

GRE-VERBAL BEHIND THE SCENES 2014

*Discover BTS of ETS
All strategies, tips and tricks you
need to ace the GRE-Verbal*



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To

Amirhossein Hosseini Jafari

Introduction:

This book is an attempt to help students to learn the experience of my one-year studying for the GRE exam of almost every resource available on the market. During my studies of GRE, I came up with some tips and strategies that I found them surprisingly helpful and powerful. These tricks literally equip my eyes with some tools to see what is happening in the mind of a GRE's test designer and what is happening behind the scene of the GRE passages. More surprisingly, I did not find any book on the market explaining about these powerful techniques. This ended up me to take an action to fill this gap between test preparation books and GRE exam and I

decided to write a book to reveal all my tricks and experiences along with other tricks I learned from other books available on the market. In writing this book, I tried to follow 80-20 rule, and removed all 80% redundant information, to give you sheer 20% knowledge about GRE to save your time.

GRE preparation can really improve your insight and reasoning not in exam but in your real life. So, try to get the most benefit of that and enjoy it. Finally, I hope this book can help you score more in the GRE exam and increase your chance of admission consequently. If you have any question or constructive suggestion regarding this book, please let me know:

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Bashir Hosseini Jafari

Chapter 1: GRE General Rule

Based on optimal evolution of human beings, there are two different kind of thinking in our brain: fast thinking and slow thinking [1]. When it is said 2×2 or 10×10 , an answer happens in your mind with no attempt automatically. It is what called fast thinking, which involves most of thinking in our daily life. For example, when it is said U.S.A, a set of facts come to your mind effortlessly. Facts such as it is a big country consists of different states, it is in the North America continent, its president is Barack Obama, it has the biggest military power and so on. All these facts happen to your mind immediately with no thinking.

It is proven that the fast thinking is based on our accumulated knowledge of the past and our current emotions. How do you choose your religion? How do you choose your spouse? There are so many other questions. Let me give you the answer. You have made most of your important decisions just with the help of fast thinking and your emotions. Most of us accept the religion from our parents, choose our spouse based on lust, and emotions and so on. So, where is the role of logic, evidence and reasoning. The answer lies in slow thinking.

When it is said 103×24 no answer happens to your mind, you need to take a pen and paper and think more to reach the answer. It is slow thinking indeed. In

this case, your brain thinks deeply and more logically. Slow thinking has nothing to do with emotions, passions or making easy stories. It just cares what evidences are available and make the most possible rational decision. Without doubt, decisions with the help of slow thinking are much better than decisions based on fast thinking.

Let's get to the point and apply this rule in the GRE. Never ever use fast thinking in the GRE. Never ever use your background knowledge or make stories during GRE exam. Let's give you an example:

Sara was able to both read and write at the age of four. What do you think about

her GPA at her first class?

A) A

B) B

C) C

D) D

Fast thinking: WOW, she is awesome (emotion), she will absolutely get grade A (making story).

Slow thinking: she did something extraordinary at the age of four, but there is no evidence telling about her grade, strong evidence is required. She might get brain infection at the age of five and might lose all of her mental abilities.

As you might understand, fast thinking

leads us to wrong answer and slow thinking to right one. GRE test makers, make the best use of the deficiencies in fast thinking and so many students, especially those with native English language fall in GRE fast thinking trap. Let me give you an example:

Q1 - The butterfly's ----- , though -----, allowed the entomologist ample time with which to finish a quick sketch of its markings[2].

A) pulchritude	D) camouflaged
B) verisimilitude	E) short-lived

C) quiescence	F) fragile
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Fast thinking: There is a butterfly (your background knowledge: butterfly is beautiful) and a person to fashion a quick sketch. Words such as butterfly, fashion, markings, all force you to make a story and say butterfly is beautiful and choose pulchritude. However, you are wrong. There is no evidence for that, but in your wrong fast thinking system.

Slow thinking: Let's go and find some strong evidence to make rational decision. The entomologist had enough time to sketch, as it is said (evidence). Though indicates that opposite direction happens. Therefore, the opposite of

enough time is short-lived. For the first blank, we have to seek for something that can change after a small period of time (short-lived), and it is quiescence. Thank you slow thinking, I made it.

As I told before, GRE test makers want you to make a fast story from some initial hints of the passage, never do that. Read till the end of the passage carefully. Naturally, your brain tends to pay more attention in the beginning and less attention at the end. You have to reverse it by practice. This way, you can find some new evidences in the end, help you to find the right answer.

Chapter 2: Sentence Completion

In sentence completion part, you face with a small passage with one, two or three blanks. You have to find the best option for each blank based on the context of the passage.

2.1: One-blank sentence completion specific rules:

#1. C3 rule (Clue-Connector-Careful Reasoning): Whatever the question is, you can find the right answer if you use this rule and if you know the meaning of the words in the passage and in the choices. Let's get to the point and learn how to find the clue and connector.

Clue: it is the most important part of the

sentence. If you can find it correctly, you are almost done. A clue may appear anywhere in the sentence: in the beginning, in the middle or in the end. How to find that? You have to try to find the most descriptive part of the sentence. Clue can be an adjective or a sentence. It gives the most important information about the passage.

Connector: It signals whether the sentence change its direction or go to the same direction as before. In the following you can see a table of connectors:

Sam Directione	Changing
----------------	----------

	Direction
And	But
Thus	While
Since	In contrast
Because	Despite
Similarly	Unfortunately
Therefore	Whereas
So	Ironically
Not only..... but also	Surprisingly
Hence	Yet
Consequently	Rather
	In spite of

;	(semicolon)	Notwithstanding
:	(colon)	Previously
	In fact	Unless
	indeed	Although
		though

Careful Reasoning: After finding clue and connector, you have to use careful reasoning (slow thinking) to find the best answer. Be careful and never use your background knowledge as an evidence. Just use the evidence available in the sentence and your sheer logic to reach the answer. Let's consider some examples:

Q2 - Often considered by his peers to be a purveyor of -----, Simmons had to look to his students for admiration, who, in contrast to his more seasoned colleagues, often praised the sincerity and profundity with which he wrote[2].

A) rationality
B) claptrap
C) esoterica
D) indecency
E) prolixity

Answer: Let's find the most important

and descriptive part of the passage, I mean clue by that.

Clue: “students often praise him for his sincerity and profundity”.

Connector: In contrast, which changes the direction.

CR: In contrast to something, which is profound and sincere, is something, which is not good and is pointless. The best answer is claptrap (absurd).

In the following, you can see another example:

Q3 - The yearly financial statement of a large corporation may seem ----- at first, but the persistent reader soon finds its pages of facts and figures easy to

decipher[3].

A) bewildering
B) surprising
C) inviting
D) misguided
E) uncoordinated

Answer: Let's find the most important and descriptive part of the passage, I mean clue by that.

Clue: A hardworking reader can understand the facts and figures of the statement.

Connector: But, which changes the direction.

CR: Opposite to something, which is understandable, is something, which is confusing (bewildering).

Let's consider another example:

Q4 - Mathematicians have a distinctive sense of beauty: they strive to present their ideas and results in a clear and compelling fashion, dictated by -----
- as well as by logic[3].

A) caprice
B) aesthetics
C) obligation

D) methodologies
E) intellect

Answer: Let's find the most important and descriptive part of the passage, I mean clue by that.

Clue: “Mathematicians have a distinctive sense of beauty”.

Connector: Colon, which maintains direction.

CR: Something, which has the same meaning as beauty is aesthetics.

Finding the right clue and connector is not something given in a formula, it

needs practice, practice, and again practice. The more you practice, the more chance you have to find the right answer. As the final hint in this part, try not to see the answer choices during clue and connector detection. This helps you to derive information from the passage without bias. Then, try to guess the answer based on the clue and connector, and finally find the choice, which is as close as possible to your guess.

