedback cycles

Indicate your answer choice or choices.

Question 14.

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

The word “amplifies” appears in the second-to-last sentence of the passage, which reads, “The failure to incorporate such a process into a computer climate model can lead the model astray because a small initial effect can initiate a feedback cycle: a perturbation in one variable modifies a second variable, which in turn amplifies the original disturbance.” In the context in which it appears, “amplifies” most nearly means

- A. exacerbates
- B. explicates
- C. expatiates
- D. adds detail to
- E. makes louder

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

Question 15 has five answer choices, labeled A through E, and is based on the following passage.

Extensive housing construction is underway in Pataska Forest, the habitat of a large population of deer. Because deer feed at the edges of forests, these deer will be attracted to the spaces alongside the new

roads being cut through Pataska Forest to serve the new residential areas. Consequently, once the housing is occupied, the annual number of the forest's deer hit by cars will be much higher than before construction started.

Question 15.

Which of the following is an assumption on which the argument depends?

- A. The number of deer hit by commercial vehicles will not increase significantly when the housing is occupied.
- B. Deer will be as attracted to the forest edge around new houses as to the forest edge alongside roads.
- C. In years past, the annual number of deer that have been hit by cars on existing roads through Pataska Forest has been very low.
- D. The development will leave sufficient forest to sustain a significant population of deer.
- E. No deer hunting will be allowed in Pataska Forest when the housing is occupied.

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

Directions for questions 16 through 19:

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 used to complete the sentence, fit the meaning of the sentence

as a whole **and** produce completed sentences that are 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 16.

Female video artists' rise to prominence over the past 30 years has **BLANK** the ascent of video as an art form: it is only within the past three decades that video art has attained its current, respected status.

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

- A. matched
- B. politicized
- C. paralleled
- D. obviated
- E. accelerated
- F. forestalled

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

Begin skippable content.

Answer Choices in Context:

A. **matched**. Female video artists' rise to prominence over the past 30 years has **matched** the ascent of video as an art form: it is only within the past three decades that video art has attained its current, respected status.

B. **politicized**. Female video artists' rise to prominence over the past 30 years has **politicized** the ascent of video as an art form: it is only within the past three decades that video art has attained its current, respected status.

C. **paralleled**. Female video artists' rise to prominence over the past 30 years has **paralleled** the ascent of video as an art form: it is only within the past three decades that video art has attained its current, respected status.

D. **obviated**. Female video artists' rise to prominence over the past 30 years has **obviated** the ascent of video as an art form: it is only within the past three decades that video art has attained its current, respected status.

E. **accelerated**. Female video artists' rise to prominence over the past 30 years has **accelerated** the ascent of video as an art form: it is only within the past three decades that video art has attained its current, respected status.

F. **forestalled**. Female video artists' rise to prominence over the past 30 years has **forestalled** the ascent of video as an art form: it is only within the past three decades that video art has attained its current, respected status.

Indicate your **two** answer choices.

End skippable content.

Question 17.

The report's most significant weakness is its assumption that the phenomenon under study is **BLANK**, when in reality it is limited to a specific geographic area.

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

- A. unusual
- B. exceptional
- C. ubiquitous
- D. absolute
- E. universal
- F. restricted

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

Begin skippable content.

Answer Choices in Context:

A. **unusual**. The report's most significant weakness is its assumption that the phenomenon under study is **unusual**, when in reality it is limited to a specific geographic area.

B. **exceptional**. The report's most significant weakness is its assumption that the phenomenon under study is **exceptional**, when in reality it is limited to a specific geographic area.

C. **ubiquitous**. The report's most significant weakness is its assumption that the phenomenon under study is **ubiquitous**, when in reality it is limited to a specific geographic area.

D. **absolute**. The report's most significant weakness is its assumption that the phenomenon under study is **absolute**, when in reality it is limited to a specific geographic area.

E. **universal**. The report's most significant weakness is its assumption that the phenomenon under study is **universal**, when in reality it is limited to a specific geographic area.

F. **restricted**. The report's most significant weakness is its assumption that the phenomenon under study is **restricted**, when in reality it is limited to a specific geographic area.

Indicate your **two** answer choices.

End skippable content.

Question 18.

The spy's repeated bungling was, above all else, **BLANK** those who wished to thwart her efforts, since it was so unpredictable as to obscure any pattern that might otherwise lead to her capture.

