

# TEST 6

## SECTION I

Time — 30 minutes

38 Questions

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. By divesting himself of all regalities, the former king — the consideration that customarily protects monarchs.  
(A) merited (B) forfeited (C) debased  
(D) concealed (E) extended
2. A perennial goal in zoology is to infer function from —, relating the — of an organism to its physical form and cellular organization.  
(A) age..ancestry  
(B) classification..appearance  
(C) size..movement  
(D) structure..behavior  
(E) location..habitat
3. The sociologist responded to the charge that her new theory was — by pointing out that it did not in fact contradict accepted sociological principles.  
(A) banal (B) heretical (C) unproven  
(D) complex (E) superficial
4. Industrialists seized economic power only after industry had — agriculture as the preeminent form of production; previously such power had — land ownership.  
(A) sabotaged..threatened  
(B) overtaken..produced  
(C) toppled..culminated in  
(D) joined..relied on  
(E) supplanted..resided in
5. Rumors, embroidered with detail, live on for years, neither denied nor confirmed, until they become accepted as fact even among people not known for their —.  
(A) insight (B) obstinacy (C) introspection  
(D) tolerance (E) credulity
6. No longer — by the belief that the world around us was expressly designed for humanity, many people try to find intellectual — for that lost certainty in astrology and in mysticism.  
(A) satisfied..reasons  
(B) sustained..substitutes  
(C) reassured..justifications  
(D) hampered..equivalents  
(E) restricted..parallels
7. People should not be praised for their virtue if they lack the energy to be —; in such cases, goodness is merely the effect of —.  
(A) depraved..hesitation  
(B) cruel..effortlessness  
(C) wicked..indolence  
(D) unjust..boredom  
(E) iniquitous..impiety

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Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

8. SKELETON:ANIMAL :: (A) ivory:piano  
(B) peel:fruit (C) ore:mine  
(D) mast:ship (E) framing:building
9. OUTSKIRTS:TOWN ::  
(A) rung:ladder  
(B) trunk:tree  
(C) water:goblet  
(D) margin:page  
(E) hangar:airplane
10. AMORPHOUSNESS:DEFINITION ::  
(A) lassitude:energy  
(B) spontaneity:awareness  
(C) angularity:intricacy  
(D) rectitude:drabness  
(E) precision:uniformity
11. COLLUSION:CONSPIRATORS ::  
(A) conclusion:messengers  
(B) revision:correspondents  
(C) identification:arbitrators  
(D) attribution:interpreters  
(E) cooperation:partners
12. DIVERT:SHUNT :: (A) file:collate  
(B) collide:dent (C) guess:calibrate  
(D) retard:brake (E) inspect:magnify
13. EQUIVOCATE:COMMITMENT ::  
(A) procrastinate:action  
(B) implicate:exposition  
(C) expostulate:confusion  
(D) corroborate:falsification  
(E) fabricate:explanation
14. ARMADA:VEHICLES ::  
(A) drill:recruits  
(B) planning:logistics  
(C) infantry:cavalry  
(D) fusillade:projectiles  
(E) supply:munitions
15. LACONIC:SPEECH ::  
(A) believable:excuse  
(B) unyielding:attitude  
(C) austere:design  
(D) somber:procession  
(E) gradual:transition
16. GROW:BURGEON :: (A) beat:palpitate  
(B) transport:enrapture (C) flourish:thrive  
(D) rot:decay (E) evolve:multiply

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**Directions:** Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

The belief that art originates in intuitive rather than rational faculties was worked out historically and philosophically in the somewhat wearisome volumes of Benedetto Croce, who is usually considered the originator of a new aesthetic. Croce was, in fact, expressing a very old idea. Long before the Romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to art, but philosophers had always assumed it must be controlled by law and by the intellectual power of putting things into harmonious order. This general philosophic concept of art was supported by technical necessities. It was necessary to master certain laws and to use intellect in order to build Gothic cathedrals, or set up the stained glass windows of Chartres. When this bracing element of craftsmanship ceased to dominate artists' outlook, new technical elements had to be adopted to maintain the intellectual element in art. Such were linear perspective and anatomy.