#2. Positive vs. Negative: One of the most useful way to find the right answer or eliminate the wrong one, is to use this rule. In this rule, considering clue and connector, you can guess whether the blank has positive or negative connotation. For instance, if it has

positive connotation, you can eliminate choices with negative meaning and focus on positive options. This way, you get rid of almost half of the choices. Let's apply this rule for the next question:

Q5 - Far from the cacophony bubbling out the 9th graders' music room, the -----
----- melodies of the more skilled 12th graders' drifted pleasingly down the hall[2].

A) monotonous
B) impassive
C) gregarious
D) bilious

E) dulcet

Answer: Let's use C3 rule and guess whether the blank has positive or negative connotation.

Clue: Cacophony = noisy sound.

Connector: Far from, opposite direction.

CR: The blank has to be something, which is not noisy, so its connotation has to be positive.

A= monotonous= has no dynamic, negative.

B= impassive= inactive or indifferent, negative.

C= gregarious= outgoing, positive.

D= bilious= irascible, negative.

E= dulcet=harmonious, positive.

Because we are searching for a positive answer only C or E can be correct.

Because it is related to music, only E is correct.

#3. No leftovers rule: In the GRE sentence completion, every word has a reason to be there. It is there to do its mission. You do not have to underestimate or ignore a word or part of a sentence. If you do, you are more likely to find the wrong answer. In another word, if you find the answer and do not use the information of some parts of the passage, especially if that part is

descriptive, you are more likely to be wrong. Let's consider our previous example:

Q4 - Mathematicians have a distinctive sense of beauty: they strive to present their ideas and results in a clear and compelling fashion, dictated by -----
- as well as by logic[3].

A) caprice
B) aesthetics
C) obligation
D) methodologies
E) intellect

Answer: If you choose E as a correct answer, be careful, “distinctive sense of beauty”, which is a descriptive part is leftover without use. However, if you use this part as a clue and choose aesthetics, every information in the passage has been used. So, the correct answer is B.

#4. Set and subset rule (SAS): If you remember, I already told about fast thinking and its tendency to make wrong stories just from a few facts. It is what GRE test makers love so much and use to design so many traps for test takers. Using SAS rule helps you to jump from some GRE's traps. Typically, in some

GRE sentences, there are some nouns related together and your brain make a set of them automatically. For instance, books, campus and library all are nouns (subsets) that bring university (set) to your mind as a result of fast thinking. From now on, your brain is in danger of giving more favor to this set than any other set in the world. You have to break this favor completely. In another word, if you find a choice among answers that tends to make a set with some of the nouns (not part of the clue) in the sentence, that choice is less likely to be the right answer. GRE test makers benefit from this favor to make some wrong choices. Be careful and jump from these options. Please pay attention

and do not mix up these misleading nouns with helpful adjectives that can be found in the clue. Let's consider our previous example (Although it has two blanks, it can be a good example of applying SAS method):

Q1 - The butterfly's ----- , though ----- , allowed the entomologist ample time with which to finish a quick sketch of its markings[2].

A) pulchritude	D) camouflaged
B) verisimilitude	E) short-lived
C) quiescence	F) fragile

Answer: In this question butterfly, fashion and markings (subsets, not part of the clue) bring the word of beauty (set) to the mind. So, pulchritude is less likely to be the right answer, because it can be another subset. In addition, butterfly and markings can bring to the mind something, which is fragile or camouflaged, which are not the answers. You see, by applying SAS method, we eliminated three choices. Thank you SAS. The right answers are C and E.

All in all, to answer a one-blank sentence completion, you must use all of four previous rules at the same time. You need to practice over and over and

let these rules settle in your mind gradually to be able to answer questions fast and correctly during the real GRE exam.

2.2: Two-blank sentence completion rules:

All rules about one-blank sentence completion hold for two-blank sentence completion. In addition, there are some other rules for two-blank sentence completion specifically. The most important part in two-blank sentence completion is to find which blank is easier to be answered. Because there are two blanks in the passage, typically there are two clues and two or one connector. You have to find which blank

can be answered based on the clue and connector available in the passage. By answering the first blank, new clue will appear in the sentence helping you to answer the last blank. Therefore, the first rule is:

#1. Find the easier blank to be answered: Let's consider the following example.

Q6 - Political advertising may well be the most----- kind of advertising: political candidates are usually quite --- -----, yet their campaign advertisements often hide important differences behind smoke screens of smiles and empty slogans[3].

--	--

A) polemical	D) interchangeable
B) effective	E) dissimilar
C)deceptive	F) vocal

Answer: Let's find the clue and connector and then decide which blank can be answered using clue and connector. Please be careful, and distinguish between political advertising and political candidates.

Clue 1: “Advertisements often hide important differences”.

Connector 1: Colon, same direction.

CR 1: First blank can be answered based on the clue and connector.

Deceptive best describes something, which hide differences. By answering the first blank, we know political advertising are deceptive and hide differences. Considering this information into account, let's move on to the next blank.

Clue 2: Campaign advertisements are deceptive and hide important differences.

Connector 2: Yet, opposite direction.

CR 2: Because political advertising is deceptive, they try to hide differences, but (yet) the candidates are different (dissimilar) indeed. C and E are correct.

Let's consider another example in which finding an appropriate blank, helps us to find the last blank's answer.

Q7 - The brief survey, published under the title, the work of nature: How the diversity of life sustains us, is surprisingly ----- . Indeed it makes several longer treatments of the effects of best biodiversity seem -----[3].

A) distorted	D) redundant
B) objective	E) pithy
C) comprehensive	F) premature

Answer: Let's find which clue is better to start with.

Clue 1: "The brief survey".

Connector 1: Surprisingly, changing direction.

CR 1: The first blank has to be something in opposite to brief, which is comprehensive.

Clue 2: A brief survey was surprisingly comprehensive.

Connector 2: Indeed, same direction.

CR 2: Considering that a brief survey was comprehensive, other longer treatments have some unnecessary parts and are redundant. C and D are answers.

Sometimes two-blank sentence completion can be decomposed into two one-blank sentence completion in which the order of answering does not matter.

#2= Two-blank into two one-blank decomposition: Please consider the following example.

Q8 - Everyone has routines that govern their work. The myth is that artists are somehow different, that they reject -----, but of course that is not true: most artists work as the rest of us do,-----, day by day, according to their own customs[3].

A) latitude	D) impetuously

B) habit	E) ploddingly
C) materialism	F) sporadically

Answer: In this question, we can answer each blank independently.

Clue 1: Artists are somehow different from other people, which have routines.

Connector 1: Comma, same direction.

CR 1: It can be inferred they reject routines (habit).

Clue 2: day by day.

Connector 2: comma, same direction.

CR 2: Ploddingly (day by day) is correct. Choices B and E are correct.

Please pay attention, those two previous specific rules can't be used together. You have to decide which one can be more helpful based on the clues and connectors in the passage.

2.3: Three-blank sentence completion:

Three-blank sentence completion is the hardest part in sentence completion section. However, in most of the cases, they can be decomposed into a two-blank sentence completion and a one-blank sentence completion. Here is the rule:

#1. Three-blank to a two-blank and a one-blank: Consider the following example to figure out how to use this rule.

Q9 - The assertion that people who receive higher dose of background radiation than the national average are less ----- harm than those who do not is based on the assumption that this background radiation has ----- effect. However, no reliable studies have been conducted to support the notion these low levels of background radiation -----, in fact, most studies have indicated that every additional increase in dosage brings a corresponding increase in the chances of cell damage[2].

