

SECTION 2  
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. Hydrogen is the ——— element of the universe in that it provides the building blocks from which the other elements are produced.  
(A) steadiest (B) expendable (C) lightest  
(D) final (E) fundamental
2. Few of us take the pains to study our cherished convictions; indeed, we almost have a natural ——— doing so.  
(A) aptitude for (B) repugnance to  
(C) interest in (D) ignorance of  
(E) reaction after
3. It is his dubious distinction to have proved what nobody would think of denying, that Romero at the age of sixty-four writes with all the characteristics of ———.  
(A) maturity (B) fiction  
(C) inventiveness (D) art  
(E) brilliance
4. The primary criterion for ——— a school is its recent performance: critics are ——— to extend credit for earlier victories.  
(A) evaluating..prone  
(B) investigating..hesitant  
(C) judging..reluctant  
(D) improving..eager  
(E) administering..persuaded
5. Number theory is rich in problems of an especially ——— sort: they are tantalizingly simple to state but ——— difficult to solve.  
(A) cryptic..deceptively  
(B) spurious..equally  
(C) abstruse..ostensibly  
(D) elegant..rarely  
(E) vexing..notoriously
6. In failing to see that the justice's pronouncement merely ——— previous decisions rather than actually establishing a precedent, the novice law clerk ——— the scope of the justice's judgment.  
(A) synthesized..limited  
(B) overturned..misunderstood  
(C) endorsed..nullified  
(D) qualified..overemphasized  
(E) recapitulated..defined
7. When theories formerly considered to be ——— in their scientific objectivity are found instead to reflect a consistent observational and evaluative bias, then the presumed neutrality of science gives way to the recognition that categories of knowledge are human ———.  
(A) disinterested..constructions  
(B) callous..errors  
(C) verifiable..prejudices  
(D) convincing..imperatives  
(E) unassailable..fantasies

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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. CHOIR:SINGER ::  
(A) election:voter  
(B) anthology:poet  
(C) cast:actor  
(D) orchestra:composer  
(E) convention:speaker
9. GLARING:BRIGHT ::  
(A) iridescent:colorful  
(B) perceptible:visible  
(C) discordant:harmonious  
(D) peppery:salty  
(E) deafening:loud
10. MAVERICK:CONFORMITY ::  
(A) renegade:ambition  
(B) extrovert:reserve  
(C) reprobate:humility  
(D) zealot:loyalty  
(E) strategist:decisiveness
11. SLITHER:SNAKE :: (A) perch:eagle  
(B) bask:lizard (C) waddle:duck  
(D) circle:hawk (E) croak:frog
12. COUNTENANCE:TOLERATION ::  
(A) defer:ignorance (B) renounce:mistrust  
(C) encroach:jealousy (D) demur:objection  
(E) reject:disappointment
13. PROCTOR:SUPERVISE ::  
(A) prophet:rule  
(B) profiteer:consume  
(C) profligate:demand  
(D) prodigal:squander  
(E) prodigy:wonder
14. REDOLENT:SMELL ::  
(A) curious:knowledge  
(B) lucid:sight  
(C) torpid:motion  
(D) ephemeral:touch  
(E) piquant:taste
- \* 15. TORQUE:ROTATION ::  
(A) centrifuge:axis  
(B) osmosis:membrane  
(C) tension:elongation  
(D) elasticity:variation  
(E) gas:propulsion
16. SUBSIDY:SUPPORT ::  
(A) assistance:endowment  
(B) funds:fellowship  
(C) credit:payment  
(D) debt:obligation  
(E) loan:note

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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.

\* By the time the American colonists took up arms against Great Britain in order to secure their independence, the institution of Black slavery was deeply entrenched. But the contradiction inherent in this situation was, for many, a source of constant embarrassment. "It always appeared a most iniquitous scheme to me," Abigail Adams wrote her husband in 1774, "to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have."

