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GRE® Practice Test 1

**Your goals
for this
chapter**

- Take the first full-length authentic GRE® revised General Test under actual test time limits.
- Check your answers and read explanations for every question.
- Use your results to identify your strengths and weaknesses.

Taking Practice Test 1

Now that you have become familiar with the three measures of the revised General Test, it is time to take the first practice revised General Test to see how well you do. Practice Test 1 begins on the following pages. The total time that you should allow for this practice test is 3 hours and 30 minutes. The time allotted for each section appears at the beginning of that section.

Try to take Practice Test 1 under actual test conditions. Find a quiet place to work, and set aside enough time to complete the test without being disturbed. Work on only one section at a time. Use your watch or a timer to keep track of the time limit for each section.

For the Verbal Reasoning and Quantitative Reasoning portions of this practice test, mark your answers directly in this book. However, when you take the real GRE revised General Test on computer, you will click on your answer choices. For the Analytical Writing sections of this test, how you respond will depend on how you plan to take the actual test. If you plan to take the actual test on computer, you should type your responses. If you plan to take the paper-based test, you should handwrite your responses on paper. You will need a supply of lined paper for this task.

It is important to note that this practice test is structured like the paper-based test. As a result, the number of questions and time allowed per section are not the same as in the computer-based test. The results of this practice test will give you an accurate guide to your readiness to take the test, but for a more realistic experience of the computer-based test, you should use the practice tests included in the *POWERPREP II*® software.

Following this practice test you will find an answer key. Check your answers against the key, then follow the instructions for calculating your Verbal Reasoning and Quantitative Reasoning scores and evaluating your Analytical Writing performance. You will also find explanations for each test question. Review the explanations, paying particular attention to the ones for the questions that you answered incorrectly.

Once you have worked your way through Practice Test 1, you will have a better idea of how ready you are to take the actual GRE revised General Test. You will also have a better sense of whether you are able to work fast enough to finish each section within the time allowed, or whether you need to improve your test-taking speed. After you have evaluated your test-taking performance, you can determine what type of additional preparation you might want to do for the test. For additional test-preparation materials and suggestions, visit the GRE website at www.ets.org/gre/prepare. Once you feel you have sufficiently prepared, you can take Practice Test 2 (Chapter 9).

The Graduate Record Examinations®

SECTION 1 **Analytical Writing**

ANALYZE AN ISSUE

30 minutes

You will be given a brief quotation that states or implies an issue of general interest and specific instructions on how to respond to that issue. You will then have 30 minutes to plan and compose a response according to the specific instructions. A response to any other issue will receive a score of zero.

Make sure that you respond according to the specific instructions and support your position on the issue with reasons and examples drawn from such areas as your reading, experience, observations, and/or academic studies.

Trained GRE readers will evaluate your response for its overall quality, based on how well you:

- Respond to the specific task instructions
- Consider the complexities of the issue
- Organize, develop, and express your ideas
- Support your ideas with relevant reasons and/or examples
- Control the elements of standard written English

Before you begin writing, you may want to think for a few minutes about the issue and the specific task instructions and then plan your response. Be sure to develop your position fully and organize it coherently, but leave time to reread what you have written and make any revisions you think are necessary.

Issue Topic

The best way to teach is to praise positive actions and ignore negative ones.

Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.

The Graduate Record Examinations®

SECTION 2 Analytical Writing

ANALYZE AN ARGUMENT

30 minutes

You will be given a short passage that presents an argument and specific instructions on how to respond to that passage. You will then have 30 minutes to plan and compose a response in which you evaluate the passage according to the specific instructions. A response to any other argument will receive a score of zero.

Note that you are NOT being asked to present your own views on the subject. Make sure that you respond according to the specific instructions and support your evaluation with relevant reasons and/or examples.

Trained GRE readers will evaluate your response for its overall quality, based on how well you:

- Respond to the specific task instructions
- Identify and analyze features of the argument relevant to the assigned task
- Organize, develop, and express your ideas
- Support your analysis with relevant reasons and/or examples
- Control the elements of standard written English

Before you begin writing, you may want to think a few minutes about the argument passage and the specific task instructions and then plan your response. Be sure to develop your response fully and organize it coherently, but leave time to reread what you have written and make any revisions that you think are necessary.

Argument Topic

The following appeared in an article written by Dr. Karp, an anthropologist.

“Twenty years ago, Dr. Field, a noted anthropologist, visited the island of Tertia and concluded from his observations that children in Tertia were reared by an entire village rather than by their own biological parents. However, my recent interviews with children living in the group of islands that includes Tertia show that these children spend much more time talking about their biological parents than about other adults in the village. This research of mine proves that Dr. Field's conclusion about Tertian village culture is invalid and thus that the observation-centered approach to studying cultures is invalid as well. The interview-centered method that my team of graduate students is currently using in Tertia will establish a much more accurate understanding of child-rearing traditions there and in other island cultures.”

Write a response in which you discuss what specific evidence is needed to evaluate the argument and explain how the evidence would weaken or strengthen the argument.

NO TEST MATERIAL ON THIS PAGE

SECTION 3
Verbal Reasoning
Time—35 minutes
25 Questions

For each of Questions 1 to 4, select one answer choice unless otherwise instructed.

Questions 1 to 3 are based on the following reading passage.

Whether the languages of the ancient American peoples were used for expressing abstract universal concepts can be clearly answered in the case of Nahuatl. Nahuatl, like Greek and German, is a language that allows the formation of extensive compounds. By the combination of radicals or semantic elements, single compound words
line 5 can express complex conceptual relations, often of an abstract universal character.

The *tlamatinime* (those who know) were able to use this rich stock of abstract terms to express the nuances of their thought. They also availed themselves of other forms of expression with metaphorical meaning, some probably original, some derived from Toltec coinages. Of these forms, the most characteristic in Nahuatl is the juxtaposition
10 of two words that, because they are synonyms, associated terms, or even contraries, complement each other to evoke one single idea. Used metaphorically, the juxtaposed terms connote specific or essential traits of the being they refer to, introducing a mode of poetry as an almost habitual form of expression.

For the following question, consider each of the choices separately and select all that apply.

1. Which of the following can be inferred from the passage regarding present-day research relating to Nahuatl?
 - ☐ A Some record or evidence of the thought of the *tlamatinime* is available.
 - ☐ B For at least some Nahuatl expressions, researchers are able to trace their derivation from another ancient American language.
 - ☐ C Researchers believe that in Nahuatl, abstract universal concepts are always expressed metaphorically.
2. Select the sentence in the passage in which the author introduces a specific Nahuatl mode of expression that is not identified as being shared with certain European languages.
3. In the context in which it appears, “coinages” (line 9) most nearly means
 - ☐ A adaptations
 - ☐ B creations
 - ☐ C idiosyncrasies
 - ☐ D pronunciations
 - ☐ E currencies

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Question 4 is based on the following reading passage.

At a certain period in Earth's history, its atmosphere contained almost no oxygen, although plants were producing vast quantities of oxygen. As a way of reconciling these two facts, scientists have hypothesized that nearly all of the oxygen being produced was taken up by iron on Earth's surface. Clearly, however, **this explanation is inadequate**. New studies show that **the amount of iron on Earth's surface was not sufficient to absorb anywhere near as much oxygen as was being produced**. Therefore, something in addition to the iron on Earth's surface must have absorbed much of the oxygen produced by plant life.

4. In the argument given, the two portions in **boldface** play which of the following roles?
- (A) The first is a claim made by the argument in support of a certain position; the second is that position.
 - (B) The first is a judgment made by the argument about a certain explanation; the second is that explanation.
 - (C) The first expresses the argument's dismissal of an objection to the position it seeks to establish; the second is that position.
 - (D) The first sums up the argument's position with regard to a certain hypothesis; the second provides grounds for that position.
 - (E) The first is a concession by the argument that its initial formulation of the position it seeks to establish requires modification; the second presents that position in a modified form.

For Questions 5 to 8, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

5. In her later years, Bertha Pappenheim was an apostle of noble but already (i) _____ notions, always respected for her integrity, her energy, and her resolve but increasingly out of step and ultimately (ii) _____ even her own organization.

Blank (i)

(A) anachronistic
(B) accepted
(C) exotic

Blank (ii)

(D) emulated by
(E) appreciated by
(F) alienated from

6. The reception given to Kimura's radical theory of molecular evolution shows that when _____ fights orthodoxy to a draw, then novelty has seized a good chunk of space from convention.

(A) imitation
(B) reaction
(C) dogmatism
(D) invention
(E) caution

7. The (i)_____ of Vladimir Nabokov as one of North America's literary giants has thrown the spotlight on his peripheral activities and has thus served to (ii)_____ his efforts as an amateur entomologist.

Blank (i)

(A) stigmatization
(B) lionization
(C) marginalization

Blank (ii)

(D) foreground
(E) transcend
(F) obscure

8. 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.

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

For each of Questions 9 to 13, select one answer choice unless otherwise instructed.

Questions 9 to 12 are based on the following reading passage.

Animal signals, such as the complex songs of birds, tend to be costly. A bird, by singing, may forfeit time that could otherwise be spent on other important behaviors such as foraging or resting. Singing may also advertise an individual's location to rivals or predators and impair the ability to detect their approach. Although these types of cost may
line be important, discussions of the cost of singing have generally focused on energy costs.
5 Overall the evidence is equivocal: for instance, while Eberhardt found increases in energy consumption during singing for Carolina wrens, Chappell found no effect of crowing on energy consumption in roosters.