A) susceptible	D) a negligible	G) act as a tonic
----------------	-----------------	-------------------

to		
B) protected from	E) a salubrious	H) threaten health
C) concerned with	F) an injurious	I) can be discounted

Answer: Let's decompose the last part of the passage. We consider the sentence beginning with however and end with damage as a one-blank sentence completion. The clue is: Most studies have indicated that increase in dosage

bring corresponding increase in the cell damage. The connector is in fact, which means the same direction happens. So, if radiation dosage is dangerous (clue), we can rephrase that (because of same direction connector), there is no study that shows it is neutral or even useful (tonic). So, the answer is G. taking this into account, we go to the two-blank sentence completion. If background radiation act as a tonic, so it has useful effect and it can make people less susceptible to harm. A and E are correct.

Q10 - Putting a cash value on the ecological services provided by nature- such as the water filtration service provided by a forested watershed- has, historically, been a ----- process.

Early attempts at such valuation resulted in impressive but ----- figures that were seized on by environmental advocates, and then, when these figures were later-----, They were used by opponents to tar the whole idea[3].

A) dispassionate	D) redundant	G) ignorant
B) problematic	E) unsound	H) discredited
C) straightforward	F) understated	I) confirmed

Answer: by looking at the end, you can consider “used by opponents to tar the whole idea” as a clue and comma as a connector. So, the blank has to have a negative connotation. The only answer that best fits is discredited. Keeping this information in mind and going to the second blank (you can consider impressive as a clue and but as connector), it can be inferred figures who will be discredited are unsound, choice E is correct. Finally, a process that have both opponents and proponents can be problematic.

As you might understand, finding the first appropriate blank to be answered

(typically the last blank), make it easier to answer other blanks. Please, be careful, in most of the cases, you can't find the right answer for the first or second blank without studying the whole passage. So, never answer the first blank just by some initial hints. Although in most of the cases, the last blank is the easiest one to be answered, there are some cases that first or second blanks are better options. In fact, the blank that has obvious clue and connector is the best candidate.

Q11- Reading D.H. Lawrence's novel sons and lovers today, it can be easy to forget that its depictions of relationships between men and women were considered ----- for many years

after its publication. The types of relationships Lawrence describes, once thought worthy of censure, now seem to appear on film and television on a daily basis and might be considered ----- . Whether one consider it beneficial or harmful, this cultural ----- marks a profound shift in attitudes toward male/female relationships[4].

A) prurient	D) descriptive	G) transformational
B) patronizing	E) pedestrian	H) assimilation
C)	F) vulgar	I) bias

sacrosanct		
------------	--	--

Answer: let's start with the second blank which has an obvious clue. Something which appear on film and TV on a daily basis, tends to be pedestrian. For the first blank, the type of relationship once thought worthy of censure, it was prurient. By taking these two answers into account, we can say a change has happened. Transformation is the best answer for the last blank. If you think, you can find the last blank's answer just by reading the last sentence, you are using your background knowledge and fast thinking. Please, do not do that. Maybe the author wants to emphasize a bias that makes a shift in

attitudes.

Chapter 3: Sentence Equivalence

Sentence Equivalence is the same as one-blank sentence completion.

However, there are two correct answers among six choices. These two correct answers give the same meaning and connotation to the passage and typically are synonyms with each other. Because sentence equivalence is similar to the one-blank sentence completion, we can use all rules regarding one-blank sentence completion. In order to ace this part, you have to improve your words arsenal as much as you can. A good news about Sentence Equivalence is that, in short period of time (about one month) you can improve your ability in this section faster than other sections and

you even have this chance to answer all questions of this section correctly. Let's get to the specific rules of Sentence Equivalence:

3.1: Sentence Equivalence Rules:

#1= Synonyms are not necessarily correct answers: existing synonyms among options, does not mean they are correct answers. Correct answers have to fit the blank as well.

Q1 - The salesperson was known for being very -----, so his colleagues found his sudden lethargy surprising[3].

A	lackadaisical

B	apathetic
C	assiduous
D	jocose
E	reclusive
F	sedulous

Answer: you have to behave this question like a one-blank sentence completion. But there are two right answers. That is why options are square.

Clue 1: “Found his sudden lethargy”

Connector 1: Surprising, changing direction.

CR 1: The opposite of lethargic is

hardworking.

We have to find two options meaning hardworking. Assiduous and sedulous are answers. Lackadaisical and apathetic are synonyms, but they do not fit the blank.

#2. Right answers have to be synonyms: In some cases, there are only two words among options having the same meaning, which means they are correct answers. But, do not use this method unless you can't guess the blank applying C3 method.

Q2 - The saying that “a thousand trust are told in jest” would be well heeded

by those who are ----- about what their humor might imply to others[2].

A	blithe
B	bellicose
C	ardent
D	debonair
E	candid
F	anxious

Answer: Let's assume you can't guess the blank applying C3 method. Do not get discouraged. You still have a chance to the right answer. Considering options

A) Blithe= carefree and unconcerned.

B) Bellicose= aggressive and belligerent.

C) Ardent: passionate or zealous.

D) Debonair= happy and unconcerned.

E) Candid= Sincere and ingenuous.

F) Anxious: Nervous or distressed.

A and D are the only options that have the same meaning.

#3. Try to guess word' meaning that you do not know: Assume you guess that blank has to be something that means poor. There must exist two words among options with the same poor meaning. Let's see options and guess

Q3 –

A	prodigal
B	penurious
C	hard-working
D	diligent
E	extravagant
F	destitute

Answer: Prodigal and extravagant are not good candidates because of pro and extra in the beginning. Penurious looks good because its beginning looks like penny. Destitute seems opposite of constitute (developing, creating), not

bad, means lacking of something maybe.
These two choices look good.

3.2: Exercise:

Q4 - William Shakespeare's *Macbeth* was based upon a highly ----- version of events that the playwright wrought from Raphael Holinshed's *Chronicles of England, Scotland, and Ireland*; king Duncan's death at the hand of Macbeth comprises the play's only historical truth[5].

A	anachronistic
B	effusive

C	embellished
D	prosaic
E	serpentine
F	colored

Answer: Do not get discouraged when you face a long question with so many names. It is exactly what GRE wants. The only thing you need is the last line as a clue. Knowing that” king Duncan’s death at the hand of Macbeth comprises the play’s only historical truth”, we can infer the book has so many mistakes and is distorted.

A) Anachronistic= something or

someone which is not at its historical order

B) Effusive= profuse or emotionally overflowing

C) Embellished= something which is decorated or distorted

D) Prosaic= dull or boring

E) Serpentine= not straight, curved

F) Colored: decorated or distorted

B and F are correct.

Q5 - He had not always been so callous, but with time he became ----- to the violence around him[5].

A	adorned
B	cauterized

C	sensitized
D	ostracized
E	inured
F	attuned

Answer: To answer this question we need to know the exact meaning of callous which is the clue. Callous means someone who is not sensitive and does not show any concern about problems around him.

Clue: not callous

Connector: but, changing direction.

CR: so, the blank has to be something which means callous. When are you getting callous about violence? When you see it every day and get used to that. Now, let's go through options

A) Adorned= decorated or ornamented

B) Cauterized= getting used to a bad situation gradually

C) Sensitized= Showing more than average response to something

D) Ostracized= banish or exclude someone from a community

E) Inured= getting used to a bad situation gradually

F) attuned= getting aware of something

B and E are correct.

Q6 - Its coffers full with another round of investment funding; the fledgling company was inexperienced enough to adopt ----- spending policy, and it quickly exhausted its erstwhile surplus[2].

A	a profligate
B	an impecunious
C	a miserly
D	a spendthrift
E	a stringent
F	a meticulous

Answer: Let's demystify this question.