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

- A. an obstacle to
- B. a signal to
- C. a hindrance to
- D. an indication for

- E. a snare for
- F. a boon to

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

Begin skippable content.

Answer Choices in Context:

A. **an obstacle to**. The spy's repeated bungling was, above all else, **an obstacle to** those who wished to thwart her efforts, since it was so unpredictable as to obscure any pattern that might otherwise lead to her capture.

B. **a signal to**. The spy's repeated bungling was, above all else, **a signal to** those who wished to thwart her efforts, since it was so unpredictable as to obscure any pattern that might otherwise lead to her capture.

C. **a hindrance to**. The spy's repeated bungling was, above all else, **a hindrance to** those who wished to thwart her efforts, since it was so unpredictable as to obscure any pattern that might otherwise lead to her capture.

D. **an indication for**. The spy's repeated bungling was, above all else, **an indication for** those who wished to thwart her efforts, since it was so unpredictable as to obscure any pattern that might otherwise lead to her capture.

E. **a snare for**. The spy's repeated bungling was, above all else, **a snare for** those who wished to thwart her efforts, since it was so

unpredictable as to obscure any pattern that might otherwise lead to her capture.

F. **a boon to.** The spy's repeated bungling was, above all else, **a boon to** those who wished to thwart her efforts, since it was so unpredictable as to obscure any pattern that might otherwise lead to her capture.

Indicate your **two** answer choices.

End skippable content.

Question 19.

Each member of the journalistic pair served as **BLANK** the other: each refrained from publishing a given piece if the other doubted that it was ready to be printed.

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

- A. a check on
- B. an advocate for
- C. an impediment to
- D. a brake on
- E. an apologist for
- F. an intermediary for

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

Begin skippable content.

Answer Choices in Context:

A. **a check on**. Each member of the journalistic pair served as **a check on** the other: each refrained from publishing a given piece if the other doubted that it was ready to be printed.

B. **an advocate for**. Each member of the journalistic pair served as **an advocate for** the other: each refrained from publishing a given piece if the other doubted that it was ready to be printed.

C. **an impediment to**. Each member of the journalistic pair served as **an impediment to** the other: each refrained from publishing a given piece if the other doubted that it was ready to be printed.

D. **a brake on**. Each member of the journalistic pair served as **a brake on** the other: each refrained from publishing a given piece if the other doubted that it was ready to be printed.

E. **an apologist for**. Each member of the journalistic pair served as **an apologist for** the other: each refrained from publishing a given piece if the other doubted that it was ready to be printed.

F. **an intermediary for**. Each member of the journalistic pair served as **an intermediary for** the other: each refrained from publishing a given piece if the other doubted that it was ready to be printed.

Indicate your **two** answer choices.

End skippable content.

Questions 20 and 21 are based on the following passage.

While chocolate was highly esteemed in Mesoamerica, where it originated, its adoption in Europe was initially slow. There is a common belief that Europeans needed to “transform” chocolate to make it appetizing. However, while Spaniards did put sugar, which was unknown to indigenous Americans, into chocolate beverages, this additive was not completely innovative. Mesoamericans were already sweetening chocolate with honey, and the step from honey to sugar—increasingly more available than honey because of expanding sugar plantations in the Americas—is a small one. Likewise, although Spaniards adjusted Mesoamerican recipes by using European spices, the spices chosen suggest an attempt to replicate harder-to-find native flowers (Spelled: F L O W E R S). There is no indication the Spaniards deliberately tried to change the original flavor of chocolate.

Question 20.

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 refers to the use of honey primarily to

- A. identify the origins of an additive previously untried by Europeans
- B. present an example of a product that was unknown to Europeans
- C. correct the misapprehension that Mesoamericans used a sweetener that was not available in Europe
- D. provide an example of an ingredient that was in the process of being displaced by a substitute
- E. explain why the Spanish use of sugar in chocolate was not a sign of a need to transform chocolate

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

Question 21.

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

Which sentence presents a misconception that the passage challenges?