To obtain empirical data regarding the energy costs of singing, Thomas examined
10 the relationship between song rate and overnight changes in body mass of male nightingales. Birds store energy as subcutaneous fat deposits or "body reserves"; changes in these reserves can be reliably estimated by measuring changes in body mass. If singing has important energy costs, nightingales should lose more body mass on nights when their song rate is high. Thomas found that nightingales reached a sig-
15 nificantly higher body mass at dusk and lost more mass overnight on nights when their song rate was high.

These results suggest that there may be several costs of singing at night associated with body reserves. The increased metabolic cost of possessing higher body mass contributes to the increased overnight mass loss. The strategic regulation of evening body
20 reserves is also likely to incur additional costs, as nightingales must spend more time foraging in order to build up larger body reserves. The metabolic cost of singing itself may also contribute to increased loss of reserves. This metabolic cost may arise from the muscular and neural activity involved in singing or from behaviors associated with singing. For example, birds may expend more of their reserves on thermoregulation if
25 they spend the night exposed to the wind on a song post than if they are in a sheltered roost site. Thomas's data therefore show that whether or not singing per se has an important metabolic cost, metabolic costs associated with singing can have an important measurable effect on a bird's daily energy budget, at least in birds with high song rates such as nightingales.

9. The primary purpose of the passage is to
- (A) compare the different types of cost involved for certain birds in singing
 - (B) question a hypothesis regarding the energy costs of singing for certain birds
 - (C) present evidence suggesting that singing has an important energy cost for certain birds
 - (D) discuss the benefits provided to an organism by a behavior that is costly in energy
 - (E) describe an experiment that supports an alternative model of how birdsong functions

For the following question, consider each of the choices separately and select all that apply.

10. The passage implies that during the day before a night on which a male nightingale's song rate is high, that nightingale probably does which of the following?
- ☐ A Expends less of its reserves on thermoregulation than on other days
 - ☐ B Stores more energy as body reserves than on other days
 - ☐ C Hides to avoid predators
11. Select the sentence in the first or second paragraph that presents empirical results in support of a hypothesis about the energy costs of singing.

For the following question, consider each of the choices separately and select all that apply.

12. It can be inferred from the passage that compared with other costs of singing, which of the following is true of the energy costs of singing?
- ☐ A They are the single greatest cost to an individual bird.
 - ☐ B They have generally received more attention from scientists.
 - ☐ C They vary less from one bird species to another.

Question 13 is based on the following reading passage.

In the past ten years, there have been several improvements in mountain-climbing equipment. These improvements have made the sport both safer and more enjoyable for experienced climbers. Despite these improvements, however, the rate of mountain-climbing injuries has doubled in the past ten years.

13. Which of the following, if true, best reconciles the apparent discrepancy presented in the passage?
- ☐ A Many climbers, lulled into a false sense of security, use the new equipment to attempt climbing feats of which they are not capable.
 - ☐ B Some mountain-climbing injuries are caused by unforeseeable weather conditions.
 - ☐ C Mountain climbing, although a dangerous sport, does not normally result in injury to the experienced climber.
 - ☐ D In the past ten years there have been improvements in mountain-climbing techniques as well as in mountain-climbing equipment.
 - ☐ E Although the rate of mountain-climbing injuries has increased, the rate of mountain-climbing deaths has not changed.

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For Questions 14 to 17, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

14. Unenlightened authoritarian managers rarely recognize a crucial reason for the low levels of serious conflict among members of democratically run work groups: a modicum of tolerance for dissent often prevents _____.

(A) demur
(B) schism
(C) cooperation
(D) compliance
(E) shortsightedness

15. The novelist devotes so much time to avid descriptions of his characters' clothes that the reader soon feels that such _____ concerns, although worthy of attention, have superseded any more directly literary aims.

(A) didactic
(B) syntactical
(C) irrelevant
(D) sartorial
(E) frivolous

16. Belanger dances with an (i) _____ that draws one's attention as if by seeking to (ii) _____ it; through finesse and understatement, he manages to seem at once intensely present and curiously detached.

Blank (i)

(A) undemonstrative panache
(B) unrestrained enthusiasm
(C) unattractive gawkiness

Blank (ii)

(D) focus
(E) overwhelm
(F) deflect

17. The most striking thing about the politician is how often his politics have been (i) _____ rather than ideological, as he adapts his political positions at any particular moment to the political realities that constrain him. He does not, however, piously (ii) _____ political principles only to betray them in practice. Rather, he attempts in subtle ways to balance his political self-interest with a (iii) _____, viewing himself as an instrument of some unchanging higher purpose.

Blank (i)

(A) quixotic
(B) self-righteous
(C) strategic

Blank (ii)

(D) brandish
(E) flout
(F) follow

Blank (iii)

(G) profound cynicism
(H) deeply felt moral code
(I) thoroughgoing pragmatism

For each of Questions 18 to 20, select one answer choice unless otherwise instructed.

Questions 18 to 20 are based on the following reading passage.

line The condition of scholarship devoted to the history of women in photography is con-
founding. Recent years have witnessed the posthumous inflation of the role of the
hobbyist Alice Austen into that of a pioneering documentarian while dozens of notable
senior figures—Marion Palfi, whose photographs of civil-rights activities in the South
5 served as early evidence of the need for protective legislation, to name one—received
scant attention from scholars. And, while Naomi Rosenblum’s synoptic *History of
Women Photographers* covers the subject through 1920 in a generally useful fashion,
once she reaches the 1920s, when the venues, forms, applications, and movements of
the medium expanded exponentially, she resorts to an increasingly terse listing of un-
10 familiar names, with approaches and careers summarized in a sentence or two.

18. The author of the passage cites Rosenblum’s book most likely in order to
- (A) suggest that the works documented most thoroughly by historians of women in photography often do not warrant that attention
 - (B) offer an explanation for the observation that not all aspects of the history of women in photography have received the same level of attention
 - (C) provide an example of a way in which scholarship on the history of women in photography has been unsatisfactory
 - (D) suggest that employing a strictly chronological approach when studying the history of women in photography may be unproductive
 - (E) provide support for the notion that certain personalities in women’s photography have attained undue prominence

For the following question, consider each of the choices separately and select all that apply.

19. Which of the following statements about Marion Palfi is supported by the passage?
- (A) Marion Palfi’s photographs would have received greater recognition from historians had her work been done in an era when most aspects of photography were static rather than in a state of transition.
 - (B) Alice Austen has achieved greater notoriety than has Marion Palfi primarily because the subjects that Austen photographed were more familiar to her contemporaries.
 - (C) In addition to providing a record of certain historical events, Marion Palfi’s photographs played a role in subsequent events.
20. In the context in which it appears, “inflation” (line 2) most nearly means
- (A) exaggeration
 - (B) acquisition
 - (C) evaluation
 - (D) distortion
 - (E) attenuation

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For Questions 21 to 25, 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.

21. The plan, which the engineers said would save the aquifer by reducing pumping to _____ levels, has passed a governmental environmental review but faces opposition from outdoor and environmental groups.
- ☐ A innocuous
 - ☐ B feasible
 - ☐ C practicable
 - ☐ D minimal
 - ☐ E remedial
 - ☐ F benign
22. Though feminist in its implications, Yvonne Rainer's 1974 film _____ the filmmaker's active involvement in feminist politics.
- ☐ A antedated
 - ☐ B cloaked
 - ☐ C portrayed
 - ☐ D preceded
 - ☐ E renewed
 - ☐ F represented
23. Congress is having great difficulty developing a consensus on energy policy, primarily because the policy objectives of various members of Congress rest on such _____ assumptions.
- ☐ A commonplace
 - ☐ B disparate
 - ☐ C divergent
 - ☐ D fundamental
 - ☐ E trite
 - ☐ F trivial

24. During the opera's most famous aria, the tempo chosen by the orchestra's conductor seemed _____, without necessary relation to what had gone before.
- ☐ A arbitrary
 - ☐ B capricious
 - ☐ C cautious
 - ☐ D compelling
 - ☐ E exacting
 - ☐ F meticulous
25. Because they had expected the spacecraft Voyager 2 to be able to gather data only about the planets Jupiter and Saturn, scientists were _____ the wealth of information it sent back from Neptune twelve years after leaving Earth.
- ☐ A anxious for
 - ☐ B confident in
 - ☐ C thrilled about
 - ☐ D keen on
 - ☐ E elated by
 - ☐ F eager for

STOP. This is the end of Section 3.

SECTION 4
Verbal Reasoning
Time—35 minutes
25 Questions

For Questions 1 to 4, 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.

1. Only by ignoring decades of mismanagement and inefficiency could investors conclude that a fresh infusion of cash would provide anything other than a _____ solution to the company's financial woes.

☐ (A) complete
☐ (B) fleeting
☐ (C) momentary
☐ (D) premature
☐ (E) trivial
☐ (F) total

2. Some scientists argue that carbon compounds play such a central role in life on Earth because of the possibility of _____ resulting from the carbon atom's ability to form an unending series of different molecules.

☐ (A) diversity
☐ (B) deviation
☐ (C) variety
☐ (D) reproduction
☐ (E) stability
☐ (F) invigoration

3. Given the flood of information presented by the mass media, the only way for someone to keep abreast of the news is to rely on _____ accounts.

☐ (A) synoptic
☐ (B) abridged
☐ (C) sensational
☐ (D) copious
☐ (E) lurid
☐ (F) understated

4. Always circumspect, she was reluctant to make judgments, but once arriving at a conclusion, she was _____ in its defense.
- ☐ A deferential
 - ☐ B intransigent
 - ☐ C lax
 - ☐ D negligent
 - ☐ E obsequious
 - ☐ F resolute

For each of Questions 5 to 9, select one answer choice unless otherwise instructed.

Questions 5 and 6 are based on the following reading passage.