Many Americans besides Abigail Adams were struck by the inconsistency of their stand during the War of Independence, and they were not averse to making moves to emancipate the slaves. Quakers and other religious groups organized antislavery societies, while numerous individuals manumitted their slaves. In fact, within several years of the end of the War of Independence, most of the Eastern states had made provisions for the gradual emancipation of slaves.

- \* 17. Which of the following best states the central idea of the passage?
- (A) The War of Independence produced among many Black Americans a heightened consciousness of the inequities in American society.
  - (B) The War of Independence strengthened the bonds of slavery of many Black Americans while intensifying their desire to be free.
  - (C) The War of Independence exposed to many Americans the contradiction of slavery in a country seeking its freedom and resulted in efforts to resolve that contradiction.
  - (D) The War of Independence provoked strong criticisms by many Americans of the institution of slavery, but produced little substantive action against it.
  - (E) The War of Independence renewed the efforts of many American groups toward achieving Black emancipation.
18. The passage contains information that would support which of the following statements about the colonies before the War of Independence?
- (A) They contained organized antislavery societies.
  - (B) They allowed individuals to own slaves.
  - (C) They prohibited religious groups from political action.
  - (D) They were inconsistent in their legal definitions of slave status.
  - (E) They encouraged abolitionist societies to expand their influence.

- \* 19. According to the passage, the War of Independence was embarrassing to some Americans for which of the following reasons?
- I. It involved a struggle for many of the same liberties that Americans were denying to others.
  - II. It involved a struggle for independence from the very nation that had founded the colonies.
  - III. It involved a struggle based on inconsistencies in the participants' conceptions of freedom.
- (A) I only
  - (B) II only
  - (C) I and II only
  - (D) I and III only
  - (E) I, II, and III

- \* 20. Which of the following statements regarding American society in the years immediately following the War of Independence is best supported by the passage?
- (A) The unexpected successes of the antislavery societies led to their gradual demise in the Eastern states.
  - (B) Some of the newly independent American states had begun to make progress toward abolishing slavery.
  - (C) Americans like Abigail Adams became disillusioned with the slow progress of emancipation and gradually abandoned the cause.
  - (D) Emancipated slaves gradually were accepted in the Eastern states as equal members of American society.
  - (E) The abolition of slavery in many Eastern states was the result of close cooperation between religious groups and free Blacks.

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The evolution of sex ratios has produced, in most plants and animals with separate sexes, approximately equal numbers of males and females. Why should this be so? Two main kinds of answers have been offered. One is couched in terms of advantage to population. It is argued that the sex ratio will evolve so as to maximize the number of meetings between individuals of the opposite sex. This is essentially a "group selection" argument. The other, and in my view correct, type of answer was first put forward by Fisher in 1930. This "genetic" argument starts from the assumption that genes can influence the relative numbers of male and female offspring produced by an individual carrying the genes. That sex ratio will be favored which maximizes the number of descendants an individual will have and hence the number of gene copies transmitted. Suppose that the population consisted mostly of females: then an individual who produced sons only would have more grandchildren. In contrast, if the population consisted mostly of males, it would pay to have daughters. If, however, the population consisted of equal numbers of males and females, sons and daughters would be equally valuable. Thus a one-to-one sex ratio is the only stable ratio; it is an "evolutionarily stable strategy." Although Fisher wrote before the mathematical theory of games had been developed, his theory incorporates the essential feature of a game—that the best strategy to adopt depends on what others are doing.

Since Fisher's time, it has been realized that genes can sometimes influence the chromosome or gamete in which they find themselves so that the gamete will be more likely to participate in fertilization. If such a gene occurs on a sex-determining (X or Y) chromosome, then highly aberrant sex ratios can occur. But more immediately relevant to game theory are the sex ratios in certain parasitic wasp species that have a large excess of females. In these species, fertilized eggs develop into females and unfertilized eggs into males. A female stores sperm and can determine the sex of each egg she lays by fertilizing it or leaving it unfertilized. By Fisher's argument, it should still pay a female to produce equal numbers of sons and daughters. Hamilton, noting that the eggs develop within their host—the larva of another insect—and that the newly emerged adult wasps mate immediately and disperse, offered a remarkably cogent analysis. Since only one female usually lays eggs in a given larva, it would pay her to produce one male only, because this one male could fertilize all his sisters on emergence. Like Fisher, Hamilton looked for an evolutionarily stable strategy, but he went a step further in *recognizing* that he was looking for a strategy.