17. The passage suggests that which of the following would most likely have occurred if linear perspective and anatomy had not come to influence artistic endeavor?
- (A) The craftsmanship that shaped Gothic architecture would have continued to dominate artists' outlooks.
  - (B) Some other technical elements would have been adopted to discipline artistic inspiration.
  - (C) Intellectual control over artistic inspiration would not have influenced painting as it did architecture.
  - (D) The role of intuitive inspiration would not have remained fundamental to theories of artistic creation.
  - (E) The assumptions of aesthetic philosophers before Croce would have been invalidated.
18. The passage supplies information for answering which of the following questions?
- (A) Does Romantic art exhibit the triumph of intuition over intellect?
  - (B) Did an emphasis on linear perspective and anatomy dominate Romantic art?
  - (C) Are the intellectual and intuitive faculties harmoniously balanced in post-Romantic art?
  - (D) Are the effects of the rational control of artistic inspiration evident in the great works of pre-Romantic eras?
  - (E) Was the artistic craftsmanship displayed in Gothic cathedrals also an element in paintings of this period?
19. The passage implies that which of the following was a traditional assumption of aesthetic philosophers?
- (A) Intellectual elements in art exert a necessary control over artistic inspiration.
  - (B) Architecture has never again reached the artistic greatness of the Gothic cathedrals.
  - (C) Aesthetic philosophy is determined by the technical necessities of art.
  - (D) Artistic craftsmanship is more important in architectural art than in pictorial art.
  - (E) Paintings lacked the intellectual element before the invention of linear perspective and anatomy.
20. The author mentions "linear perspective and anatomy" in the last sentence in order to do which of the following?
- (A) Expand his argument to include painting as well as architecture
  - (B) Indicate his disagreement with Croce's theory of the origins of art
  - (C) Support his point that rational order of some kind has often seemed to discipline artistic inspiration
  - (D) Explain the rational elements in Gothic painting that corresponded to craftsmanship in Gothic architecture
  - (E) Show the increasing sophistication of artists after the Gothic period

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(The passage below is drawn from an article published in 1962.)

Computer programmers often remark that computing machines, with a perfect lack of discrimination, will do any foolish thing they are told to do. The reason for this lies, of course, in the narrow fixation of the computing machine's "intelligence" on the details of its own perceptions—its inability to be guided by any large context. In a psychological description of the computer intelligence, three related adjectives come to mind: single-minded, literal-minded, and simpleminded. Recognizing this, we should at the same time recognize that this single-mindedness, literal-mindedness, and simplemindedness also characterizes theoretical mathematics, though to a lesser extent.

Since science tries to deal with reality, even the most precise sciences normally work with more or less imperfectly understood approximations toward which scientists must maintain an appropriate skepticism. Thus, for instance, it may come as a shock to mathematicians to learn that the Schrödinger equation for the hydrogen atom is not a literally correct description of this atom, but only an approximation to a somewhat more correct equation taking account of spin, magnetic dipole, and relativistic effects; and that this corrected equation is itself only an imperfect approximation to an infinite set of quantum field-theoretical equations. Physicists, looking at the original Schrödinger equation, learn to sense in it the presence of many invisible terms in addition to the differential terms visible, and this sense inspires an entirely appropriate disregard for the purely technical features of the equation. This very healthy skepticism is foreign to the mathematical approach.

Mathematics must deal with well-defined situations. Thus, mathematicians depend on an intellectual effort outside of mathematics for the crucial specification of the approximation that mathematics is to take literally. Give mathematicians a situation that is the least bit ill-defined, and they will make it well-defined, perhaps appropriately, but perhaps inappropriately. In some cases, the mathematicians' literal-mindedness may have unfortunate consequences. The mathematicians turn the scientists' theoretical assumptions, that is, their convenient points of analytical emphasis, into axioms, and then take these axioms literally. This brings the danger that they may also persuade the scientists to take these axioms literally. The question, central to the scientific investigation but intensely disturbing in the mathematical context—what happens if the axioms are relaxed?—is thereby ignored.