When marine organisms called phytoplankton photosynthesize, they absorb carbon dioxide dissolved in seawater, potentially causing a reduction in the concentration of atmospheric carbon dioxide, a gas that contributes to global warming. However, phytoplankton flourish only in surface waters where iron levels are sufficiently high. Martin therefore hypothesized that adding iron to iron-poor regions of the ocean could help alleviate global warming. While experiments subsequently confirmed that such a procedure increases phytoplankton growth, field tests have shown that such growth does not significantly lower atmospheric carbon dioxide. When phytoplankton utilize carbon dioxide for photosynthesis, the carbon becomes a building block for organic matter, but the carbon leaks back into the atmosphere when predators consume the phytoplankton and respire carbon dioxide.

For the following question, consider each of the choices separately and select all that apply.

5. It can be inferred from the passage that Martin's hypothesis includes which of the following elements?
- ☐ A A correct understanding of how phytoplankton photosynthesis utilizes carbon dioxide
 - ☐ B A correct prediction about how the addition of iron to iron-poor waters would affect phytoplankton growth
 - ☐ C An incorrect prediction about how phytoplankton growth would affect the concentration of atmospheric carbon dioxide
6. It can be inferred that the author of the passage mentions predators (line 10) primarily in order to
- ☐ A help explain why Martin's hypothesis is incorrect
 - ☐ B identify one effect of adding iron to iron-poor waters
 - ☐ C indicate how some carbon dioxide is converted to solid organic matter
 - ☐ D help account for differences in the density of phytoplankton between different regions of the ocean
 - ☐ E point out a factor that was not anticipated by the scientists who conducted the field tests mentioned in the passage

Question 7 is based on the following reading passage.

Sparva, unlike Ireland's other provinces, requires automobile insurers to pay for any medical treatment sought by someone who has been involved in an accident; in the other provinces, insurers pay for nonemergency treatment only if they preapprove the treatment. Clearly, Sparva's less restrictive policy must be the explanation for the fact that altogether insurers there pay for far more treatments after accidents than insurers in other provinces, even though Sparva does not have the largest population.

7. Which of the following, if true, most strengthens the argument?
- (A) Car insurance costs more in Sparva than in any other province.
 - (B) The cost of medical care in Sparva is higher than the national average.
 - (C) Different insurance companies have different standards for determining what constitutes emergency treatment.
 - (D) Fewer insurance companies operate in Sparva than in any other province.
 - (E) There are fewer traffic accidents annually in Sparva than in any of the provinces of comparable or greater population.

Questions 8 and 9 are based on the following reading passage.

Elements of the Philosophy of Newton, published by Voltaire in 1738, was an early attempt to popularize the scientific ideas of Isaac Newton. In the book's frontispiece, Voltaire is seen writing at his desk, and over him a shaft of light from heaven, the light of truth, passes through Newton to Voltaire's collaborator Madame du Châtelet; she reflects that light onto the inspired Voltaire. Voltaire's book commanded a wide audience, according to Feingold, because "he was neither a mathematician nor a physicist, but a literary giant aloof from the academic disputes over Newtonian ideas." In other words, Voltaire's amateurism in science "was a source of his contemporary appeal, demonstrating for the first time the accessibility of Newton's ideas to nonspecialists."

For the following question, consider each of the choices separately and select all that apply.

8. Which of the following statements about Voltaire's *Elements of the Philosophy of Newton* can be inferred from the passage?
- ☐ A Voltaire's literary stature helped secure a large audience for this attempt to popularize Newton's ideas.
 - ☐ B Voltaire's status as a nonscientist was an advantage in this effort to bring Newtonian science to the attention of the general public.
 - ☐ C The frontispiece of the book implies that Voltaire's understanding of Newton's ideas was not achieved without assistance.
9. Select the sentence that describes an allegory for Voltaire's acquisition of knowledge concerning Newton's ideas.

For Questions 10 to 13, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

10. Ironically, the writer so wary of (i) _____ was (ii) _____ with ink and paper, his novel running to 2,500 shagreen-bound folio pages—a fortune in stationery at the time.

Blank (i)

<input type="radio"/> A probity
<input type="radio"/> B extravagance
<input type="radio"/> C disapprobation

Blank (ii)

<input type="radio"/> D acquisitive
<input type="radio"/> E illiberal
<input type="radio"/> F profligate

11. What readers most commonly remember about John Stuart Mill's classic exploration of the liberty of thought and discussion concerns the danger of (i) _____: in the absence of challenge, one's opinions, even when they are correct, grow weak and flabby. Yet Mill had another reason for encouraging the liberty of thought and discussion: the danger of partiality and incompleteness. Since one's opinions, even under the best circumstances, tend to (ii) _____, and because opinions opposed to one's own rarely turn out to be completely (iii) _____, it is crucial to supplement one's opinions with alternative points of view.

Blank (i)

(A) tendentiousness
(B) complacency
(C) fractiousness

Blank (ii)

(D) embrace only a portion of the truth
(E) change over time
(F) focus on matters close at hand

Blank (iii)

(G) erroneous
(H) antithetical
(I) immutable

12. Just as the authors' book on eels is often a key text for courses in marine vertebrate zoology, their ideas on animal development and phylogeny _____ teaching in this area.

(A) prevent
(B) defy
(C) replicate
(D) inform
(E) use

13. Mechanisms develop whereby every successful species can _____ its innate capacity for population growth with the constraints that arise through its interactions with the natural environment.

(A) enhance
(B) replace
(C) produce
(D) surpass
(E) reconcile

For each of Questions 14 to 16, select one answer choice unless otherwise instructed.

Questions 14 to 16 are based on the following reading passage.

It would be expected that a novel by a figure as prominent as W.E.B. DuBois would attract the attention of literary critics. Additionally, when the novel subtly engages the issue of race, as DuBois' *The Quest of the Silver Fleece* (1911) does, it would be a surprise not to encounter an abundance of scholarly work about that text. But though valuable scholarship has examined DuBois' political and historical thought, his novels have received scant attention. Perhaps DuBois the novelist must wait his turn behind DuBois the philosopher, historian, and editor. But what if the truth lies elsewhere: what if his novels do not speak to current concerns?

14. Which of the following can be inferred from the passage regarding DuBois' *The Quest of the Silver Fleece*?
- (A) The lack of attention devoted to *The Quest of the Silver Fleece* can be attributed to the fact that it was DuBois' first novel.
 - (B) Among DuBois' novels, *The Quest of the Silver Fleece* is unusual in that it has received scant attention from scholars.
 - (C) *The Quest of the Silver Fleece* has at least one feature that typically would attract the attention of literary scholars.
 - (D) *The Quest of the Silver Fleece*, given its subtle exploration of race, is probably the best novel written by DuBois.
 - (E) Much of the scholarly work that has focused on *The Quest of the Silver Fleece* has been surprisingly critical of it.
15. In the fourth sentence ("Perhaps DuBois . . . editor."), the author of the passage is most likely suggesting that
- (A) scholars will find that DuBois' novels are more relevant to current concerns than is his work as philosopher, historian, and editor
 - (B) more scholarly attention will be paid to *The Quest of the Silver Fleece* than to DuBois' other novels
 - (C) DuBois' novels will come to overshadow his work as philosopher, historian, and editor
 - (D) DuBois' novels may eventually attract greater scholarly interest than they have to date
 - (E) it will be shown that DuBois' work as philosopher, historian, and editor had an important influence on his work as novelist

16. Which of the following best describes the central issue with which the passage is concerned?
- (A) The perfunctoriness of much of the critical work devoted to DuBois' novels
 - (B) The nature of DuBois' engagement with the issue of race in *The Quest of the Silver Fleece*
 - (C) Whether DuBois' novels are of high quality and relevant to current concerns
 - (D) The relationship between DuBois the novelist and DuBois the philosopher, historian, and editor
 - (E) The degree of consideration that has been given to DuBois' novels, including *The Quest of the Silver Fleece*

For Questions 17 to 20, select one entry for each blank from the corresponding column of choices. Fill all blanks in the way that best completes the text.

17. In the midst of so many evasive comments, this forthright statement, whatever its intrinsic merit, plainly stands out as _____.

(A) a paradigm
(B) a misnomer
(C) a profundity
(D) an inaccuracy
(E) an anomaly

18. The activists' energetic work in the service of both woman suffrage and the temperance movement in the late nineteenth century (i) _____ the assertion that the two movements were (ii) _____.

Blank (i)

Blank (ii)

(A) undermines
(B) supports
(C) underscores

(D) diffuse
(E) inimical
(F) predominant

19. There is nothing quite like this movie, and indeed I am not altogether sure there is much more to it than its lovely (i) _____. At a moment when so many films strive to be as (ii) _____ as possible, it is gratifying to find one that is so subtle and puzzling.

Blank (i)

Blank (ii)

(A) peculiarity
(B) pellucidity
(C) conventionality

(D) indirect
(E) assertive
(F) enigmatic

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20. Wills argues that certain malarial parasites are especially (i)_____ because they have more recently entered humans than other species and therefore have had (ii)_____ time to evolve toward (iii)_____. Yet there is no reliable evidence that the most harmful *Plasmodium* species has been in humans for a shorter time than less harmful species.

Blank (i)

(A) populous
(B) malignant
(C) threatened

Blank (ii)

(D) ample
(E) insufficient
(F) adequate

Blank (iii)

(G) virulence
(H) benignity
(I) variability

For each of Questions 21 to 25, select one answer choice unless otherwise instructed.

Question 21 is based on the following reading passage.