21. The author suggests that the work of Fisher and Hamilton was similar in that both scientists
  - (A) conducted their research at approximately the same time
  - (B) sought to manipulate the sex ratios of some of the animals they studied
  - (C) sought an explanation of why certain sex ratios exist and remain stable
  - (D) studied game theory, thereby providing important groundwork for the later development of strategy theory
  - (E) studied reproduction in the same animal species
22. It can be inferred from the passage that the author considers Fisher's work to be
  - (A) fallacious and unprofessional
  - (B) definitive and thorough
  - (C) inaccurate but popular, compared with Hamilton's work
  - (D) admirable, but not as up-to-date as Hamilton's work
  - (E) accurate, but trivial compared with Hamilton's work
23. The passage contains information that would answer which of the following questions about wasps?
  - I. How many eggs does the female wasp usually lay in a single host larva?
  - II. Can some species of wasp determine sex ratios among their offspring?
  - III. What is the approximate sex ratio among the offspring of parasitic wasps?
  - (A) I only
  - (B) II only
  - (C) III only
  - (D) I and II only
  - (E) II and III only
24. It can be inferred that the author discusses the genetic theory in greater detail than the group selection theory primarily because he believes that the genetic theory is more
  - (A) complicated
  - (B) accurate
  - (C) popular
  - (D) comprehensive
  - (E) accessible

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25. According to the passage, successful game strategy depends on
- (A) the ability to adjust one's behavior in light of the behavior of others
  - (B) one's awareness that there is safety in numbers
  - (C) the degree of stability one can create in one's immediate environment
  - (D) the accuracy with which one can predict future events
  - (E) the success one achieves in conserving and storing one's resources
26. It can be inferred from the passage that the mathematical theory of games has been
- (A) developed by scientists with an interest in genetics
  - (B) adopted by Hamilton in his research
  - (C) helpful in explaining how genes can sometimes influence gametes
  - (D) based on animal studies conducted prior to 1930
  - (E) useful in explaining some biological phenomena
27. Which of the following is NOT true of the species of parasitic wasps discussed in the passage?
- (A) Adult female wasps are capable of storing sperm.
  - (B) Female wasps lay their eggs in the larvae of other insects.
  - (C) The adult female wasp can be fertilized by a male that was hatched in the same larva as herself.
  - (D) So few male wasps are produced that extinction is almost certain.
  - (E) Male wasps do not emerge from their hosts until they reach sexual maturity.

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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. COMMOTION: (A) desirability  
(B) likability (C) propensity  
(D) changeability (E) tranquillity
29. INDETERMINATE: (A) qualified  
(B) definite (C) stubborn  
(D) effective (E) committed
30. DIVERGE: (A) relay (B) bypass  
(C) enclose (D) work quickly  
(E) come together
31. FLIPPANT: (A) evenly distributed  
(B) well coordinated (C) inflexible  
(D) sane (E) earnest
32. NEXUS: (A) disconnected components  
(B) tangled threads (C) lost direction  
(D) unseen obstacle (E) damaged parts
33. LEVY: (A) reconsider (B) relinquish  
(C) repatriate (D) revitalize (E) rescind
34. ANOMALOUS: (A) porous (B) viscous  
(C) essential (D) normal (E) elemental
35. GROUSE: (A) rejoice (B) rekindle  
(C) restore (D) reject (E) reflect
36. GIST:  
(A) tangential point  
(B) tentative explanation  
(C) faulty assumption  
(D) flawed argument  
(E) meaningless distinction
37. EFFRONTERY: (A) decorum (B) candor  
(C) resolution (D) perplexity  
(E) mediation
38. LIMPID: (A) rampant (B) vapid  
(C) turbid (D) rigid (E) resilient