The physicist rightly dreads precise argument, since an argument that is convincing only if it is precise loses all its force if the assumptions on which it is based are slightly changed, whereas an argument that is convincing though imprecise may well be stable under small perturbations of its underlying assumptions.

21. The author discusses computing machines in the first paragraph primarily in order to do which of the following?
  - (A) Indicate the dangers inherent in relying to a great extent on machines
  - (B) Illustrate his views about the approach of mathematicians to problem solving
  - (C) Compare the work of mathematicians with that of computer programmers
  - (D) Provide one definition of intelligence
  - (E) Emphasize the importance of computers in modern technological society
22. According to the passage, scientists are skeptical toward their equations because scientists
  - (A) work to explain real, rather than theoretical or simplified, situations
  - (B) know that well-defined problems are often the most difficult to solve
  - (C) are unable to express their data in terms of multiple variables
  - (D) are unwilling to relax the axioms they have developed
  - (E) are unable to accept mathematical explanations of natural phenomena
23. It can be inferred from the passage that scientists make which of the following assumptions about scientific arguments?
  - (A) The literal truth of the arguments can be made clear only in a mathematical context.
  - (B) The arguments necessarily ignore the central question of scientific investigation.
  - (C) The arguments probably will be convincing only to other scientists.
  - (D) The conclusions of the arguments do not necessarily follow from their premises.
  - (E) The premises on which the arguments are based may change.

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24. According to the passage, mathematicians present a danger to scientists for which of the following reasons?
- (A) Mathematicians may provide theories that are incompatible with those already developed by scientists.
  - (B) Mathematicians may define situations in a way that is incomprehensible to scientists.
  - (C) Mathematicians may convince scientists that theoretical assumptions are facts.
  - (D) Scientists may come to believe that axiomatic statements are untrue.
  - (E) Scientists may begin to provide arguments that are convincing but imprecise.
25. The author suggests that the approach of physicists to solving scientific problems is which of the following?
- (A) Practical for scientific purposes
  - (B) Detrimental to scientific progress
  - (C) Unimportant in most situations
  - (D) Expedient, but of little long-term value
  - (E) Effective, but rarely recognized as such
26. The author suggests that a mathematician asked to solve a problem in an ill-defined situation would first attempt to do which of the following?
- (A) Identify an analogous situation
  - (B) Simplify and define the situation
  - (C) Vary the underlying assumptions of a description of the situation
  - (D) Determine what use would be made of the solution provided
  - (E) Evaluate the theoretical assumptions that might explain the situation
27. The author implies that scientists develop a healthy skepticism because they are aware that
- (A) mathematicians are better able to solve problems than are scientists
  - (B) changes in axiomatic propositions will inevitably undermine scientific arguments
  - (C) well-defined situations are necessary for the design of reliable experiments
  - (D) mathematical solutions can rarely be applied to real problems
  - (E) some factors in most situations must remain unknown

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Directions: Each question below consists of a word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

28. EVACUATE: (A) boil off (B) fill up  
(C) melt down (D) neutralize (E) spin
29. OUTLANDISH: (A) prolific  
(B) unchanging (C) conventional  
(D) noticeable (E) transparent
30. INHIBITOR: (A) catalyst (B) acid  
(C) solution (D) reaction (E) compound
31. CONSTRICT: (A) expiate (B) deviate  
(C) dilate (D) accelerate (E) vindicate
32. REPORTORIAL: (A) unlikely  
(B) imaginative (C) indecisive  
(D) characteristic (E) challenging
33. INDIGENCE: (A) wealth (B) vanity  
(C) boldness (D) endurance (E) vivacity
34. INVEIGLE:  
(A) display openly (B) request directly  
(C) initiate willingly (D) advocate strongly  
(E) contribute lavishly
35. TRACTABLE: (A) distraught (B) irritating  
(C) ruthless (D) headstrong (E) lazy
36. INCHOATE:  
(A) sensuously pleasant  
(B) prominently visible  
(C) intrinsically reasonable  
(D) fully formed  
(E) widely known
37. PERFIDY: (A) thoroughness (B) generosity  
(C) gratitude (D) tact (E) loyalty
38. APPROPRIATE: (A) create a void  
(B) rectify an error (C) sanction  
(D) surrender (E) lend