Saturn's giant moon Titan is the only planetary satellite with a significant atmosphere and the only body in the solar system other than Earth that has a thick atmosphere dominated by molecular nitrogen. For a long time, the big question about Titan's atmosphere was how it could be so thick, given that Jupiter's moons Ganymede and Callisto, which are the same size as Titan, have none. The conditions for acquiring and retaining a thick nitrogen atmosphere are now readily understood. The low temperature of the protosaturnian nebula enabled Titan to acquire the moderately volatile compounds methane and ammonia (later converted to nitrogen) in addition to water. The higher temperatures of Jupiter's moons, which were closer to the Sun, prevented them from acquiring such an atmosphere.

21. According to the passage, Titan differs atmospherically from Ganymede and Callisto because of a difference in
- (A) rate of heat loss
 - (B) proximity to the Sun
 - (C) availability of methane and ammonia
 - (D) distance from its planet
 - (E) size

Question 22 is based on the following reading passage.

Observations of the Arctic reveal that the Arctic Ocean is covered by less ice each summer than the previous summer. If this warming trend continues, within 50 years the Arctic Ocean will be ice free during the summer months. This occurrence would in itself have little or no effect on global sea levels, since the melting of ice floating in water does not affect the water level. However, serious consequences to sea levels would eventually result, because _____.

22. Which of the following most logically completes the passage?
- (A) large masses of floating sea ice would continue to form in the wintertime
 - (B) significant changes in Arctic sea temperatures would be accompanied by changes in sea temperatures in more temperate parts of the world
 - (C) such a warm Arctic Ocean would trigger the melting of massive land-based glaciers in the Arctic
 - (D) an ice-free Arctic Ocean would support a very different ecosystem than it does presently
 - (E) in the spring, melting sea ice would cause more icebergs to be created and to drift south into shipping routes

Questions 23 to 25 are based on the following reading passage.

In a recent study, David Cressy examines two central questions concerning English immigration to New England in the 1630s: what kinds of people immigrated and why? Using contemporary literary evidence, shipping lists, and customs records, Cressy finds that most adult immigrants were skilled in farming or crafts, were literate, and were organized in families. Each of these characteristics sharply distinguishes the 21,000 people who left for New England in the 1630s from most of the approximately 377,000 English people who had immigrated to America by 1700.

With respect to their reasons for immigrating, Cressy does not deny the frequently noted fact that some of the immigrants of the 1630s, most notably the organizers and clergy, advanced religious explanations for departure, but he finds that such explanations usually assumed primacy only in retrospect. When he moves beyond the principal actors, he finds that religious explanations were less frequently offered, and he concludes that most people immigrated because they were recruited by promises of material improvement.

For the following question, consider each of the choices separately and select all that apply.

23. The passage indicates that Cressy would agree with which of the following statements about the organizers among the English immigrants to New England in the 1630s?
- ☐ A Some of them offered a religious explanation for their immigration.
 - ☐ B They did not offer any reasons for their immigration until some time after they had immigrated.
 - ☐ C They were more likely than the average immigrant to be motivated by material considerations.
24. Select the sentence that provides Cressy's opinion about what motivated English immigrants to go to New England in the 1630s.
25. In the passage, the author is primarily concerned with
- ☐ A summarizing the findings of an investigation
 - ☐ B analyzing a method of argument
 - ☐ C evaluating a point of view
 - ☐ D hypothesizing about a set of circumstances
 - ☐ E establishing categories

STOP. This is the end of Section 4.

SECTION 5
Quantitative Reasoning
Time—40 minutes
25 Questions

For each question, indicate the best answer, using the directions given.

Notes: All numbers used are real numbers.

All figures are assumed to lie in a plane unless otherwise indicated.

Geometric figures, such as lines, circles, triangles, and quadrilaterals, **are not necessarily** drawn to scale. That is, you should **not** assume that quantities such as lengths and angle measures are as they appear in a figure. You should assume, however, that lines shown as straight are actually straight, points on a line are in the order shown, and more generally, all geometric objects are in the relative positions shown. For questions with geometric figures, you should base your answers on geometric reasoning, not on estimating or comparing quantities by sight or by measurement.

Coordinate systems, such as xy -planes and number lines, **are** drawn to scale; therefore, you can read, estimate, or compare quantities in such figures by sight or by measurement.

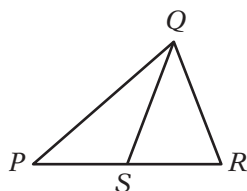
Graphical data presentations, such as bar graphs, circle graphs, and line graphs, **are** drawn to scale; therefore, you can read, estimate, or compare data values by sight or by measurement.

For each of Questions 1 to 9, compare Quantity A and Quantity B, using additional information centered above the two quantities if such information is given. Select one of the following four answer choices and fill in the corresponding oval to the right of the question.

- (A) Quantity A is greater.
 (B) Quantity B is greater.
 (C) The two quantities are equal.
 (D) The relationship cannot be determined from the information given.

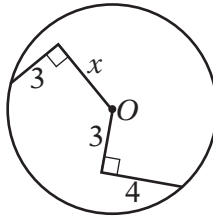
A symbol that appears more than once in a question has the same meaning throughout the question.

	Quantity A	Quantity B	Correct Answer
Example 1:	$(2)(6)$	$2 + 6$	(A) (B) (C) (D)



	Quantity A	Quantity B	Correct Answer
Example 2:	PS	SR	(A) (B) (C) (D) (since equal lengths cannot be assumed, even though PS and SR appear equal)

- Ⓐ Quantity A is greater.
 Ⓑ Quantity B is greater.
 Ⓒ The two quantities are equal.
 Ⓓ The relationship cannot be determined from the information given.



O is the center of the circle above.

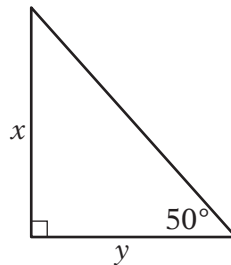
- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|-------------------|-------------------|---------|
| 1. | x | 5 | Ⓐ Ⓑ Ⓒ Ⓓ |
-

Runner A ran $\frac{4}{5}$ kilometer and Runner B ran 800 meters.

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|---------------------------|---------------------------|---------|
| 2. | The distance that A ran | The distance that B ran | Ⓐ Ⓑ Ⓒ Ⓓ |
-

$$x < y < z$$

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|-----------------------|-------------------|---------|
| 3. | $\frac{x + y + z}{3}$ | y | Ⓐ Ⓑ Ⓒ Ⓓ |
-



- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|-------------------|-------------------|---------|
| 4. | $\frac{x}{y}$ | 1 | Ⓐ Ⓑ Ⓒ Ⓓ |

- (A) Quantity A is greater.
 (B) Quantity B is greater.
 (C) The two quantities are equal.
 (D) The relationship cannot be determined from the information given.

$$0 < x < y < 1$$

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|-------------------|-------------------|-----------------|
| 5. | $1 - y$ | $y - x$ | (A) (B) (C) (D) |

p is the probability that event E will occur, and s is the probability that event E will not occur.

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|-------------------|-------------------|-----------------|
| 6. | $p + s$ | ps | (A) (B) (C) (D) |

X is the set of all integers n that satisfy the inequality $2 \leq |n| \leq 5$.

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|---|--|-----------------|
| 7. | The absolute value of the greatest integer in X | The absolute value of the least integer in X | (A) (B) (C) (D) |

x and m are positive numbers, and m is a multiple of 3.

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|-------------------|-------------------|-----------------|
| 8. | $\frac{x^m}{x^3}$ | $x^{m/3}$ | (A) (B) (C) (D) |

A random variable Y is normally distributed with a mean of 200 and a standard deviation of 10.

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|--|-------------------|-----------------|
| 9. | The probability of the event that the value of Y is greater than 220 | $\frac{1}{6}$ | (A) (B) (C) (D) |

GO ON TO THE NEXT PAGE ►

Questions 10 to 25 have several different formats. Unless otherwise directed, select a single answer choice. For Numeric Entry questions, follow the instructions below.

Numeric Entry Questions

Enter your answer in the answer box(es) below the question.

- Your answer may be an integer, a decimal, or a fraction, and it may be negative.
- If a question asks for a fraction, there will be two boxes—one for the numerator and one for the denominator.
- Equivalent forms of the correct answer, such as 2.5 and 2.50, are all correct. Fractions do not need to be reduced to lowest terms.
- Enter the exact answer unless the question asks you to round your answer.

10. The ratio of $\frac{1}{3}$ to $\frac{3}{8}$ is equal to the ratio of

- (A) 1 to 8
- (B) 8 to 1
- (C) 8 to 3
- (D) 8 to 9
- (E) 9 to 8

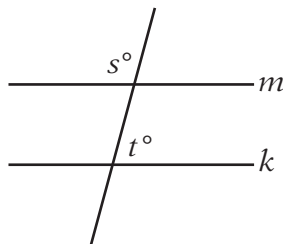
11. A reading list for a humanities course consists of 10 books, of which 4 are biographies and the rest are novels. Each student is required to read a selection of 4 books from the list, including 2 or more biographies. How many selections of 4 books satisfy the requirements?

- (A) 90
- (B) 115
- (C) 130
- (D) 144
- (E) 195

For the following question, enter your answer in the box.

12. In a graduating class of 236 students, 142 took algebra and 121 took chemistry. What is the greatest possible number of students that could have taken both algebra and chemistry?

students



13. In the figure above, if $m \parallel k$ and $s = t + 30$, then $t =$
- (A) 30
 - (B) 60
 - (C) 75
 - (D) 80
 - (E) 105
14. If $2x = 3y = 4z = 20$, then $12xyz =$
- (A) 16,000
 - (B) 8,000
 - (C) 4,000
 - (D) 800
 - (E) 10

For the following question, select all the answer choices that apply.

15. The total amount that Mary paid for a book was equal to the price of the book plus a sales tax that was 4 percent of the price of the book. Mary paid for the book with a \$10 bill and received the correct change, which was less than \$3.00. Which of the following statements must be true?

