

For questions 1 and 2, select one entry for each blank from the corresponding column of choices.

Fill in the blank in the way that best completes the text.

Question 1

Girls dreaming their way to a wonderland to marry a prince and live happily ever after was already a _____ notion by the time *Alice in the Wonderland* was written.

- hackneyed
- creative
- strange
- original
- extraordinary

Question 2

Michael is methodical, barely the _____ kind, and he has had ample time to come to a consolidated opinion of the university he wishes to apply for.

- impetuous
- cautious
- thoughtful
- sensible
- calm

For questions 3 and 4, select one entry for each blank from the corresponding column of choices.

Fill in the blank in the way that best completes the text.

Question 3

Modern technologies are a lot more expensive than their existing _____ and each has its own _____ that be conquered.

Blank (1)

alternatives
obligations
duties

Blank (2)

generalizations
idiosyncrasies
generalities

Question 4

Several works produced by Shakespeare during his later years are yet _____ at Rome; and far _____ the rest is his tale of two young lovers, Romeo and Juliet.

Blank (1)

extant
extinct
defunct

Blank (2)

surpassing
inferior
ordinary

For questions 5 and 6, select one entry for each blank from the corresponding column of choices.

Fill in the blank in the way that best completes the text.

Question 5

“Neuroscientists can now use SpiNNaker to help _____ some of the _____ of how the human brain works by running unprecedentedly large scale _____,” Mr. Furber said.

Blank (1)

unlock
lock
fasten

Blank (2)

manifests
secrets
broadcasts

Blank (3)

originals
primitives
simulations

Question 6

Marvel comics superheroes Ant-Man and the Wasp would face serious _____ breathing when they _____ to insect sizes, say scientists who have developed devices that could make life easier for the _____ characters.

Blank (1)

victories
bolsters
challenges

Blank (2)

expand
shrink
enlarge

Blank (3)

fictional
real
nonfictional

Questions 7 and 8 are based on the following reading passage.

The most plausible justification for higher taxes on automobile fuel is that fuel consumption harms the environment and thus adds to the costs of the traffic congestion. But the fact that burning fuel creates these "negative externalities" does not imply that no tax on fuel could ever be too high. Economics is precise about the tax that should, in principle, be levied to deal with negative externalities: *the tax on a liter of the fuel should be equal to the harm caused by using a liter of fuel*. If the tax is more than that, its costs (including the inconvenience to those who would rather have used their cars) will exceed its benefits (including any reduction in congestion and pollution).

Question 7

In the context in which it appears, "exceed" most nearly means

outstrip
magnify
delimit
offset
supplant

Question 8

Which of the following best characterizes the function of the indicated portion of the passage?

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

Questions 9 and 10 are based on the following reading passage.

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

Question 9

Which of the following statements is supported by the passage?

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

Question 10

The passage provides information on each of the following EXCEPT

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

For questions 11 to 16, 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.

Question 11

Alice describes her childhood in a conservative _____ community in Iraq, keeping to traditional religious beliefs.

orthodox
atheist
revolutionary
radical
groundbreaking
nonconformist

Question 12

The project was full of _____ ideas, such as using sand and stone to raise natural walls around monuments built in honor of the late president.

imaginative
prosaic
offbeat
pooky
creepy
purple

Question 13

The senate is particularly perturbed over our _____ use of natural resources such as forest, oil, water, energy, land and minerals.

frugal
niggardly
profligate
parsimonious
miser
abstemious

Question 14

James and Mathew are planning to leave for the states next week for their masters, following months of _____ GRE preparation.

arduous

facile
adroit
hassle-free
undemanding
adept

Question 15

Jessica is so talkative that her sister thought the situation warranted conciseness, and her being _____.

verbose
loquacious
garrulous
rambling
gabby
laconic

Question 16

After five years of war, both sides have found _____ ways to make peace with one another, as the bloodshed has grown viscous and brutal.

pragmatic
hackneyed
esoteric
obscure
didactic
Vociferous

Questions 17 to 20 are based on the following reading passage.

(1) Schools expect textbooks to be a valuable source of information for students. My research suggests, however, that textbooks that address the place of Native Americans within the history of the United States distort history to suit a particular cultural value system. In some textbooks, for example, settlers are pictured as more humane, complex, skillful, and wise than Native American. In essence, textbooks stereotype and

deprecate the numerous Native American cultures while reinforcing the attitude that the European conquest of the New World denotes the superiority of European cultures. Although textbooks evaluate Native American architecture, political systems, and homemaking, I contend that they do it from an ethnocentric, European perspective without recognizing that other perspectives are possible.

(2) One argument against my contention asserts that, by nature, textbooks are culturally biased and that I am simply underestimating children's ability to see through these biases. Some researchers even claim that by the time students are in high school, they know they cannot take textbooks literally. Yet substantial evidence exists to the contrary. Two researchers, for example, have conducted studies that suggest that children's attitudes about particular culture are strongly influenced by the textbooks used in schools. Given this, an ongoing, careful review of how school textbooks depict Native American is certainly warranted.

Question 17

The author's attitude toward the content of the history textbooks discussed in the passage is best described as one of

- disapproval
- neutrality
- amusement
- hesitance
- indifference

Question 18

The author mentions two researchers' studies most likely in order to

- suggest that children's political attitudes are formed primarily through textbooks
- counter the claim that children are able to see through stereotypes in textbooks
- suggest that younger children tend to interpret the messages in textbooks more literally than do older children
- demonstrate that textbooks carry political messages meant to influence their readers

prove that textbooks are not biased in terms of their political presentations

Question 19

Which of the following would most logically be the topic of the paragraph immediately following the passage?

- Specific ways to evaluate the biases of United States history textbooks
- The centrality of the teacher's role in United States history courses
- Nontraditional methods of teaching United States history
- The contributions of European immigrants to the development of the United States
- Ways in which parents influence children's political attitudes

Question 20

The primary purpose of the passage is to

- discuss the difficulty of presenting an accurate history of the United States
- argue that textbooks used in schools stereotype Native Americans and influence children's attitudes
- describe revisions that should be made to United States history textbooks
- summarize ways in which some textbooks give distorted pictures of the political systems developed by various Native American groups
- describe in detail one research study regarding the impact of history textbooks on children's attitudes and beliefs about certain cultures