SECTION 5  
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. Although the minuet appeared simple, its — steps had to be studied very carefully before they could be gracefully — in public.  
(A) progressive..revealed  
(B) intricate..executed  
(C) rudimentary..allowed  
(D) minute..discussed  
(E) entertaining..stylized
2. The results of the experiments performed by Elizabeth Hazen and Rachel Brown were — not only because these results challenged old assumptions but also because they called the — methodology into question.  
(A) provocative..prevailing  
(B) predictable..contemporary  
(C) inconclusive..traditional  
(D) intriguing..projected  
(E) specious..original
3. Despite the — of many of their colleagues, some scholars have begun to emphasize "pop culture" as a key for — the myths, hopes, and fears of contemporary society.  
(A) antipathy..entangling  
(B) discernment..evaluating  
(C) pedantry..reinstating  
(D) skepticism..deciphering  
(E) enthusiasm..symbolizing
4. In the seventeenth century, direct flouting of a generally accepted system of values was regarded as —, even as a sign of madness.  
(A) adventurous (B) frivolous  
(C) willful (D) impermissible  
(E) irrational
5. Queen Elizabeth I has quite correctly been called a — of the arts, because many young artists received her patronage.  
(A) connoisseur (B) critic (C) friend  
(D) scourge (E) judge
6. Because outlaws were denied — under medieval law, anyone could raise a hand against them with legal —.  
(A) propriety..authority  
(B) protection..impunity  
(C) collusion..consent  
(D) rights..collaboration  
(E) provisions..validity
7. Rather than enhancing a country's security, the successful development of nuclear weapons could serve at first to increase that country's —.  
(A) boldness (B) influence  
(C) responsibility (D) moderation  
(E) vulnerability

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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. WATER:SWIM :: (A) grass:grow  
(B) knot:tie (C) plan:implement  
(D) flood:damage (E) snow:ski

9. TILE:MOSAIC :: (A) wood:totem  
(B) stitch:sampler (C) ink:scroll  
(D) pedestal:column (E) tapestry:rug

10. SCHOOL:FISH :: (A) posse:crowd  
(B) arrow:feathers (C) union:labor  
(D) flock:birds (E) stock:cattle

11. CASTIGATION:DISAPPROVAL ::  
(A) grief:indignation  
(B) hostility:intention  
(C) hope:insight  
(D) innocence:patience  
(E) blasphemy:irreverence

12. REDOUBTABLE:AWE ::  
(A) tart:pungency  
(B) tacit:solitude  
(C) despicable:contempt  
(D) engrossing:obliviousness  
(E) venerable:renown

13. ACCELERATE:SPEED ::  
(A) assess:value  
(B) elaborate:quality  
(C) disperse:strength  
(D) prolong:duration  
(E) enumerate:quantity

14. COMPLAIN:CARP :: (A) supply:donate  
(B) argue:debate (C) grumble:accuse  
(D) drink:guzzle (E) pacify:intervene

15. FILIGREE:WIRE :: (A) embroidery:knot  
(B) bead:string (C) lace:thread  
(D) fringe:yarn (E) rope:strand

16. SKIRMISH:INSIGNIFICANCE ::  
(A) revolution:democracy  
(B) duel:formality  
(C) feud:impartiality  
(D) bout:sparring  
(E) crusade:remoteness

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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.

Thomas Hardy's impulses as a writer, all of which he indulged in his novels, were numerous and divergent, and they did not always work together in harmony. Hardy was to some degree

- (5) interested in exploring his characters' psychologies, though impelled less by curiosity than by sympathy. Occasionally he felt the impulse to comedy (in all its detached coldness) as well as the impulse to farce, but he was more often
- (10) inclined to see tragedy and record it. He was also inclined to literary realism in the several senses of that phrase. He wanted to describe ordinary human beings; he wanted to speculate on their dilemmas rationally (and, unfortunately, even schematically); and he wanted to record precisely the material universe. Finally, he wanted to be more than a realist. He wanted to transcend what he considered to be the banality of solely recording things exactly and
- (20) to express as well his awareness of the occult and the strange.