Directions: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

1. Animals that have tasted unpalatable plants tend to ——— them afterward on the basis of their most conspicuous features, such as their flowers.  
(A) recognize (B) hoard (C) trample  
(D) retrieve (E) approach
2. As for the alleged value of expert opinion, one need only ——— government records to see ——— evidence of the failure of such opinions in many fields.  
(A) inspect . . . questionable  
(B) retain . . . circumstantial  
(C) distribute . . . possible  
(D) consult . . . strong  
(E) evaluate . . . problematic
3. In scientific inquiry it becomes a matter of duty to expose a ——— hypothesis to every possible kind of ———.  
(A) tentative . . . examination  
(B) debatable . . . approximation  
(C) well-established . . . rationalization  
(D) logical . . . elaboration  
(E) suspect . . . correlation
4. Charlotte Salomon's biography is a reminder that the currents of private life, however diverted, dislodged, or twisted by ——— public events, retain their hold on the ——— recording them.  
(A) transitory . . . culture  
(B) dramatic . . . majority  
(C) overpowering . . . individual  
(D) conventional . . . audience  
(E) relentless . . . institution
5. Philosophical problems arise when people ask questions that, though very ———, have certain characteristics in common.  
(A) relevant  
(B) elementary  
(C) abstract  
(D) diverse  
(E) controversial
6. Although Johnson ——— great enthusiasm for his employees' project, in reality his interest in the project was so ——— as to be almost non-existent.  
(A) generated . . . redundant  
(B) displayed . . . preemptive  
(C) expected . . . indiscriminate  
(D) feigned . . . perfunctory  
(E) demanded . . . dispassionate
7. Not all the indicators necessary to convey the effect of depth in a picture work simultaneously; the picture's illusion of ——— three-dimensional appearance must therefore result from the viewer's integration of various indicators perceived ———.  
(A) imitative . . . coincidentally  
(B) uniform . . . successively  
(C) temporary . . . comprehensively  
(D) expressive . . . sympathetically  
(E) schematic . . . passively

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Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

8. GADGETS: TOOLS :: (A) blankets: linen  
(B) leaflets: posters (C) trinkets: jewelry  
(D) sockets: bulbs (E) ringlets: hair
9. LISTEN: RECORDING :: (A) carve: statue  
(B) reproduce: plan (C) review: book  
(D) frame: painting (E) view: photograph
10. CENSORSHIP: INFORMATION ::  
(A) frugality: constraint  
(B) sampling: measurement  
(C) sanitation: disease  
(D) cultivation: erosion  
(E) philanthropy: generosity
11. DELUGE: DROPLET ::  
(A) beach: wave  
(B) desert: oasis  
(C) blizzard: icicle  
(D) landslide: pebble  
(E) cloudburst: puddle
12. SPEAK: RETICENT ::  
(A) spend: parsimonious  
(B) excel: audacious  
(C) commend: irate  
(D) work: servile  
(E) invent: diffident
13. PATRIOTIC: CHAUVINISTIC ::  
(A) impudent: intolerant  
(B) furtive: surreptitious  
(C) incisive: trenchant  
(D) receptive: gullible  
(E) verbose: prolix
14. BOUQUET: FLOWERS :: (A) forest: trees  
(B) husk: corn (C) mist: rain  
(D) woodpile: logs (E) drift: snow
15. ENDEMIC: REGION ::  
(A) homogeneous: population  
(B) inborn: individual  
(C) hybrid: species  
(D) sporadic: time  
(E) aberrant: norm
16. PECCADILLO: SIN ::  
(A) provocation: instigation  
(B) anxiety: fear  
(C) perjury: corruption  
(D) penury: poverty  
(E) admonishment: castigation

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**Directions:** Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

In eighteenth-century France and England, reformers rallied around egalitarian ideals, but few reformers advocated higher education for women. Although the public decried women's lack of education, it did not encourage learning for its own sake for women. In spite of the general prejudice against learned women, there was one place where women could exhibit their erudition: the literary salon. Many writers have defined the woman's role in the salon as that of an intelligent hostess, but the salon had more than a social function for women. It was an informal university, too, where women exchanged ideas with educated persons, read their own works and heard those of others, and received and gave criticism.