Clue: The new company spent all of its former extra money

Connector: Comma, same direction

CR: If company has no money left, it uses wasting money policy.

A) Profligate= prodigal, spending money with no limitation

B) Impecunious= indigent, having no money

C) Miserly= parsimonious, spending money as least as possible

D) Spendthrift= spending money recklessly

E) Stringent= rigid, fastidious about rules

F) Meticulous= pay more attention than average to details

A and D are correct.

Q7 - Max's repertoire of cooking techniques was remarkably broad, allowing him to draw upon many culinary traditions to create ----- dishes[6].

A	artful
B	catholic
C	dilettantish
D	eclectic

E	savory
F	ambrosial

Answer: Do you remember the SAS rule. Subsets such as dishes, cooking, and culinary traditions all trying to deceive us that savory and ambrosial (tasty) are good candidates, but they are not. After this elimination there exist only one synonym which is answer. But, let's go to our best method, C3.

Clue: His cooking technique was broad, he draws many culinary traditions

Connector: comma, same direction

CR: When he use different traditions,

his dishes are combination of different cooking techniques.

A) Artful= showing art and skills

B) catholic = comprehensive, gathered from different sources; Catholic= a religious branch

C) dilettantish = amateurish, without solid knowledge and just by interest

D) eclectic = something collected from varied sources

E) savory= spicy and tasty

F) ambrosial = delicious

B and D are correct.

Chapter 4: Reading Comprehension

This section is the hardest part in the GRE verbal, requires you to understand the passage very well and then answer the questions with the help of evidence and your reasoning. Unfortunately, if your English background is not excellent, understanding hard passages in the GRE is not easy at all, and you are not supposed to improve this part sharply over a period of one or two months. But wait a moment, do not get discouraged. If you can't ace GRE passage understanding, you can learn a tons of tips and tricks, telling you which choices are more likely to be wrong. As a result, you have more chances to choose right answer even if you do not

understand the passage very well.

4-1- General Rules: Please study the following rules step by step to learn how to demystify questions and find the best answer.

#1. It is too easy to be true: If you find the answer easily without attempt and reasoning, you are more likely to be wrong. Please remember, it is not TOEFL or IELTS exam, it is GRE and it wants to test both your English understanding and more importantly your critical reasoning. Indeed if you find an answer immediately, it is the result of your fast thinking that you have to avoid not only in the GRE exam but in your life.

#2. It is correct, but it is not mentioned in the passage: Please be careful, when you are answering a question, everything is wrong but the information and evidence in the passage. All your background knowledge and other stuff that make clearly sense are **WRONG**. So, if you face a choice that makes sense based on your knowledge, but it is not mentioned in the passage or can't be inferred from the passage, that choice is wrong.

#3. A correct choice means 100% correct choice: Please pay attention, if only 1% of a choice is incorrect, the whole choice is incorrect. Let's consider there is a choice, half of that is supported by the evidence in the

passage, and the rest of the choice is a fact that makes sense but is not supported from the passage. What do you guess? Yes, this choice is incorrect, because according to the rule 2, half of the choice is incorrect, and based on rule 3, the whole choice is incorrect.

#4. Do not confuse author's view with someone else's view: Sometimes, in some parts of the passage, there are some quotations or someone else's position other than the author. You have to be careful and distinguish these positions. Otherwise, you may find a wrong answer. For example, let's consider there is a passage in which the author says "Some critics oppose this point of view". However, if you study

the passage entirely, you understand that the author supports that point of view indirectly. So, if you do not distinguish between critics' position and author's position, you are more likely to be wrong.

#5. If it is a partial copy-paste of the passage, it is less likely to be true: If you face an option that contains exactly some parts of the passage, it can't be the correct one. Why? Because to reach the answer you need to use your reasoning. In some cases, GRE test makers try to use some words and phrases exactly from the passage to the choice, to make you convinced that it is a true answer. But be careful, it is a trap.

#6. Extreme options are not good candidates: Extreme options, for example options which contains all, never, no one, everyone, only, must, always,.....are not good options, because they can be eliminated easily. On the other hand, options with wishy-washy words such as might, can, probably and so on are good options.

#7. Very broad options of a specific passage are not good candidates: Let's consider that the passage is specifically about application of AC generator in wind turbines. Every option about application of AC generator (without emphasis on turbine) is less likely to be correct, because it is very broad and not mentioned in the passage. To me, this is

very tricky trap and GRE test makers love that.

#8. Pay more attention in the end:

When you start reading a passage, your brain tends to pay more attention in the beginning and less attention in the end. In some cases, when students get tired during exam, they even do not study the end and try to guess the end based on the beginning. This is really a big danger and you have to inverse that. Most of the turning points or conclusions happens at the end. So, I suggest you pay attention in the end of the passage twice as much as in the beginning. It really helps.

#9. Pay attention to the positive or the negative connotation: Let's consider

the author has a negative view toward an idea, hence, if you face a question asking about author's view about that idea, you can eliminate all choices with positive or neutral connotation.

#10. Pay more attention to the adjectives and connectors: In the GRE passage, the tendency of the author toward a fact, another author, a book or a movie is very important. In some cases, to understand this tendency you need to study till the end. Paying attention to the adjectives and connectors help you to understand the author's position easier. In addition, by looking at connectors, you can make yourself prepared and make some predictions about following sentences in

the passage. This helps you to be an active reader rather than passive one. For example, by seeing although, you get ready for a change in direction.

#11. You do not need to know every detail to answer the questions: Unlike sentence completion where every part helps you to get closer to the answer, there are some details and even sentences that their only mission is to get you bogged. That is why it is suggested not to get stuck in the details and complex structures, because you might not need that parts to answer all the questions. And if you need to know more about that part, when you face a corresponding question, you can come back and read that part again. It is

suggested that by skimming (no skipping) try to answer main questions. Why this passage is written? Is there a turning point or not? What are the most important evidence in the passage? Are there some quotation or not, if so, the author support or oppose that? Then refer to the questions and for every question, get back to the appropriate part of the passage and answer the question. Never ever answer a question just by skimming.

#12= A hard passage does not mean hard questions and an easy passage does not mean easy questions:

Typically, questions regarding hard passages are easier than the passages. So, never get discouraged when you

encounter a hard passage. On the other hand, questions regarding easy passages tend to be harder. Never answer those hastily without enough thinking.

4-2- Main Idea Questions Rules:

In the questions that ask about main idea or main purpose, please pay attention to the following specific rules:

#1. Pay attention whether the question is about the primary purpose of the passage or the primary purpose of a specific part.

#2. Details or partial facts mentioned in the passage, can't be the best answer: Although they are correct, they are not the main idea of the passage. You

have to find the broad view of the passage.

#3. The right answer is not a partial copy-paste of the passage: The answer is the output of your reasoning. So, it can't be found exactly in the passage.

#4. Pay attention more to the end of the passage.

4-3- Detail Questions Rules:

When you encounter questions asking about some details or facts such as: The passage mentioned which of the following? The passage states? Which of the following is said? Please pay attention to the following rules:

#1. There exist that evidence or fact directly in the passage: In some cases it is rephrased, but you do not need to infer. You have to spot that to find the best answer.

#2. Never ever trust your memory: Try to find appropriate part regarding that question, and read that part carefully.

#3. You do not need to infer: Rephrasing and sharp eyes are the only tools you need.

#4= Watch out for EXCEPT or NOT in the question.

4-4- Reasoning Questions Rules:

In questions like It can be inferred, It can

be implied, the author most likely agree, the author most likely disagree, the author suggest..... ? You need to use your reasoning skills and get to know what is happening behind the passage.