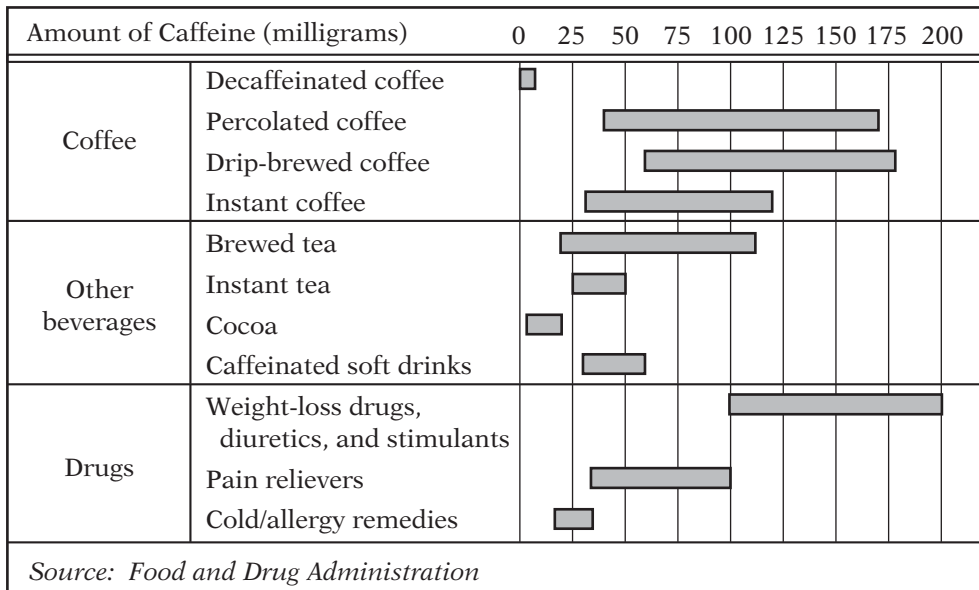
Indicate all such statements.

- ☐ (A) The price of the book was less than \$9.50.
 - ☐ (B) The price of the book was greater than \$6.90.
 - ☐ (C) The sales tax was less than \$0.45.
16. If $\frac{1}{(2^{11})(5^{17})}$ is expressed as a terminating decimal, how many nonzero digits will the decimal have?
- (A) One
 - (B) Two
 - (C) Four
 - (D) Six
 - (E) Eleven

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Questions 17 to 20 are based on the following data.

VARIATION IN THE AMOUNT OF CAFFEINE IN COMMON BEVERAGES AND DRUGS*



*Based on 5-ounce cups of coffee, tea, and cocoa; 12-ounce cups of soft drinks; and single doses of drugs.

17. The least amount of caffeine in a 5-ounce cup of drip-brewed coffee exceeds the greatest amount of caffeine in a 5-ounce cup of cocoa by approximately how many milligrams?
- (A) 160
(B) 80
(C) 60
(D) 40
(E) 20

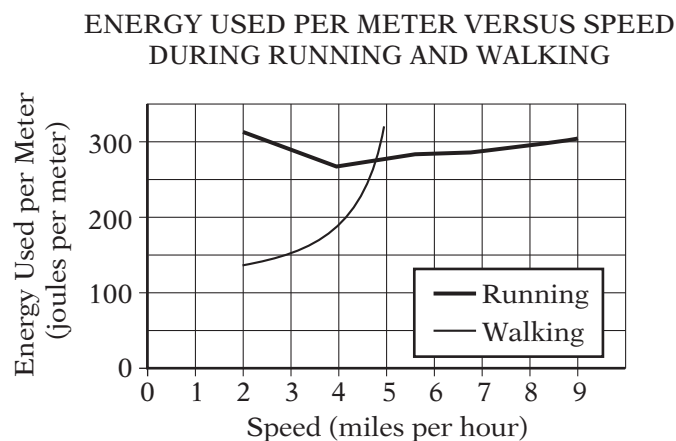
For the following question, enter your answer in the box.

18. For how many of the 11 categories of beverages and drugs listed in the graph can the amount of caffeine in the given serving size be less than 50 milligrams?

categories

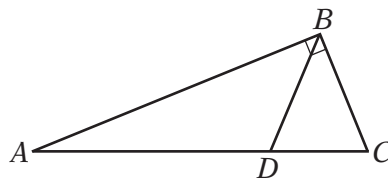
19. Approximately what is the minimum amount of caffeine, in milligrams, consumed per day by a person who daily drinks two 10-ounce mugs of percolated coffee and one 12-ounce cup of a caffeinated soft drink?
- (A) 230
(B) 190
(C) 140
(D) 110
(E) 70

20. Which of the following shows the four types of coffee listed in order according to the range of the amounts of caffeine in a 5-ounce cup, from the least range to the greatest range?
- (A) Decaffeinated, instant, percolated, drip-brewed
 - (B) Decaffeinated, instant, drip-brewed, percolated
 - (C) Instant, decaffeinated, drip-brewed, percolated
 - (D) Instant, drip-brewed, decaffeinated, percolated
 - (E) Instant, percolated, drip-brewed, decaffeinated



21. If s is a speed, in miles per hour, at which the energy used per meter during running is twice the energy used per meter during walking, then, according to the graph above, s is between
- (A) 2.5 and 3.0
 - (B) 3.0 and 3.5
 - (C) 3.5 and 4.0
 - (D) 4.0 and 4.5
 - (E) 4.5 and 5.0
22. If $n = 2^3$, then $n^n =$
- (A) 2^6
 - (B) 2^{11}
 - (C) 2^{18}
 - (D) 2^{24}
 - (E) 2^{27}

For the following question, select all the answer choices that apply.



The length of AB is $10\sqrt{3}$.

23. Which of the following statements individually provide(s) sufficient additional information to determine the area of triangle ABC above?

Indicate all such statements.

- ☐ A DBC is an equilateral triangle.
- ☐ B ABD is an isosceles triangle.
- ☐ C The length of BC is equal to the length of AD .
- ☐ D The length of BC is 10.
- ☐ E The length of AD is 10.

For the following question, enter your answer in the box.

$$a_1, a_2, a_3, \dots, a_n, \dots$$

24. In the sequence above, each term after the first term is equal to the preceding term plus the constant c . If $a_1 + a_3 + a_5 = 27$, what is the value of $a_2 + a_4$?

$$a_2 + a_4 = \boxed{}$$

25. A desert outpost has a water supply that is sufficient to last 21 days for 15 people. At the same average rate of water consumption per person, how many days would the water supply last for 9 people?
- ☐ A 28.0
 - ☐ B 32.5
 - ☐ C 35.0
 - ☐ D 37.5
 - ☐ E 42.0

STOP. This is the end of Section 5.

SECTION 6
Quantitative Reasoning
Time—40 minutes
25 Questions

For each question, indicate the best answer, using the directions given.

Notes: All numbers used are real numbers.

All figures are assumed to lie in a plane unless otherwise indicated.

Geometric figures, such as lines, circles, triangles, and quadrilaterals, **are not necessarily** drawn to scale. That is, you should **not** assume that quantities such as lengths and angle measures are as they appear in a figure. You should assume, however, that lines shown as straight are actually straight, points on a line are in the order shown, and more generally, all geometric objects are in the relative positions shown. For questions with geometric figures, you should base your answers on geometric reasoning, not on estimating or comparing quantities by sight or by measurement.

Coordinate systems, such as xy -planes and number lines, **are** drawn to scale; therefore, you can read, estimate, or compare quantities in such figures by sight or by measurement.

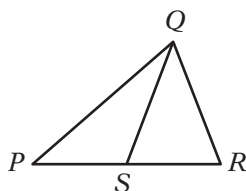
Graphical data presentations, such as bar graphs, circle graphs, and line graphs, **are** drawn to scale; therefore, you can read, estimate, or compare data values by sight or by measurement.

For each of Questions 1 to 9, compare Quantity A and Quantity B, using additional information centered above the two quantities if such information is given. Select one of the following four answer choices and fill in the corresponding oval to the right of the question.

- (A) Quantity A is greater.
 (B) Quantity B is greater.
 (C) The two quantities are equal.
 (D) The relationship cannot be determined from the information given.

A symbol that appears more than once in a question has the same meaning throughout the question.

	Quantity A	Quantity B	Correct Answer
Example 1:	$(2)(6)$	$2+6$	(A) (B) (C) (D)



	Quantity A	Quantity B	Correct Answer
Example 2:	PS	SR	(A) (B) (C) (D) (since equal lengths cannot be assumed, even though PS and SR appear equal)

- Ⓐ Quantity A is greater.
 Ⓑ Quantity B is greater.
 Ⓒ The two quantities are equal.
 Ⓓ The relationship cannot be determined from the information given.

Country	Value of 1 United States Dollar
Argentina	0.93 peso
Kenya	32.08 shillings

Quantity A

Quantity B

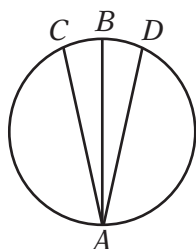
1. The dollar value of 1 Argentine peso according to the table above The dollar value of 1 Kenyan shilling according to the table above Ⓐ Ⓑ Ⓒ Ⓓ

k is a digit in the decimal $1.3k5$, and $1.3k5$ is less than 1.33 .

Quantity A

Quantity B

2. k 1 Ⓐ Ⓑ Ⓒ Ⓓ



AB is a diameter of the circle above.