In the 1750's, when salons were firmly established in France, some English women, who called themselves "Bluestockings," followed the example of the *salonnières* (French salon hostesses) and formed their own salons. Most Bluestockings did not wish to mirror the *salonnières*; they simply desired to adapt a proven formula to their own purpose—the elevation of women's status through moral and intellectual training. Differences in social orientation and background can account perhaps for differences in the nature of French and English salons. The French salon incorporated aristocratic attitudes that exalted courtly pleasure and emphasized artistic accomplishments. The English Bluestockings, originating from a more modest background, emphasized learning and work over pleasure. Accustomed to the regimented life of court circles, *salonnières* tended toward formality in their salons. The English women, though somewhat puritanical, were more casual in their approach.

At first, the Bluestockings did imitate the *salonnières* by including men in their circles. However, as they gained cohesion, the Bluestockings came to regard themselves as a women's group and to possess a sense of female solidarity lacking in the *salonnières*, who remained isolated from one another by the primacy each held in her own salon. In an atmosphere of mutual support, the Bluestockings went beyond the salon experience. They traveled, studied, worked, wrote for publication, and by their activities challenged the stereotype of the passive woman. Although the *salonnières* were aware of sexual inequality, the narrow boundaries of their world kept their intellectual pursuits within conventional limits. Many

*salonnières*, in fact, camouflaged their nontraditional activities behind the role of hostess and deferred to men in public.

Though the Bluestockings were trailblazers when compared with the *salonnières*, they were not feminists. They were too traditional, too hemmed in by their generation to demand social and political rights. Nonetheless, in their desire for education, their willingness to go beyond the confines of the salon in pursuing their interests, and their championing of unity among women, the Bluestockings began the process of questioning women's role in society.

17. Which of the following best states the central idea of the passage?
- (A) The establishment of literary salons was a response to reformers' demands for social rights for women.
  - (B) Literary salons were originally intended to be a meeting ground for intellectuals of both sexes, but eventually became social gatherings with little educational value.
  - (C) In England, as in France, the general prejudice against higher education for women limited women's function in literary salons to a primarily social one.
  - (D) The literary salons provided a sounding board for French and English women who called for access to all the educational institutions in their societies on an equal basis with men.
  - (E) For women, who did not have access to higher education as men did, literary salons provided an alternate route to learning and a challenge to some of society's basic assumptions about women.