#1. A partial copy-paste of the passage can't be the answer.

#2. The choice has to be 100% correct, to be a correct answer.

#3. Applying positive or negative connotation can help you to eliminate some options.

#4. Avoid extreme options.

#5. Avoid very broad options.

#6. Just making sense is not enough. It

must both make sense and be supported by the information in the passage.

#7. Try to simplify options: For example, it is not less likely can be simplified to most of the times.

4-5- Vocabulary Questions Rules:

In these questions, you are asked to guess the meaning of a word or a phrase in the passage. You have to find an option which fits best the blank considering the context.

#1. Never trust literal meaning of a word, but trust the context around the word.

#2. Try to read one or two lines before and after that word, to get to know the context.

#3. Applying positive or negative connotation can help you to eliminate some options.

#4. Behave the question like one-blank sentence completion: Consider that word as a blank. Try to use C3 method and all other rules regarding that part to find the best answer.

#5. Try it even if you do not have enough time: If you do not have enough time during the exam to read a passage, try to find the vocabulary questions (if exist). It is because you still have this

chance to answer that correctly based on previous rules and short amount of time.

4-5- Function Questions Rules:

If you face questions like: Why does the author use.....? Why is this phrase used? What is the function of the last paragraph? Please use the following rules:

#1. Options that are partial copy-paste of that specific paragraph or phrase are not correct answers: Please remember, you have to answer to the reason why that specific part is there.

#2. To answer these questions correctly, you have to understand the main idea of the whole passage, not

just some lines before and after that.

#3. Assume you are the author of the passage and the question is being asked by an interviewer.

#4. Do not use your background knowledge or personal ideas.

4-6. Exercise:

Passage 1: The impact of triclosan, an antibacterial agent commonly added to consumer products, on microbial populations in soil irrigated with wastewater from households was examined. It was found that irrigation of soil with triclosan –containing wastewater results in both an increase in resistant bacteria and a concomitant

decrease in overall microbial community diversity. These changes in the soil microbiota raise public health and environmental concerns about the release of untreated household waste streams into terrestrial ecosystems. Before irrigation with wastewater can become a useful water reuse alternative, additional research focusing on the long-term impacts of triclosan and other pharmaceuticals and personal care products is needed[2].

Q1 - Which of the following statement is supported by the passage?

Indicate *all* that apply.



In soil irrigated with triclosan-

containing wastewater, the overall number of bacteria decreased.

B The use of triclosan should be curtailed whenever possible due to its environmental impact.

C Bacteria that develop a resistance to anti-bacterial drugs are of more concern than bacteria that have not developed such a resistance.

Q2 - the passage provides information on each of the following except

A) Whether soil irrigation with triclosan-containing wastewater affects how many different types of bacteria will be found in that soil.

B) The origin of the triclosan detected in the soil samples studied.

C) Whether irrigation with wastewater is a viable idea.

D) What changes soil microbiota undergo when exposed to triclosan.

E) The reasoning for introducing wastewater into the ecosystem studied.

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The use of triclosan should be curtailed whenever possible due to its environmental impact.



Bacteria that develop a resistance to anti-bacterial drugs are

of more concern than bacteria that have not developed such a resistance.

Answer: Please pay attention, when it is said all that apply, more than one answer can be correct. In general, when you see options with square shape, more than one answer might be correct. Let's get started and decode the question.

A) This choice is about a fact or detail in the passage. So, never answer this

question based on your memory. Try to get back and find the appropriate sentence. It is said” results in both an increase in resistant bacteria and a concomitant decrease in overall microbial community diversity”. The passage says overall microbial community decreased, but there is no clue about overall number of bacteria. So, this option is not supported by the passage.

B) This choice is again about a fact or detail in the passage. Professional GRE test takers can find this option wrong immediately, even without reading the passage completely. The passage talks about specific use of triclosan for soil irrigation. However, this option is very

broad, and says “the use of triclosan should be curtailed”. Typically, these type of broad options can’t be a good candidates. So, this option is not supported as well.

C) This choice must be correct, because at least there has to be one correct answer. Let’s investigate why? To answer this choice we need to infer. The passage says “an increase found in resistance bacteria”. In another part, it says this fact raises public health and environmental concerns. So, we can infer this bacteria is of more concerns than others which do not develop resistance. It is supports by the passage.

Q2 - the passage provides information

on each of the following except

- A) Whether soil irrigation with triclosan-containing wastewater affects how many different types of bacteria will be found in that soil.
- B) The origin of the triclosan detected in the soil samples studied.
- C) Whether irrigation with wastewater is a viable idea.
- D) What changes soil microbiota undergo when exposed to triclosan.
- E) The reasoning for introducing wastewater into the ecosystem studied.

Answer: The passage does not give information about workability of that

idea. So, the answer is choice C. Please, watch out for questions with except. In fact, wrong option is the correct answer.

Passage2: The public intellectual is one who has become elevated to a symbol, a person that stands for something far larger than the discipline from which he or she originated. Such an intellectual is often speaking about things beyond his or her area of expertise. Some people will refuse such an invitation, others will accept the opportunity that has been given them. Such a person must be careful, he must be aware of the limitations of his knowledge, he must acknowledge his personal prejudices because he is being asked to speak for a whole realm of thought, and he must be

aware of the huge possible consequences of what he says and writes and does. He has become, in a sense, public property because he represents something large to the public. He has become an idea himself, a human striving. He has enormous power to influence and change, and he must wield that power with respect[2].

Q3 - It can be inferred from the passage that the author would agree with which of the following statements?

Indicate *all* that apply.



Public intellectuals often speak about topics that they would better have avoided due to their lack of

background knowledge in those subjects.

B Public intellectuals have a duty to share their expertise with the public.

C The words of public intellectuals are often accepted by their audiences.

Q4- The author uses the word "striving" primarily in order to

A) Underscore the effort necessary for public intellectuals to adequately

address their topics.

B) Explain the belief held by the public that public intellectuals are infallible sources of knowledge

C) Emphasize the care that public intellectuals must use due to their stature

D) Convey the idea that public intellectuals represent the attempt of humanity to understand their world

E) Indicate that public intellectuals, despite their prominence, are subject to the same difficulties as the rest of humanity

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B

Public intellectuals have a duty to share their expertise with the public.

C

The words of public intellectuals are often accepted by their audiences.

Answer: It is an inference question, we need to go behind the passage.

A) If in this choice, often is replaced by a word such as always or never, your decision get easier because the option is extreme and it is therefore wrong. However, often is a wishy-washy word

and we have to investigate more. It is a good idea to use positive-negative connotation method. The position of the author is somehow neutral. He or she is giving some facts about intellectuals, you can even say it is laudatory in some parts (They are powerful, they have big influence). Therefore, what you can say definitely is that the passage does not have negative connotation (Criticizing). However, choice A has negative connotation and it is not a correct answer.

B) This choice really makes sense and seems good. But remember a choice has to be supported by the passage. There is no evidence in the passage showing intellectuals have a duty to share their

expertise. This choice is out of scope of the passage and is wrong.

C) You can consider this option as a correct one, because there must exist at least one correct answer. Let's investigate why? There is no direct evidence in the passage. However, it does not mean the choice is wrong. We might need to deduce from some evidence in the passage. The passage said "public intellectuals has enormous power to influence and change. ". If someone has a big influence, it means so many people accept his idea (Because otherwise he does not have big influence).

Q4- The author uses the word "striving"

primarily in order to

A) Underscore the effort necessary for public intellectuals to adequately address their topics.

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C) Emphasize the care that public intellectuals must use due to their stature

D) Convey the idea that public intellectuals represent the attempt of humanity to understand their world

E) Indicate that public intellectuals, despite their prominence, are subject to the same difficulties as the rest of humanity

Answer: A good approach is to eliminate choices that are wrong. Then find the best answer among left options.