In his novels these various impulses were sacrificed to each other inevitably and often. Inevitably, because Hardy did not care in the way that novelists such as Flaubert or James

- (25) cared, and therefore took paths of least resistance. Thus, one impulse often surrendered to a fresher one and, unfortunately, instead of exacting a compromise, simply disappeared.
- (30) A desire to throw over reality a light that never was might give way abruptly to the desire on the part of what we might consider a novelist-scientist to record exactly and concretely the structure and texture of a flower. In this
- (35) instance, the new impulse was at least an energetic one, and thus its indulgence did not result in a relaxed style. But on other occasions Hardy abandoned a perilous, risky, and highly energizing impulse in favor of what was for him
- (40) the fatally relaxing impulse to classify and schematize abstractly. When a relaxing impulse was indulged, the style—that sure index of an author's literary worth—was certain to become verbose. Hardy's weakness derived from his
- (45) apparent inability to control the comings and goings of these divergent impulses and from his unwillingness to cultivate and sustain the energetic and risky ones. He submitted to first one and then another, and the spirit blew where
- (50) it listed; hence the unevenness of any one of his novels. His most controlled novel, *Under the Greenwood Tree*, prominently exhibits two different but reconcilable impulses—a desire to be a realist-historian and a desire to be a
- (55) psychologist of love—but the slight interlockings of plot are not enough to bind the two completely together. Thus even this book splits into two distinct parts.

17. Which of the following is the most appropriate title for the passage, based on its content?

(A) *Under the Greenwood Tree*: Hardy's Ambiguous Triumph

(B) The Real and the Strange: The Novelist's Shifting Realms

(C) Energy Versus Repose: The Role of Ordinary People in Hardy's Fiction

(D) Hardy's Novelistic Impulses: The Problem of Control

(E) Divergent Impulses: The Issue of Unity in the Novel

18. The passage suggests that the author would be most likely to agree with which of the following statements about literary realism?

(A) Literary realism is most concerned with the exploration of the internal lives of ordinary human beings.

(B) The term "literary realism" is susceptible to more than a single definition.

(C) Literary realism and an interest in psychology are likely to be at odds in a novelist's work.

(D) "Literary realism" is the term most often used by critics in describing the method of Hardy's novels.

(E) A propensity toward literary realism is a less interesting novelistic impulse than is an interest in the occult and the strange.