Quantity A

Quantity B

3. The length of AB The average (arithmetic mean) of the lengths of AC and AD Ⓐ Ⓑ Ⓒ Ⓓ

$$st = \sqrt{10}$$

Quantity A

Quantity B

4. s^2 $\frac{10}{t^2}$ Ⓐ Ⓑ Ⓒ Ⓓ

- (A) Quantity A is greater.
 (B) Quantity B is greater.
 (C) The two quantities are equal.
 (D) The relationship cannot be determined from the information given.

Three consecutive integers have a sum of -84 .

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|---------------------------------|-------------------|-----------------|
| 5. | The least of the three integers | -28 | (A) (B) (C) (D) |
-

In the xy -plane, the equation of line k is $3x - 2y = 0$.

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|--------------------------------|--------------------------------|-----------------|
| 6. | The x -intercept of line k | The y -intercept of line k | (A) (B) (C) (D) |
-

n is a positive integer that is divisible by 6.

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|---|---|-----------------|
| 7. | The remainder when n is divided by 12 | The remainder when n is divided by 18 | (A) (B) (C) (D) |
-

$$\frac{1-x}{x-1} = \frac{1}{x}$$

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|-------------------|-------------------|-----------------|
| 8. | x | $-\frac{1}{2}$ | (A) (B) (C) (D) |
-

In a set of 24 positive integers, 12 of the integers are less than 50. The rest are greater than 50.

- | | <u>Quantity A</u> | <u>Quantity B</u> | |
|----|-------------------------------|-------------------|-----------------|
| 9. | The median of the 24 integers | 50 | (A) (B) (C) (D) |

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Questions 10 to 25 have several different formats. Unless otherwise directed, select a single answer choice. For Numeric Entry questions, follow the instructions below.

Numeric Entry Questions

Enter your answer in the answer box(es) below the question.

- Your answer may be an integer, a decimal, or a fraction, and it may be negative.
- If a question asks for a fraction, there will be two boxes—one for the numerator and one for the denominator.
- Equivalent forms of the correct answer, such as 2.5 and 2.50, are all correct. Fractions do not need to be reduced to lowest terms.
- Enter the exact answer unless the question asks you to round your answer.

10. The fabric needed to make 3 curtains sells for \$8.00 per yard and can be purchased only by the full yard. If the length of fabric required for each curtain is 1.6 yards and all of the fabric is purchased as a single length, what is the total cost of the fabric that needs to be purchased for the 3 curtains?
- (A) \$40.00
(B) \$38.40
(C) \$24.00
(D) \$16.00
(E) \$12.80

For the following question, select all the answer choices that apply.

11. In the xy -plane, line k is a line that does not pass through the origin.

Which of the following statements individually provide(s) sufficient additional information to determine whether the slope of line k is negative?

Indicate all such statements.

- (A) The x -intercept of line k is twice the y -intercept of line k .
(B) The product of the x -intercept and the y -intercept of line k is positive.
(C) Line k passes through the points (a, b) and (r, s) , where $(a - r)(b - s) < 0$.

	Distance from Centerville (miles)
Freight train	$-10t + 115$
Passenger train	$-20t + 150$

12. The expressions in the table above give the distance from Centerville to each of two trains t hours after 12:00 noon. At what time after 12:00 noon will the trains be equidistant from Centerville?
- Ⓐ 1:30
 Ⓑ 3:30
 Ⓒ 5:10
 Ⓓ 8:50
 Ⓔ 11:30
13. The company at which Mark is employed has 80 employees, each of whom has a different salary. Mark's salary of \$43,700 is the second-highest salary in the first quartile of the 80 salaries. If the company were to hire 8 new employees at salaries that are less than the lowest of the 80 salaries, what would Mark's salary be with respect to the quartiles of the 88 salaries at the company, assuming no other changes in the salaries?
- Ⓐ The fourth-highest salary in the first quartile
 Ⓑ The highest salary in the first quartile
 Ⓒ The second-lowest salary in the second quartile
 Ⓓ The third-lowest salary in the second quartile
 Ⓔ The fifth-lowest salary in the second quartile

For the following question, enter your answer in the box.

14. In the xy -plane, the point with coordinates $(-6, -7)$ is the center of circle C . The point with coordinates $(-6, 5)$ lies inside C , and the point with coordinates $(8, -7)$ lies outside C . If m is the radius of C and m is an integer, what is the value of m ?

$$m = \boxed{}$$

15. If $-\frac{m}{19}$ is an even integer, which of the following must be true?
- Ⓐ m is a negative number.
 Ⓑ m is a positive number.
 Ⓒ m is a prime number.
 Ⓓ m is an odd integer.
 Ⓔ m is an even integer.

GO ON TO THE NEXT PAGE ➤

For the following question, select all the answer choices that apply.

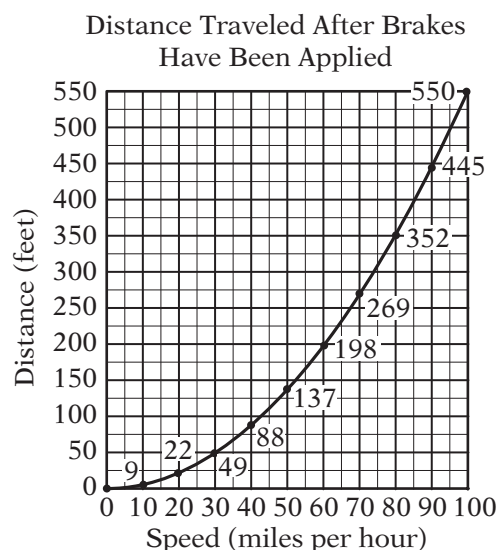
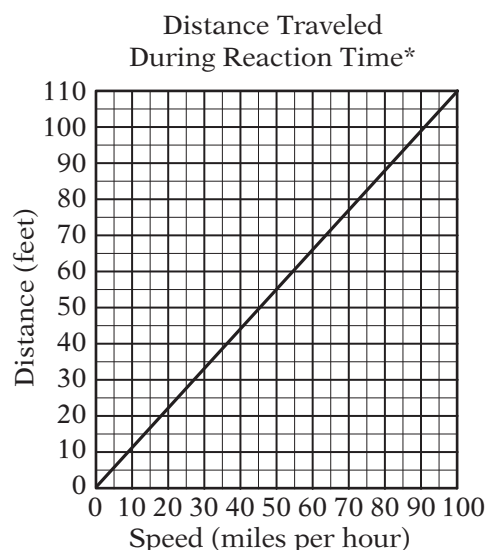
16. The integer v is greater than 1. If v is the square of an integer, which of the following numbers must also be the square of an integer?

Indicate all such numbers.

- ☐ A $81v$
☐ B $25v + 10\sqrt{v} + 1$
☐ C $4v^2 + 4\sqrt{v} + 1$

Questions 17 to 20 are based on the following data.

DISTANCE TRAVELED BY A CAR ACCORDING TO THE CAR'S SPEED
WHEN THE DRIVER IS SIGNALLED TO STOP



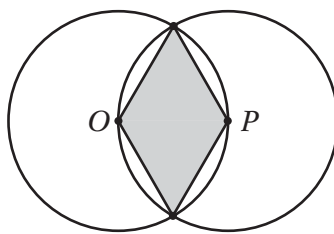
*Reaction time is the time period that begins when the driver is signaled to stop and ends when the driver applies the brakes.

Note: Total stopping distance is the sum of the distance traveled during reaction time and the distance traveled after brakes have been applied.

17. The speed, in miles per hour, at which the car travels a distance of 52 feet during reaction time is closest to which of the following?
- ☐ A 43
☐ B 47
☐ C 51
☐ D 55
☐ E 59

18. Approximately what is the total stopping distance, in feet, if the car is traveling at a speed of 40 miles per hour when the driver is signaled to stop?
- (A) 130
(B) 110
(C) 90
(D) 70
(E) 40
19. Of the following, which is the greatest speed, in miles per hour, at which the car can travel and stop with a total stopping distance of less than 200 feet?
- (A) 50
(B) 55
(C) 60
(D) 65
(E) 70
20. The total stopping distance for the car traveling at 60 miles per hour is approximately what percent greater than the total stopping distance for the car traveling at 50 miles per hour?
- (A) 22%
(B) 30%
(C) 38%
(D) 45%
(E) 52%
21. What is the least positive integer that is not a factor of 25! and is not a prime number?
- (A) 26
(B) 28
(C) 36
(D) 56
(E) 58
22. If $0 < a < 1 < b$, which of the following is true about the reciprocals of a and b ?
- (A) $1 < \frac{1}{a} < \frac{1}{b}$
(B) $\frac{1}{a} < 1 < \frac{1}{b}$
(C) $\frac{1}{a} < \frac{1}{b} < 1$
(D) $\frac{1}{b} < 1 < \frac{1}{a}$
(E) $\frac{1}{b} < \frac{1}{a} < 1$

GO ON TO THE NEXT PAGE ➤



23. In the figure above, O and P are the centers of the two circles. If each circle has radius r , what is the area of the shaded region?

- (A) $\frac{\sqrt{2}}{2}r^2$
 (B) $\frac{\sqrt{3}}{2}r^2$
 (C) $\sqrt{2}r^2$
 (D) $\sqrt{3}r^2$
 (E) $2\sqrt{3}r^2$

For the following question, enter your answer in the boxes.

24. Of the 20 lightbulbs in a box, 2 are defective. An inspector will select 2 lightbulbs simultaneously and at random from the box. What is the probability that neither of the lightbulbs selected will be defective?

Give your answer as a fraction.

25. What is the perimeter, in meters, of a rectangular playground 24 meters wide that has the same area as a rectangular playground 64 meters long and 48 meters wide?
- (A) 112
 (B) 152
 (C) 224
 (D) 256
 (E) 304

STOP. This is the end of Section 6.