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18. According to the passage, a significant distinction between the *salonnières* and Bluestockings was in the way each group regarded which of the following?
- (A) The value of acquiring knowledge
  - (B) The role of pleasure in the activities of the literary salon
  - (C) The desirability of a complete break with societal traditions
  - (D) The inclusion of women of different backgrounds in the salons
  - (E) The attainment of full social and political equality with men
19. The author refers to differences in social background between *salonnières* and Bluestockings in order to do which of the following?
- (A) Criticize the view that their choices of activities were significantly influenced by male salon members
  - (B) Discuss the reasons why literary salons in France were established before those in England
  - (C) Question the importance of the Bluestockings in shaping public attitudes toward educated women
  - (D) Refute the argument that the French salons had little influence over the direction the English salons took
  - (E) Explain the differences in atmosphere and style in their salons
20. Which of the following statements is most compatible with the principles of the *salonnières* as described in the passage?
- (A) Women should aspire to be not only educated but independent as well.
  - (B) The duty of the educated woman is to provide an active political model for less educated women.
  - (C) Devotion to pleasure and art is justified in itself.
  - (D) Substance, rather than form, is the most important consideration in holding a literary salon.
  - (E) Men should be excluded from groups of women's rights supporters.
21. The passage suggests that the Bluestockings might have had a more significant impact on society if it had not been for which of the following?
- (A) Competitiveness among their salons
  - (B) Their emphasis on individualism
  - (C) The limited scope of their activities
  - (D) Their acceptance of the French salon as a model for their own salons
  - (E) Their unwillingness to defy aggressively the conventions of their age
22. Which of the following could best be considered a twentieth-century counterpart of an eighteenth-century literary salon as it is described in the passage?
- (A) A social sorority
  - (B) A community center
  - (C) A lecture course on art
  - (D) A humanities study group
  - (E) An association of moral reformers
23. To an assertion that Bluestockings were feminists, the author would most probably respond with which of the following?
- (A) Admitted uncertainty
  - (B) Qualified disagreement
  - (C) Unquestioning approval
  - (D) Complete indifference
  - (E) Strong disparagement
24. Which of the following titles best describes the content of the passage?
- (A) Eighteenth-Century Egalitarianism
  - (B) Feminists of the Eighteenth Century
  - (C) Eighteenth-Century Precursors of Feminism
  - (D) Intellectual Life in the Eighteenth Century
  - (E) Female Education Reform in the Eighteenth Century

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When the same parameters and quantitative theory are used to analyze both termite colonies and troops of rhesus macaques, we will have a unified science of sociobiology. Can this ever really happen? As my own studies have advanced, I have been increasingly impressed with the functional similarities between insect and vertebrate societies and less so with the structural differences that seem, at first glance, to constitute such an immense gulf between them. Consider for a moment termites and macaques. Both form cooperative groups that occupy territories. In both kinds of society there is a well-marked division of labor. Members of both groups communicate to each other hunger, alarm, hostility, caste status or rank, and reproductive status. From the specialist's point of view, this comparison may at first seem facile—or worse. But it is out of such deliberate oversimplification that the beginnings of a general theory are made.

25. Which of the following best summarizes the author's main point?
- (A) Oversimplified comparisons of animal societies could diminish the likelihood of developing a unified science of sociobiology.
  - (B) Understanding the ways in which animals as different as termites and rhesus macaques resemble each other requires training in both biology and sociology.
  - (C) Most animals organize themselves into societies that exhibit patterns of group behavior similar to those of human societies.
  - (D) Animals as different as termites and rhesus macaques follow certain similar and predictable patterns of behavior.
  - (E) A study of the similarities between insect and vertebrate societies could provide the basis for a unified science of sociobiology.
26. The author's attitude toward the possibility of a unified theory in sociobiology is best described as which of the following?
- (A) Guarded optimism
  - (B) Unqualified enthusiasm
  - (C) Objective indifference
  - (D) Resignation
  - (E) Dissatisfaction
27. In discussing insect and vertebrate societies, the author suggests which of the following?
- (A) A distinguishing characteristic of most insect and vertebrate societies is a well-marked division of labor.
  - (B) The caste structure of insect societies is similar to that of vertebrate societies.
  - (C) Most insect and vertebrate societies form cooperative groups in order to occupy territory.
  - (D) The means of communication among members of insect societies is similar to that among members of vertebrate societies.
  - (E) There are significant structural differences between insect and vertebrate societies.

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Directions: Each question below consists of a word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

28. BEGIN: (A) participate (B) determine  
(C) persist (D) conclude (E) prevent
29. SHUN:  
(A) seek actively  
(B) perform occasionally  
(C) understand intuitively  
(D) answer correctly  
(E) influence easily
30. EQUITY: (A) uncleanness (B) unfairness  
(C) unskillfulness (D) unreadiness  
(E) unfaithfulness
31. PROPAGATION: (A) regulation  
(B) emulation (C) extirpation  
(D) infiltration (E) revelation
32. PRESUMPTUOUS: (A) delicate  
(B) humble (C) certain  
(D) constructive (E) contemptible
33. VACILLATION: (A) perpetual activity  
(B) rapid growth (C) motionless balance  
(D) accurate focus (E) minimal response
34. PENCHANT: (A) stigma (B) dishonesty  
(C) disbelief (D) grievance (E) dislike
35. SOMATIC: (A) unitary  
(B) disjointed (C) nonphysical  
(D) by hand (E) with effort
36. CONFOUND: (A) specify (B) signify  
(C) scrutinize (D) discriminate between  
(E) coincide with
37. CHARY: (A) brisk (B) bold  
(C) untidy (D) ungenerous (E) unfriendly
38. FLAG: (A) sustain (B) strive (C) favor  
(D) cut (E) wax