19. The author of the passage considers a writer's style to be

(A) a reliable means by which to measure the writer's literary merit

(B) most apparent in those parts of the writer's work that are not realistic

(C) problematic when the writer attempts to follow perilous or risky impulses

(D) shaped primarily by the writer's desire to classify and schematize

(E) the most accurate index of the writer's literary reputation

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20. Which of the following words could best be substituted for "relaxed" (line 37) without substantially changing the author's meaning?
- (A) informal
  - (B) confined
  - (C) risky
  - (D) wordy
  - (E) metaphoric
21. The passage supplies information to suggest that its author would be most likely to agree with which of the following statements about the novelists Flaubert and James?
- (A) They indulged more impulses in their novels than did Hardy in his novels.
  - (B) They have elicited a greater degree of favorable response from most literary critics than has Hardy.
  - (C) In the writing of their novels, they often took pains to effect a compromise among their various novelistic impulses.
  - (D) Regarding novelistic construction, they cared more about the opinions of other novelists than about the opinions of ordinary readers.
  - (E) They wrote novels in which the impulse toward realism and the impulse away from realism were evident in equal measure.
22. Which of the following statements best describes the organization of lines 27 to 41 of the passage ("Thus . . . abstractly")?
- (A) The author makes a disapproving observation and then presents two cases, one of which leads to a qualification of his disapproval and the other of which does not.
  - (B) The author draws a conclusion from a previous statement, explains his conclusion in detail, and then gives a series of examples that have the effect of resolving an inconsistency.
  - (C) The author concedes a point and then makes a counterargument, using an extended comparison and contrast that qualifies his original concession.
  - (D) The author makes a judgment, points out an exception to his judgment, and then contradicts his original assertion.
  - (E) The author summarizes and explains an argument and then advances a brief history of opposing arguments.
23. Which of the following statements about the use of comedy in Hardy's novels is best supported by the passage?
- (A) Hardy's use of comedy in his novels tended to weaken his literary style.
  - (B) Hardy's use of comedy in his novels was inspired by his natural sympathy.
  - (C) Comedy appeared less frequently in Hardy's novels than did tragedy.
  - (D) Comedy played an important role in Hardy's novels though that comedy was usually in the form of farce.
  - (E) Comedy played a secondary role in Hardy's more controlled novels only.
24. The author implies which of the following about *Under the Greenwood Tree* in relation to Hardy's other novels?
- (A) It is Hardy's most thorough investigation of the psychology of love.
  - (B) Although it is his most controlled novel, it does not exhibit any harsh or risky impulses.
  - (C) It, more than his other novels, reveals Hardy as a realist interested in the history of ordinary human beings.
  - (D) In it Hardy's novelistic impulses are managed somewhat better than in his other novels.
  - (E) Its plot, like the plots of all of Hardy's other novels, splits into two distinct parts.

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Upwards of a billion stars in our galaxy have burnt up their internal energy sources, and so can no longer produce the heat a star needs to oppose the inward force of gravity. These stars, of more than a few solar masses, evolve, in general, much more rapidly than does a star like the Sun. Moreover, it is just these more massive stars whose collapse does not halt at intermediate stages (that is, as white dwarfs or neutron stars). Instead, the collapse continues until a singularity (an infinitely dense concentration of matter) is reached.

It would be wonderful to observe a singularity and obtain direct evidence of the undoubtedly bizarre phenomena that occur near one. Unfortunately in most cases a distant observer cannot see the singularity; outgoing light rays are dragged back by gravity so forcefully that even if they could start out within a few kilometers of the singularity, they would end up in the singularity itself.

25. The author's primary purpose in the passage is to

- (A) describe the formation and nature of singularities
- (B) explain why large numbers of stars become singularities
- (C) compare the characteristics of singularities with those of stars
- (D) explain what happens during the stages of a singularity's formation
- (E) imply that singularities could be more easily studied if observers could get closer to them

26. The passage suggests which of the following about the Sun?

- I. The Sun could evolve to a stage of collapse that is less dense than a singularity.
- II. In the Sun, the inward force of gravity is balanced by the generation of heat.
- III. The Sun emits more observable light than does a white dwarf or a neutron star.

- (A) I only
- (B) III only
- (C) I and II only
- (D) II and III only
- (E) I, II, and III

27. Which of the following sentences would most probably follow the last sentence of the passage?

- (A) Thus, a physicist interested in studying phenomena near singularities would necessarily hope to find a singularity with a measurable gravitational field.
- (B) Accordingly, physicists to date have been unable to observe directly any singularity.
- (C) It is specifically this startling phenomenon that has allowed us to codify the scant information currently available about singularities.
- (D) Moreover, the existence of this extraordinary phenomenon is implied in the extensive reports of several physicists.
- (E) Although unanticipated, phenomena such as these are consistent with the structure of a singularity.