A) Just by looking at underscore, we find this option wrong. There is no emphasizing by using human striving. In addition, the rest of the option is not mentioned or can't be inferred from the passage.

B) Just using infallible make this option less likely to be true (extreme option). Furthermore, "Infallible source of knowledge" is not addressed in the passage.

C) There is no emphasizing and using must make this option extreme. So, it is not a correct answer.

D) Convey looks good. It is because striving wants to represent something and the rest of the option makes sense. If someone is an idea of striving, he is representing the attempt of humanity.

E) Indicates looks good, though “Are subject to the same difficulties” is out of scope.

So, choice D is correct.

Passage3: Use of ecological theory for management of nature needs to follow different rules than use of physical theory to build skyscrapers or rockets. Whereas an engineer has a firm concept of stresses in constructing a structure of

steel girders or thrust required to carry a rocket payload, an ecologist has nothing comparable. In such cases, the theory can guide insight, but the insight must be tempered by local understanding of how well the organisms in question fit assumptions of relevant models. A manager must also realize that even if a population could in theory be managed for sustainable yield or maintained in habitat fragments of different size, populations might usually be so small that firm estimates and therefore and therefore predictions of persistence, extinction, or colonization are infeasible. If a Himalayan valley hosts three snow leopards, a manager of the cats and their prey may benefit from

understanding that the local population may disappear and be replaced by other individuals or that the cats may simply trade individuals with other valleys. The capacity to actually estimate turnover on a quantitative basis is quite likely out of reach.

The quest for developing models that are based on larger, rigorous conceptual framework and that can be tested with appropriately sophisticated methodology should be pursued in ecology. We may profit, however, by acknowledging the shortcomings of ecological predictions, and frankly admitting when prediction is inappropriate because theories are insufficient or not appropriate for the targeted conservation practices.

Development of predictive capabilities may take time but, as least fishery science indicates, we are rapidly advancing toward our destinations. For reasons inherent in the field and the nature of nature, resource managers should avoid the pretense of predicting precise population changes. The concept of building resilience into policy to accommodate contingency, error, and chance is an operational approach to using theory for guidance rather than certainty. So, for instance, a general prediction that abundance of edible fish will change the fortunes of whatever game animals are common as indigenous people deplete in the Amazon may be warranted, but a pretense of predicting

what each game or fish population will be given exploitation of it by indigenous people is not. Regarding reserve size, a prediction of persistence of animals and plants as a function of size of habitat patches may work well in uninhabited areas, but proximity of human settlements may overshadow it in many places. Contingencies that are not present in armchair models affect both examples.

The gist is not that ecological paradigms are failing, but that expectations of ecology as a science are not realistic in the real world in the same way that physics informs engineering or molecular biology informs medicine. Theory premised on predictions from

large numbers is not much used in local situations where numbers of most organisms are low and where contingent effects may be overriding[2].

Q5 - According to the passage, which of the following would be true if the described snow leopards were being studied?

A) Predictions of the leopards' persistence would have to be made on a quantitative basis due to the animals' numbers.

B) The ecological paradigm used to make predictions about the leopards would be invalid.

C) Insight about the leopards' behavior

would be more helpful than selecting a model that emulated their behavior.

D) Individual humans living in the valley would have to be closely monitored.

E) Care would have to be taken so as to avoid disturbing the leopards' habitats.

Q6 - In the passage's final paragraph, the author is primarily concerned with

A) Describing the limitations of a method

B) Advocating a new ecological model

C) Postulating that certain fields of study are supported by related fields

D) Arguing that endangered animals are a bigger problem than previously thought

E) Dismissing ecology as a science due to its lack of methodological rigor

Q7- According to the passage, which of the following circumstances would have the greatest chance of undermining a typical ecological model?

A) The organism being studied populates an area more quickly than anticipated

B) Humans native to a studied organism's habitat hunt it more extensively due to poor crop yield

C) Experimental data is lost due to faulty data storage

D) Humans native to a studied organism's habitat migrate to another

area

E) The experimental data gathered from a large fishery is found to be based on faulty methodology

Q8 - It can be inferred from the passage that compared to the effect of human consuming a species, the effect of native animals consuming that species is

A) Less likely to influence ecological theorists

B) More applicable to the eventual survival of the species

C) Necessary to quantify in order to establish a precise model for the species' population

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D) Individual humans living in the valley would have to be closely monitored.

E) Care would have to be taken so as to avoid disturbing the leopards' habitats.

Answer: This is a detail question. We have to get back and find the right place. Let's go to the elimination process.

A) According to the passage” The capacity to actually estimate turnover on a quantitative basis is quite likely out of reach.” Which is at odds with this choice.

B) This is very strong and extreme option. Although the passage says there is no perfect ecological paradigm, it does not mean that this paradigm is invalid and useless. This choice is incorrect.

C) This choice seems a detail choice. The passage mentions” a manager of the cats and their prey may benefit from understanding that the local population may disappear. The capacity to actually estimate turnover on a quantitative basis is quite likely out of reach”. It means, we can’t reach a correct and useful quantitative model, though we can benefit from our understanding. In another word, insight about leopards is more helpful than quantitative model. This choice seems correct.

D,E) These choices are out of scope.

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A) Describing the limitations of a

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- E)** Dismissing ecology as a science due to its lack of methodological rigor

Answer: This question is about the main idea of the last paragraph.

- A)** It seems good. The last paragraph says Ecology can't be considered as a science like Physics and Engineering. It is the limitations of Ecology.
- B)** The passage tends to be neutral and

try to give some facts. So, by seeing advocate you can eliminate this choice.

C) This choices is out of scope.

D) There is no argument in the last paragraph. The author try to convey the gist of the passage. In addition, information in this choice can't be found in the last paragraph. Definitely a wrong one.

E) You can eliminate this choice just by reading "Dismissing ecology as a science" and even without reading the passage. No author (if he or she is really author) ever deny an established science.

Choice A is correct.

Q7- According to the passage, which of the following circumstances would have the greatest chance of undermining a typical ecological model?

A) The organism being studied populates an area more quickly than anticipated

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C) Experimental data is lost due to faulty data storage

D) Humans native to a studied organism's habitat migrate to another area

E) The experimental data gathered from

a large fishery is found to be based on faulty methodology

Answer: It seems a detail question. The passage cites” a general prediction that abundance of edible fish will change the fortunes of whatever game animals are common as indigenous people deplete in the Amazon may be warranted, but a pretense of predicting what each game or fish population will be given exploitation of it by indigenous people is not”. So, if you can’t predict fish population, because you can’t guess how much exploitation native people is going to do, choice B looks correct.

A) It is out of scope. There is no hint in the passage about speed rate.

C) It is out of scope.

D) This choice can help to a better ecological model (opposite).

E) Out of scope.

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Answer: It is an inference question. You can't find an evidence in the passage lead you directly to the answer. The passage cites the effect of game animals are warranted, but the pretense of predicting native people's effect is not possible. So, we can infer choice E is correct.

Passage4: According to most scientists, the universe began approximately 10 to

15 billion years ago and has been expanding ever since. This theory, known as the Big Bang theory, is the fairly direct result of Hubble's law, which states that objects farther away from earth are receding faster than those closer. This expansion implies a singular point which all matter is expanding from.

Complicating the scientific explanation is that the Big Bang cannot be thought of as an explosion from some identifiable source. Furthermore, the relationship between distance and speed is not precisely linear. So, if one were to think of galaxies as particles created in big bang, these galaxies have both a local component of motion, as well as playing

a role in the overall expansion of the universe.