Evaluating Your Performance

Now that you have completed Practice Test 1, it is time to evaluate your performance.

Analytical Writing Measure

One way to evaluate your performance on the Issue and Argument topics you answered on this practice test is to compare your essay responses to the scored sample essay responses for these topics and review the rater commentary. Scored sample essay responses and rater commentary are presented starting on page 353 for the one Issue topic and one Argument topic presented in the Analytical Writing sections of Practice Test 1. The Issue and Argument scoring guides start on page 37.

To better understand the analytical writing abilities characteristic of particular score levels, you should review the score level descriptions on page 41.

Verbal Reasoning and Quantitative Reasoning Measures

The tables that follow contain information to help you evaluate your performance on the Verbal Reasoning and Quantitative Reasoning measures of Practice Test 1. An answer key with the correct answers to the questions in the Verbal Reasoning and Quantitative Reasoning sections in this practice test begins on page 347. Compare your answers to the correct answers given in the table, crossing out questions you answered incorrectly or omitted. Partially correct answers should be treated as incorrect. Knowing which questions you answered incorrectly or omitted can help you identify content areas in which you need more practice or review.

The answer key contains additional information to help you evaluate your performance. With each answer, the key provides a number, the P+. The P+ is the percent of a group of actual GRE takers who were administered that same question at a previous test administration and who answered it correctly. P+ is used to gauge the relative difficulty of a test question. The higher the P+, the easier the test question. You can use the P+ to compare your performance on each test question to the performance of other test takers on that same question. For example, if the P+ for a question is 89, that means that 89 percent of GRE test takers who received this question answered it correctly. Alternatively, if the P+ for a question is 14, that means that 14 percent of GRE test takers who received this question answered it correctly. A question with a P+ of 89 may be interpreted as a relatively easy question, and a question with a P+ of 14 may be interpreted as a difficult question.

To calculate your scores on Practice Test 1:

- Add the number of correct answers in Sections 3 and 4 to obtain your raw Verbal Reasoning score.
- Add the number of correct answers in Sections 5 and 6 to obtain your raw Quantitative Reasoning score.
- Once you have calculated your raw scores, refer to the Practice Test 1 score conversion table on pages 351–352. Find the scores on the 130–170 score scales that correspond to your Verbal Reasoning and Quantitative Reasoning raw scores. Note the scaled scores provided.

Once you determine your scaled scores, you will need to evaluate your performance. To get a sense of how test takers are scoring on the Verbal Reasoning and Quantitative Reasoning measures of the actual test, you can review Verbal Reasoning and Quantitative Reasoning percentile ranks on the GRE website at www.ets.org/gre/percentile (PDF). A percentile rank for a score indicates the percentage of examinees who took that test and received a lower score. Updated annually in July, this table includes the Verbal Reasoning and Quantitative Reasoning scores on the 130–170 scale in one-point increments and the corresponding percentile ranks. For each score you earned on Practice Test 1, note the percent of GRE test takers who earned lower scores. This is a reasonable indication of your rank among GRE revised General Test examinees if you took Practice Test 1 under standard timed conditions.

Answer Key

Section 3. Verbal Reasoning

<i>Question Number</i>	<i>P+</i>	<i>Correct Answer</i>
1	39	Choice A: Some record or evidence of the thought of the <i>tlamatinime</i> is available. AND Choice B: For at least some Nahuatl expressions, researchers are able to trace their derivation from another ancient American language.
2	54	Sentence 6: Of these forms, the most characteristic in Nahuatl is the juxtaposition of two words that, because they are synonyms, associated terms, or even contraries, complement each other to evoke one single idea.
3	49	Choice B: creations
4	48	Choice D: The first sums up the argument's position with regard to a certain hypothesis; the second provides grounds for that position.
5	57	Choice A: anachronistic; Choice F: alienated from
6	63	Choice D: invention
7	20	Choice B: lionization; Choice D: foreground
8	58	Choice B: aesthetics
9	69	Choice C: present evidence suggesting that singing has an important energy cost for certain birds
10	66	Choice B: Stores more energy as body reserves than on other days
11	65	Sentence 9: Thomas found that nightingales reached a significantly higher body mass at dusk and lost more mass overnight on nights when their song rate was high.
12	14	Choice B: They have generally received more attention from scientists.
13	86	Choice A: Many climbers, lulled into a false sense of security, use the new equipment to attempt climbing feats of which they are not capable.
14	46	Choice B: schism
15	10	Choice D: sartorial
16	36	Choice A: undemonstrative panache; Choice F: deflect
17	18	Choice C: strategic; Choice D: brandish; Choice H: deeply felt moral code
18	47	Choice C: provide an example of a way in which scholarship on the history of women in photography has been unsatisfactory
19	37	Choice C: In addition to providing a record of certain historical events, Marion Palfi's photographs played a role in subsequent events.
20	72	Choice A: exaggeration
21	24	Choice A: innocuous AND Choice F: benign
22	39	Choice A: antedated AND Choice D: preceded
23	61	Choice B: disparate AND Choice C: divergent
24	67	Choice A: arbitrary AND Choice B: capricious
25	85	Choice C: thrilled about AND Choice E: elated by

Answer Key

Section 4. Verbal Reasoning

Question Number	P+	Correct Answer
1	70	Choice B: fleeting AND Choice C: momentary
2	80	Choice A: diversity AND Choice C: variety
3	49	Choice A: synoptic AND Choice B: abridged
4	68	Choice B: intransigent AND Choice F: resolute
5	26	Choice A: A correct understanding of how phytoplankton photosynthesis utilizes carbon dioxide AND Choice B: A correct prediction about how the addition of iron to iron-poor waters would affect phytoplankton growth AND Choice C: An incorrect prediction about how phytoplankton growth would affect the concentration of atmospheric carbon dioxide
6	26	Choice A: help explain why Martin's hypothesis is incorrect
7	31	Choice E: There are fewer traffic accidents annually in Sparva than in any of the provinces of comparable or greater population.
8	23	Choice A: Voltaire's literary stature helped secure a large audience for this attempt to popularize Newton's ideas. AND Choice B: Voltaire's status as a nonscientist was an advantage in this effort to bring Newtonian science to the attention of the general public. AND Choice C: The frontispiece of the book implies that Voltaire's understanding of Newton's ideas was not achieved without assistance.
9	82	Sentence 2: In the book's frontispiece, Voltaire is seen writing at his desk, and over him a shaft of light from heaven, the light of truth, passes through Newton to Voltaire's collaborator Madame du Châtelet; she reflects that light onto the inspired Voltaire.
10	60	Choice B: extravagance; Choice F: profligate
11	37	Choice B: complacency; Choice D: embrace only a portion of the truth; Choice G: erroneous
12	35	Choice D: inform
13	43	Choice E: reconcile
14	54	Choice C: <i>The Quest of the Silver Fleece</i> has at least one feature that typically would attract the attention of literary scholars.
15	68	Choice D: DuBois' novels may eventually attract greater scholarly interest than they have to date
16	49	Choice E: The degree of consideration that has been given to DuBois' novels, including <i>The Quest of the Silver Fleece</i>
17	50	Choice E: an anomaly
18	19	Choice A: undermines; Choice E: inimical
19	54	Choice A: peculiarity; Choice E: assertive
20	23	Choice B: malignant; Choice E: insufficient; Choice H: benignity
21	53	Choice B: proximity to the Sun
22	59	Choice C: such a warm Arctic Ocean would trigger the melting of massive land-based glaciers in the Arctic

Answer Key

<i>Question Number</i>	<i>P+</i>	<i>Correct Answer</i>
23	33	Choice A: Some of them offered a religious explanation for their immigration.
24	94	Sentence 5: When he moves beyond the principal actors, he finds that religious explanations were less frequently offered, and he concludes that most people immigrated because they were recruited by promises of material improvement.
25	64	Choice A: summarizing the findings of an investigation

Section 5. Quantitative Reasoning

<i>Question Number</i>	<i>P+</i>	<i>Correct Answer</i>
1	65	Choice B: Quantity B is greater.
2	83	Choice C: The two quantities are equal.
3	62	Choice D: The relationship cannot be determined from the information given.
4	48	Choice A: Quantity A is greater.
5	47	Choice D: The relationship cannot be determined from the information given.
6	36	Choice A: Quantity A is greater.
7	26	Choice C: The two quantities are equal.
8	34	Choice D: The relationship cannot be determined from the information given.
9	46	Choice B: Quantity B is greater.
10	62	Choice D: 8 to 9
11	26	Choice B: 115
12	51	121
13	52	Choice C: 75
14	60	Choice C: 4,000
15	18	Choice C: The sales tax was less than \$0.45.
16	19	Choice B: Two
17	69	Choice D: 40
18	63	9
19	41	Choice B: 190
20	60	Choice B: Decaffeinated, instant, drip-brewed, percolated
21	70	Choice A: 2.5 and 3.0
22	35	Choice D: 2^{24}
23	17	Choice A: DBC is an equilateral triangle. AND Choice D: The length of BC is 10.
24	51	18
25	34	Choice C: 35.0