# FOR GENERAL TEST 6 ONLY

Answer Key and Percentages\* of Examinees Answering Each Question Correctly

VERBAL ABILITY					
Section 1			Section 2		
Number	Answer	P +	Number	Answer	P +
1	B	82	1	A	89
2	D	59	2	D	75
3	B	54	3	A	67
4	E	56	4	C	60
5	E	52	5	D	69
6	B	32	6	D	50
7	C	29	7	B	52
8	E	90	8	C	83
9	D	84	9	E	89
10	A	40	10	C	48
11	E	80	11	D	72
12	D	53	12	A	50
13	A	47	13	D	31
14	D	35	14	D	54
15	C	27	15	B	31
16	A	16	16	E	24
17	B	55	17	E	83
18	D	35	18	B	57
19	A	63	19	E	81
20	C	67	20	C	59
21	B	54	21	E	72
22	A	58	22	D	40
23	E	59	23	B	66
24	C	62	24	C	50
25	A	55	25	E	62
26	B	65	26	A	70
27	E	33	27	E	16
28	B	91	28	D	94
29	C	84	29	A	87
30	A	84	30	B	83
31	C	72	31	C	51
32	B	49	32	B	53
33	A	51	33	C	45
34	B	31	34	E	45
35	D	40	35	C	42
36	D	29	36	D	34
37	E	24	37	B	32
38	D	23	38	E	10

QUANTITATIVE ABILITY					
Section 3			Section 4		
Number	Answer	P +	Number	Answer	P +
1	A	96	1	A	91
2	C	91	2	B	94
3	A	86	3	A	90
4	B	86	4	B	86
5	C	86	5	D	87
6	D	78	6	C	84
7	B	83	7	D	83
8	A	82	8	C	67
9	B	71	9	B	70
10	A	68	10	A	64
11	B	55	11	C	65
12	C	49	12	D	38
13	D	41	13	A	60
14	D	25	14	A	43
15	A	42	15	D	17
16	C	95	16	D	86
17	A	93	17	A	85
18	B	76	18	B	73
19	E	70	19	C	77
20	D	71	20	B	73
21	D	70	21	C	85
22	E	61	22	E	71
23	E	47	23	D	71
24	C	36	24	C	55
25	D	34	25	C	35
26	A	60	26	B	28
27	B	40	27	E	61
28	E	60	28	E	43
29	B	45	29	A	31
30	C	27	30	A	41

ANALYTICAL ABILITY					
Section 5			Section 6		
Number	Answer	P +	Number	Answer	P +
1	B	91	1	E	91
2	E	83	2	E	38
3	A	94	3	B	75
4	C	86	4	D	93
5	B	81	5	A	79
6	E	66	6	B	59
7	E	64	7	C	57
8	D	85	8	D	93
9	C	77	9	E	75
10	A	73	10	B	47
11	D	87	11	E	67
12	A	45	12	D	70
13	A	67	13	A	42
14	B	54	14	B	65
15	D	52	15	C	55
16	D	41	16	E	71
17	E	37	17	D	28
18	C	37	18	E	33
19	E	32	19	D	37
20	A	26	20	E	13
21	C	50	21	C	36
22	B	46	22	B	36
23	E	37	23	C	50
24	B	49	24	A	44
25	A	31	25	A	50

\*Estimated P+ for the group of examinees who took the GRE General Test in a recent three-year period.