A further complication is that galactic distances are so great that galactic motion, even if the galaxies are moving at incredible speeds, is difficult to observe. Scientist must therefore rely on a “standard candle,” an object of known brightness within the galaxy they wish to observe. Using the inverse square law, scientists can the measure how far that galaxy is away from our own. For instance, suppose a supernova in galaxy A appears on hundred times as bright as one in galaxy B. By the inverse square law, galaxy B is ten times farther away than galaxy A, assuming, of course, the distance is the only factor affecting

brightness[5].

Q9 - It can be inferred from the passage that a standard candle is useful to scientists for which of the following reasons?

- A)** Standard candles do not have their own locus of motion
- B)** Standard candles more reliably adhere to the law of inverse squares than do other supernovas
- C)** Only standard candles provide a known measure of brightness
- D)** Knowledge of an object's brightness allows scientists to measure the speed at which the object is moving toward Earth

E) Knowledge of an object's brightness allows scientists to measure its distance from earth.

Q10 - According to the passage, if two astronomical objects of different distances from earth were observed, which of the following would be true of the object closer to Earth?

Indicate *all* that apply.



A It would not be as bright as the object farther from Earth.



B It would be younger than the object farther from Earth.



It would be traveling away from the Earth more slowly than the farther object.

Q11 - It can be inferred from the passage that a standard candle may not provide an accurate measure of distance if

A) The galaxy being measured is moving too quickly

B) Interstellar dust makes the object measured appear dimmer than it really is

C) If the galaxy being measured has a local component of measurement

D) The particles being measured do not completely accord with a linear motion

E) The galaxies being measured move at different speeds

Q12- According to the passage, if two supernovas are observed and one of those supernovas is brighter than the other, scientists can conclude that

A) The brighter supernova is moving closer to our galaxy at a higher speed

B) The precise location of the supernova is measurable

C) The brighter supernova may be closer to our own galaxy

D) The brighter supernova is farther

away from Earth by a distance that is roughly inversely proportional to the dim supernova

E) The distance between the supernovas and our own galaxy is inversely proportional

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D) Knowledge of an object's brightness allows scientists to measure the speed at which the object is moving toward Earth

E) Knowledge of an object's brightness allows scientists to measure its distance from earth.

Answer: Let's apply elimination process.

A) It is out of scope.

B) There is no evidence to support this option.

C) Using standard candle as a measure of brightness, does not mean it is the only way. It is an extreme option and is wrong.

D) This method is used to measure distance not speed (very difficult to observe).

E) This choice looks good. Standard candle is used to measure a distance of a galaxy from Earth.

Choice E is correct.

Q10 - According to the passage, if two astronomical objects of different distances from earth were observed,

which of the following would be true of the object closer to Earth?

Indicate *all* that apply.



It would not be as bright as the object farther from Earth.



It would be younger than the object farther from Earth.



It would be traveling away from the Earth more slowly than the farther object.

Answer: There might be more than one correct answer.

A) It can be inferred from the passage (inverse square law) that the closer the object the brighter it is. So, choice A is wrong.

B) Out of scope.

C) The passage cites in the first paragraph "objects farther away from earth are receding faster than those closer". So, object closer to Earth is moving away more slowly than farther objects. It is correct.

Q11 - It can be inferred from the passage that a standard candle may not

provide an accurate measure of distance if

A) The galaxy being measured is moving too quickly

B) Interstellar dust makes the object measured appear dimmer than it really is

C) If the galaxy being measured has a local component of measurement

D) The particles being measured do not completely accord with a linear motion

E) The galaxies being measured move at different speeds

Answer: It is an inference question and you can't find a direct evidence in the passage, so if you see some new ideas,

words or phrases in an option, you can't eliminate that options just because it is not in the passage. It is said in the end of the passage that if distance is the only factor affecting brightness, our measurement is accurate. It means if other factors affecting brightness, our measurement is not accurate. Interstellar dust can be a good factor affecting brightness. Choice B is correct.

Q12- According to the passage, if two supernovas are observed and one of those supernovas is brighter than the other, scientists can conclude that

- A)** The brighter supernova is moving closer to our galaxy at a higher speed
- B)** The precise location of the supernova

is measurable

C) The brighter supernova may be closer to our own galaxy

D) The brighter supernova is farther away from Earth by a distance that is roughly inversely proportional to the dim supernova

E) The distance between the supernovas and our own galaxy is inversely proportional

Answer: Choice C looks good. May is wishy-washy and according to square law, the brighter supernova is closer to us. A can be correct if higher speed is replaced by lower speed.

Chapter 5: Critical Reasoning

Do you remember slow thinking method? Of course you do, but it is not enough for critical reasoning questions. You must apply very slow thinking method to find the best answer. These questions tries to test your reasoning and your attention to details. If you are good at those, this part does not need so many practices. Let's get to the point.

5.1- Reading Passage Decomposition (RPD):

Every passage regarding critical reasoning questions can be decomposed to two important subsets: Evidence and Conclusion. By finding these two parts you are almost done. Let's assume you

have found these elements in the passage. What is the next step? Yes, you are right. You have to find how the author reach the conclusion based on the evidence. It is what called assumption, something which is not in the passage and you have to guess that by very slow thinking. Different authors can reach to different conclusions based on the same evidence. It means that they have different assumption. Your task is to find that assumption. In another word, you have to guess what lead the author from that evidence to that conclusion. Your task is not whether does this assumption make sense or not, just try to guess that as logically as possible. Let's consider the following simple example:

Q1- USA government is going to donate country A two million dollars.
Therefore, Country A is able to eradicate infantile paralysis.

Answer: Applying RPD:

Evidence: USA government is going to donate country A two million dollars (fact).

Conclusion: Country A is able to eradicate infantile paralysis (main statement).

Assumption: We have to find what leads the author from that evidence to that conclusion. The assumption is that that 2 million dollar is going to be spent to eradicate infantile paralysis, and the

only left problem of country A to eradicate infantile paralysis is 2 million dollars money. What if country A does not have enough doctors to implement that plan? What if there is huge financial corruption in the country A? What if country A' people do not trust their national medical system? All of these are assumptions weakening author's conclusion. On the other hand, What if the USA government is going to dispatch some experienced doctors in infantile paralysis to country A? What if you hear almost all children's parent register for the plan in advance? These are some extra assumptions that make the passage more strong and valid.

Let's consider a real GRE example:

Q2- The average temperature of the lobster-rich waters off the coast of Foerland has been increasing for some years. In warmer water, lobsters grow faster. In particular, lobster larvae take less time to reach the size at which they are no longer vulnerable to predation by young cod, the chief threat to their survival. Consequently, the survival rate of lobster larvae must be going up, and the lobster population in Foerkland's coastal waters is bound to increase[3].

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

A) There are indications that in recent years the fishing fleet operating off the coast of Foerkland has been taking cod

at an unsustainably high rate.

B) The increase in water temperatures off Foerkland has not been as pronounced as the increase in average soil temperatures in Foerkland.

C) Because of their speed-up growth, lobsters now get large enough to be legal catch before they reach reproductive maturity.

D) Even though lobsters grow faster in warmer waters, warmer waters have no effect on the maximum size to which a lobster can eventually grow.

E) Cod are a cold-water species, and the increasing water temperatures have caused a northward shift in Foerkland's

population.

Answer: Applying RPD:

Evidence: We have to search for main fact. What is the evidence in the passage that supports author's conclusion?

Because of warmer water, Lobsters are growing faster and reaching the size that no longer vulnerable to their predators.

Conclusion: It is the main statement or position of the passage. The main reason which the passage is written. Typically comes after therefore, consequently, so..... Why the author write this passage? To states" the survival rate of lobster larvae must be going up, and the lobster population in Foerkland's coastal waters is bound to increase." By

answering to the why question you can find conclusion.