- A. The second (“There is a common belief that Europeans needed to “transform” chocolate to make it appetizing.”).
- B. The third (“However, while Spaniards did put sugar, which was unknown to indigenous Americans, into chocolate beverages, this additive was not completely innovative.”).
- C. The fourth (“Mesoamericans were already sweetening chocolate with honey, and the step from honey to sugar—increasingly more available than honey because of expanding sugar plantations in the Americas—is a small one.”).
- D. The fifth (“Likewise, although Spaniards adjusted Mesoamerican recipes by using European spices, the spices chosen suggest an attempt to replicate harder-to-find native flowers.”).
- E. The sixth (“There is no indication the Spaniards deliberately tried to change the original flavor of chocolate.”).

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

Questions 22 and 23 are based on the following passage. Both questions refer to specific portions of the passage.

Biologists generally agree that birds and dinosaurs are somehow related to one another. The agreement ends there. Hypotheses regarding dinosaurian and avian evolution are unusually diverse—and often at odds with one another. Confusion consequently reigns over a broad spectrum of unanswered questions dealing with avian origins and the biology of dinosaurs and early birds. This confusion has been exacerbated by a paucity of serious attempts to synthesize and evaluate available data on the details of avian and dinosaurian evolution. Too often, the job of summarizing current knowledge of these subjects has fallen to well-meaning but naive lay authors or reporters. Consequently, both the public and the scientific community have often been misled by widespread dissemination of sensational but weakly founded hypotheses.

Question 22.

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 final sentence of the passage reads, “Consequently, both the public and the scientific community have often been misled by widespread dissemination of sensational but weakly founded hypotheses.” The passage suggests that which of the following could help remedy the problem described in the final sentence?

- A. An article written by a biologist for the general public summarizing current theories about avian and dinosaurian evolution
- B. A close examination of available data on avian and dinosaurian evolution
- C. A new hypothesis regarding the connection between avian and dinosaurian evolution

Indicate your answer choice or choices.

Question 23.

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

The word “sensational” appears in the final sentence of the passage, which reads, “Consequently, both the public and the scientific community have often been misled by widespread dissemination of sensational but weakly founded hypotheses.” In the context in which it appears, “sensational” most nearly means

- A. dramatic
- B. false
- C. excellent
- D. eminent
- E. horrifying

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

Directions for Questions 24 and 25.

Questions 24 and 25 are based on the following passage, which consists of one paragraphs. One or more questions based on this passage will ask you to characterize the function played by an indicated portion of the passage. The indicated portion will be identified by enclosing it in braces, and by formatting it in boldface and underlined. For example, in this sentence the phrase **{indicated portion}** is formatted as just described.

A portrait type that appeared with relentless frequency in eighteenth-century England is the familiar image of a gentleman poised with one hand inside his partially unbuttoned waistcoat. Standard interpretations of this portrait posture offer observations of correspondence—demonstrating either that it mirrors actual social behavior or that it borrows from classical statuary. Such explanations, however, illuminate neither the source of this curious convention nor the reason for its popularity. **{It is true that in real life the “hand-in” was a common stance for elite men.}** Still, there were other ways of comporting the body that did not become winning portrait formulas. And even if the “hand-in” portrait does resemble certain classical statues, what accounts for the adoption of this particular pose?

Question 24.

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 describes the function of the indicated sentence in the context of the passage as a whole? The indicated

portion is: It is true that in real life the “hand-in” was a common stance for elite men.

- A. emphasize the influence of a particular social class on the conventions of eighteenth-century English portraiture
- B. account for the origin of a particular type of behavior frequently represented in eighteenth-century English portraiture
- C. acknowledge a historical basis for two competing hypotheses about a particular portrait type
- D. question the relevance of certain evidence frequently cited in support of an explanation for a particular portrait type
- E. concede that one explanation for the prevalence of a particular portrait type has a basis in fact

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

Question 25.

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 might provide an explanation for the popularity of hand-in portraits that would satisfy the author of the passage?

- A. An eighteenth-century English etiquette manual discussing the social implications of the “hand-in” stance
- B. A comprehensive catalogue of eighteenth-century English portraits that showed what proportion of portraits depicted gentlemen in the “hand-in” stance

C. A passage from an eighteenth-century English novel in which a gentleman considers what stance to adopt when his portrait is painted

Indicate your answer choice or choices.

This is the end of Section 4 of The Graduate Record Examinations® Practice General Test #3. 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, titled "GRE Practice Test 3 Answers.doc".