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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. **STABILIZE:** (A) penetrate  
(B) minimize (C) fluctuate  
(D) analyze (E) isolate
29. **RENOVATE:** (A) design to specifications  
(B) keep hidden (C) cause to decay  
(D) duplicate (E) complicate
30. **PROFUSE:** (A) sequential (B) shoddy  
(C) scant (D) surly (E) supreme
31. **ANCHOR:** (A) unwind (B) unbend  
(C) disjoin (D) disrupt (E) dislodge
32. **REFUTE:** (A) reveal (B) associate  
(C) recognize (D) understand (E) prove
33. **NADIR:**  
(A) immobile object  
(B) uniform measurement  
(C) extreme distance  
(D) topmost point  
(E) regular phenomenon
34. **APPROBATION:** (A) disinclination  
(B) stagnation (C) condemnation  
(D) false allegation (E) immediate repulsion
35. **FATUOUSNESS:** (A) sensibleness  
(B) courage (C) obedience  
(D) aloofness (E) forcefulness
36. **TIMOROUS:** (A) consummate (B) faithful  
(C) intrepid (D) antagonistic  
(E) impulsive
37. **SEMINAL:**  
(A) withholding peripheral information  
(B) promoting spirited exchange  
(C) suggesting contradictory hypotheses  
(D) displaying cultural biases  
(E) hampering further development
38. **DISINGENUOUSNESS:**  
(A) coherent thought  
(B) polite conversation  
(C) acquisitiveness  
(D) guilelessness  
(E) contentiousness

# FOR GENERAL TEST 25 ONLY

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

VERBAL ABILITY					
Section 2			Section 5		
Number	Answer	P +	Number	Answer	P +
1	E	89	1	B	80
2	B	66	2	A	69
3	A	52	3	D	76
4	C	58	4	E	57
5	E	51	5	C	64
6	D	45	6	B	59
7	A	10	7	E	66
8	C	82	8	E	96
9	E	80	9	B	41
10	B	61	10	D	87
11	C	82	11	E	67
12	D	36	12	C	38
13	D	35	13	D	53
14	E	48	14	D	33
15	C	46	15	C	37
16	D	23	16	B	25
17	C	89	17	D	70
18	B	77	18	B	44
19	A	21	19	A	36
20	B	69	20	D	19
21	C	80	21	C	71
22	D	62	22	A	30
23	B	43	23	C	66
24	B	64	24	D	47
25	A	59	25	A	49
26	E	42	26	C	33
27	D	66	27	B	60
28	E	86	28	C	94
29	B	82	29	C	85
30	E	81	30	C	72
31	E	51	31	E	79
32	A	44	32	E	59
33	E	52	33	D	43
34	D	49	34	C	45
35	A	46	35	A	41
36	A	27	36	C	34
37	A	28	37	E	27
38	C	23	38	D	24

QUANTITATIVE ABILITY					
Section 1			Section 4		
Number	Answer	P +	Number	Answer	P +
1	C	84	1	C	89
2	B	87	2	B	90
3	A	90	3	D	98
4	C	75	4	B	90
5	C	76	5	A	81
6	B	69	5	C	83
7	D	65	7	A	85
8	C	53	8	B	71
9	A	69	9	D	61
10	C	53	10	A	77
11	D	34	11	A	56
12	B	59	12	C	42
13	A	42	13	D	42
14	A	36	14	B	49
15	D	33	15	C	31
16	A	88	16	D	96
17	E	86	17	C	82
18	B	82	18	B	77
19	D	83	19	E	71
20	C	75	20	A	69
21	D	94	21	B	92
22	B	80	22	C	57
23	C	66	23	B	51
24	A	48	24	C	34
25	C	44	25	D	28
26	B	52	26	A	52
27	B	50	27	E	62
28	D	30	28	A	51
29	A	26	29	D	46
30	E	44	30	C	47

ANALYTICAL ABILITY					
Section 3			Section 6		
Number	Answer	P +	Number	Answer	P +
1	B	82	1	D	68
2	A	75	2	B	92
3	C	89	3	D	85
4	B	31	4	E	74
5	C	47	5	B	76
6	D	58	6	C	88
7	E	46	7	E	68
8	B	88	8	A	82
9	D	86	9	D	69
10	A	53	10	C	63
11	E	76	11	E	70
12	B	42	12	D	80
13	C	51	13	B	33
14	A	56	14	C	31
15	E	76	15	A	16
16	A	26	16	E	49
17	C	75	17	D	52
18	E	28	18	C	34
19	A	35	19	E	33
20	E	20	20	D	23
21	B	23	21	A	20
22	C	41	22	B	31
23	E	21	23	A	50
24	C	37	24	D	31
25	D	24	25	C	20

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