Assumption: How did author reach to that conclusion with that evidence? He assumed there is no overriding factor decreasing lobster population (such as fishing, oil spilling, poison, other new predators)

What makes the argument weak? Be very careful, in weaken or strengthen questions, you have to find an option that weakens or strengthens the link between evidence and conclusion, which is called assumption, not a choice which weakens or strengthens evidence or conclusion separately. What make assumption weak? If there exist an

opposite factor. Choice C look good. Because lobster population has increased, they can be legally caught by fishers.

Attention: Scrutinize each option carefully even if you find the right one, because the right one might be wrong. The biggest mistake in this section is that test takers to save time jump to the next question upon finding a seemingly correct one and do not scrutinize the rest.

Q3- When the maker of Megapower, a vitamin supplement, modified its formula two years ago, Tasmania, an island off the coast of New Zealand, suffered a decrease in its export

earnings. Tasmania's only export, kiwi fruit, constitutes a substantial portion of the world supply of that fruit.

Researchers concluded that the old Megapower formula contained natural kiwi extract, but the new formula does not[5].

Which of the following, if true, gives the strongest support for the researchers' claim?

A) Some South American countries have begun to grow kiwi fruit successfully.

B) United States chemists have started development of a synthetic kiwi extract.

C) The manufacturers of Megapower chose not to renew their contract with

the Tasmanian kiwi growers.

D) Imports of kiwi fruit have fallen in the country where Megapower is manufactured.

E) There was a marked drop in sales of a number of formerly profitable items that used kiwi as an ingredient.

Answer: Applying RPD:

Evidence:” When the maker of Megapower, a vitamin supplement, modified its formula two years ago, Tasmania, an island off the coast of New Zealand, suffered a decrease in its export earnings”.

Conclusion: “the old Megapower formula contained natural kiwi extract,

but the new formula does not”.

Assumption: The author assumes that there is a direct relation between Megapower’s kiwi extract and amount of Tasmania’s kiwi export. It means Megapower is not getting Kiwi from Tasmania. Let’s consider choices:

A) This choice undermines the argument, because it weakens the direct relation between Megapower’s kiwi extract and amount of Tasmania’s kiwi export.

B) This choice is out of scope. We do not know the relation of United States and Megapower.

C) If Megapower does not renew its contract with the Tasmanian kiwi

growers, it weakens the relation like choice A again.

D) If the import in the country where Megapower is manufactured has fallen, knowing the fact that Tasmania's export decreased, we can say the relation is strengthened (be careful, strengthened is different from proven, so if you make another assumption that weaken this choice, it does not mean this choice is incorrect).

E) Has nothing to do with our assumption.

So, choice D is correct.

In some cases, there might be a passage with two bolded parts and you are asked

to find the relation between them.

Q4- Musicians typically record most of their albums before the age of 35. Some have argued that this phenomenon is the result of older age diminishing creative processes. **But most musicians who record albums after the age of 35 started to record music only after they turned 30.** Additionally, by the time most musicians have turned 30, they have been recording music for several years. So instead of arguing that old age reduces creativity, it can instead be suggested that **many musicians over the age of 35 produce fewer albums because they have been making music for too long to write compelling new**

music[2].

In the argument given, the two highlighted portions play which of the following roles?

A) Each provides support for the primary explanation for the phenomenon described in the passage.

B) The first is a rebuttal of an assertion made by the argument, the second is that assertion.

C) The first provides evidence in support of an explanation that the argument challenges; the second is that explanation.

D) The first offers evidence in support of an explanation with which the

argument agrees; the second is that explanation.

E) The first offers evidence in support of an explanation that the argument challenges; the second is an explanation with which the argument agrees.

Answer: Most of the passages of this part, contain two different positions (conclusions). One position from the author of the passage and another position from someone else. One position can undermine or support another position. Every position has some supportive details such as examples, evidence or another position.

Position 1: “Some have argued that this phenomenon is the result of older age

diminishing creative processes.”

Evidence 1: “Musicians typically record most of their albums before the age of 35.”

Position 2: Author’s position or argument position, “many musicians over the age of 35 produce fewer albums because they have been making music for too long to write compelling new”, which undermines position 1.

Evidence 2: “But most musicians who record albums after the age of 35 started to record music only after they turned 30. Additionally, by the time most musicians have turned 30, they have been recording music for several years.”

Choice D is correct.

Chapter 6: How to attack the GRE exam

After you get well prepared studying this book and other books (I will talk about that in the next chapter) take some simulated GRE exams and try to apply the following approach to get used to that. The approach contains the following steps:

1st- Start with sentence equivalence questions. Typically, they are in the middle of section and can be easily spotted (Options are in square shape). There are four sentence equivalence questions consecutively. The reason is that indeed sentence equivalence is the easiest part in verbal section and you

can boost your self-confidence and manage your anxiety by starting with this part. (4 min)

2nd- Go to the sentence completion questions. Sentence completions starts with one blank questions and then two-blank and three-blank in order. There are roughly six questions in this part consecutively (8 to 9 min).

3rd- Go to the reading comprehension. It is about 8 to 9 questions from 3 to 4 passages dispersed in the verbal section. (11 to 12 min)

4th- Then you have to answer critical reasoning questions. This part contains one or two questions and every critical

reasoning passage has only one question. This part is typically at the end of the section. (2-4min)

5th- Checking unanswered questions and choose an option randomly if you can't find the right answer (because there is no penalty for wrong answers in GRE). (2-4 min)

This way, you are able to answer all 20 questions in 30 minutes.

Chapter 7: How to attack the GRE resources

By studying this book, you are almost familiar with all of the tips and tricks you need. However, it is not enough to ace the GRE exam. You need to practice over and over applying these tricks to get well prepared for the real exam. This requires you to have access to authentic GRE sample questions and resources. The more authentic questions you practice, the more likely you get better result. As a person who almost studied every GRE preparation book last year, I would like to share my experience with you to get you familiar with the best resources available on the market. This way, you do not waste your time

studying some books offering you manipulated TOEFL or IELTS passage questions as GRE questions. As a student, you might find it unaffordable to have some valid GRE resources, but keep in mind that getting scholarship or funds are tightly linked to your GRE exam performance. More importantly, a good book is more likely to improve your score and probably your prospective university and life.

Must have Resources before exam:

As you might know, GRE is taken by ETS. So [The revised GRE by ETS](#) is the most reflective of the real exam questions. However, answers are not explanatory and authors do not reveal

the tricks.

Verbal (Sentence Equivalence, Sentence Completion): The best resource in this part that have questions as difficult as real GRE exam is by far [magoosh](#). There is no competitor to this website in verbal section. It is a membership website and you have to register to get benefit of that.

Verbal (Reading Comprehension): Although [magoosh](#) is still very good in this part, I found [BARRON'S 6 GRE practice tests](#) excellent. It literally improve your reading comprehension score.

Verbal (Critical Reasoning): The best

and most comprehensive book about this part is by far [GRE verbal grail by Aristotle](#). If you study this book, it is very rare to answer a critical reasoning question wrong.

Math: [BARRON's GRE](#) math section, is the best book available. Especially the chapter 12 (Mathematic review) is a gem. I would recommend you to study this chapter carefully before practicing math question.

Strongly Recommended resources before exam:

[Cracking the GRE by the Princeton Review](#) is another excellent book that provide you with strategies, tips and sample questions all over the book and can

really help you to improve your score.
[GRE premier from Kaplan](#) is another decent book with 6 practice tests that can provide you with tons of authentic questions and reading passages.

Chapter 8: Bibliography

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