Answer Key

Section 6. Quantitative Reasoning

<i>Question Number</i>	<i>P+</i>	<i>Correct Answer</i>
1	66	Choice A: Quantity A is greater.
2	73	Choice D: The relationship cannot be determined from the information given.
3	52	Choice A: Quantity A is greater.
4	46	Choice C: The two quantities are equal.
5	48	Choice B: Quantity B is greater.
6	33	Choice C: The two quantities are equal.
7	40	Choice D: The relationship cannot be determined from the information given.
8	26	Choice B: Quantity B is greater.
9	31	Choice D: The relationship cannot be determined from the information given.
10	67	Choice A: \$40.00
11	10	Choice A: The x -intercept of line k is twice the y -intercept of line k . AND Choice B: The product of the x -intercept and the y -intercept of line k is positive. AND Choice C: Line k passes through the points (a, b) and (r, s) , where $(a - r)(b - s) < 0$.
12	49	Choice B: 3:30
13	27	Choice E: The fifth-lowest salary in the second quartile
14	38	13
15	40	Choice E: m is an even integer.
16	21	Choice A: $81v$ AND Choice B: $25v + 10\sqrt{v} + 1$
17	79	Choice B: 47
18	44	Choice A: 130
19	41	Choice A: 50
20	30	Choice C: 38%
21	11	Choice E: 58
22	58	Choice D: $\frac{1}{b} < 1 < \frac{1}{a}$
23	24	Choice B: $\frac{\sqrt{3}}{2}r^2$
24	15	$\frac{153}{190}$ (or any equivalent fraction)
25	30	Choice E: 304

Score Conversion Table

<i>Raw Score</i>	<i>Verbal Reasoning Scaled Score</i>	<i>Quantitative Reasoning Scaled Score</i>
50	170	170
49	170	170
48	170	170
47	170	170
46	169	169
45	168	168
44	167	167
43	166	165
42	165	164
41	164	163
40	163	162
39	162	161
38	162	160
37	161	159
36	160	159
35	159	158
34	159	157
33	158	156
32	157	155
31	156	155
30	156	154
29	155	153
28	154	153
27	154	152
26	153	151
25	152	150
24	152	150
23	151	149
22	150	148
21	149	148
20	149	147
19	148	146
18	147	145
17	146	144
16	145	143

Score Conversion Table

<i>Raw Score</i>	<i>Verbal Reasoning Scaled Score</i>	<i>Quantitative Reasoning Scaled Score</i>
15	144	143
14	143	142
13	142	141
12	141	140
11	140	138
10	139	137
9	137	136
8	136	134
7	134	133
6	132	131
5	130	130
4	130	130
3	130	130
2	130	130
1	130	130
0	130	130

Analytical Writing Sample Responses and Reader Commentaries

SECTION 1 Analytical Writing

ANALYZE AN ISSUE

The best way to teach is to praise positive actions and ignore negative ones.

Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.

*Score 6 Response**

The recommendation presents a view that I would agree is successful most of the time, but one that I cannot fully support due to the “all or nothing” impression it gives.

Certainly as an educator I agree fully that the best way to elicit positive response from students is to make use of students’ positive energy and then encourage actions that you would like to see repeated. It is human nature that we all want to be accepted and achieve on some level, and when people in authority provide feedback that we have done something well, the drive to repeat the action that was praised is bound to be particularly strong.

This blanket statement would obviously pay dividends in situations in which a teacher desires to have students repeat particular behaviors. For example, if an educator is attempting to teach students proper classroom etiquette, it would be appropriate to openly praise a student who raises his or her hand when wishing to speak or address the class. In such cases, the teacher may also help shape positive behaviors by ignoring a student who is trying to interject without approval from the teacher. In fact, the decision to ignore students who are exhibiting inappropriate behaviors of this type could work very well in this situation, as the stakes are not very high and the intended outcome can likely be achieved by such a method. However, it is important to note here that this tactic would only be effective in such a “low-stakes” situation, as when a student speaks without raising her hand first. As we will discuss below, ignoring a student who hits another student, or engages in more serious misbehaviors, would not be effective or prudent.

To expand on this point, it is important for teachers to be careful when working with

* NOTE: All responses are reproduced exactly as written, including errors, misspellings, etc., if any.

the second half of this statement, only ignoring negative actions that are not serious. Take for instance a student who is misbehaving just by chatting with a fellow classmate. This student might not be presenting much of a problem and may be simply seeking attention. Ignoring the student might, in fact, be the best solution. Now assume the negative action is the improper administering of chemicals in a science experiment or the bullying of a fellow student. To ignore these negative actions would be absurd and negligent. Now you are allowing a problem to persist, one that could potentially lead to much bigger and more dangerous issues. In a more serious situation, addressing the negative actions quickly and properly could stop the problem in its tracks. It is for reasons like this that I do not advocate the idea that a teacher can be successful by simply ignoring negative actions.

I do, however, greatly support the idea that the central focus of teaching should be to build on and encourage positive actions. However, the author's all-encompassing statement leaves too many negative possibilities for the classroom. Perhaps a better way to phrase this statement would be to say, "The best way to teach is to praise positive actions and ignore negative ones that are not debilitating to class efficiency or the safety of any individual".

Thus, in the original statement, there are indeed some good intentions, and there could be a lot of merit in adopting its basic principles. Data proves that positive support can substantially increase motivation and desire in students and contribute to positive achievements. In fact, most studies of teaching efficacy indicate that praising positive actions and ignoring negative ones can create a more stable and efficient classroom. It needs to be stressed, however, that this tool is only effective at certain levels of misbehavior. As mentioned above, when the behavior is precipitated by feelings of revenge, power or total self-worthlessness, this methodology will likely not work. It is likely to be very successful, however, when the drive behind the misbehavior is simple attention seeking. In many of these instances, if the teacher demonstrates clearly that inappropriate behavior does not result in the gaining of attention, students are more likely to seek attention by behaving properly. Should the student choose this path, then the ignoring has worked and when the positive behavior is exhibited, then the teacher can utilize the first part of the theory and support or praise this behavior. Now it is much more likely to be repeated. If the student does not choose this path and instead elects to raise the actions to a higher level that presents a more serious issue, then ignorance alone cannot work and other methods must be employed.

In conclusion, one can appreciate the credo expressed in this instance, but surely we all can see the potential error of following it through to the extreme.

Reader Commentary

This response receives a 6 for its well-articulated, insightful analysis of the issue. Rather than simply rejecting or accepting the prompt, the writer argues that the recommendation made by the prompt can often be true but is too "all or nothing" to be endorsed without qualification. The writer turns this idea into an insightful position by providing examples and evidence to fully and persuasively support its nuanced argument. The response offers nicely detailed situations that provide compelling support for a claim that the recommendation can, in fact, work. At the same time, it also highlights the recommendation's limits using additional specific, detailed examples. Particularly persuasive is the fourth paragraph, in which the writer compares the impact of ignoring minor behavioral problems like talking in class to the potential costs of ignoring more serious issues like bullying. Thus, the writer recognizes that the prompt's claim, as well as his/her own, is inevitably dependent on the specific context for its suc-

cess or failure. Throughout the response, the writer demonstrates the ability to convey ideas fluently and precisely, using effective vocabulary and sentence variety. This sentence demonstrates the level of language facility seen throughout the response: “It is human nature that we all want to be accepted and achieve on some level, and when people in authority provide feedback that we have done something well, the drive to repeat the action that was praised is bound to be particularly strong.”

Score 5 Response

I partially agree with the statement “The best way to teach is to praise positive actions and ignore negative ones”. Children should be rewarded when they perform well; however, they should not be ignored for performing sub-optimally. For purposes of this essay, the term “actions” is defined as behaviors within the classroom.

Utilizing positive reinforcements, such as tangible rewards, can be a good method to teach children. If the teacher praises children for actions that are desirable, then the children are more likely to repeat those actions. For example, a student who completes an assignment on time and does a good job is likely to want to do a good job on the next assignment if he gets positive feedback. Likewise, the children who are not currently engaging in the desirable actions may be more inclined to do so in order to receive the positive reinforcement.

Conversely, children should not be ignored for negative actions. If a child is not exhibiting appropriate behavior in the classroom, then it is the teacher’s responsibility to encourage the child to perform optimally. Ignoring something doesn’t make it go away, actions and consequences do. A student who is being disruptive in class will continue to be disruptive unless the teacher does something about it. However, the teacher’s actions need be appropriate.

Before the teacher attempts to modify a child’s behavior, the teacher needs to try and identify the reason behind the behavior. For instance, children who leave their seat often, stare in to space, or call out of turn may be initially viewed as having poor behavior. However, the teacher may suspect that the child has an attentional problem, and request that the child be tested. If the child does have an attentional problem, then the teacher can work with a related service, such as occupational therapy, to alter the classroom environment in order to cater to the needs of the child. For instance, the teacher could remove some of the stimulating bulletin board displays to make the room more calming to the child. If the child becomes more attentive in class then the teacher was able to assist the child without scolding them or ignoring them. The teacher met the needs of the child and created an environment to enable the child to optimally perform in the educational setting.

On the other hand, if the child is tested, and does not have any areas of concern that may be impacting the educational performance in the classroom, then the negative behavior may strictly be due to defiance. In such a case, the teacher still should not ignore the child, because the negative actions may hinder the learning opportunity for the remaining children in the class. As a result, a child who is being disruptive to the learning process of the class should be set apart from the class so that they do not receive the positive reinforcement of peer attention.

The teacher should not ignore the student who is misbehaving, but that does not mean that the teacher just needs to punish. It is better to address the child privately and make sure the child is aware of the negative actions. Once the child is aware, then the teacher should once again try to determine the reason why the child is behaving in

a negative manner. Perhaps the child's parents are in the middle of a divorce and the child is outwardly expressing his frustration in the classroom. Or the academic content of the class may not be challenging enough for the child and so he is misbehaving out of boredom. Whatever the reason behind the behavior, the key factor is that the teacher works with the child to try and identify it. Simply punishing or ignoring the child would not solve the problem, whereas working to create a plan for success in the classroom would. Likewise, rather than punishing and defeating the child, the teacher is working with and empowering the child; a much more positive outcome to the situation.

Reader Commentary

This strong response presents a thoughtful and well-developed analysis of the issue. In this case the writer argues that teachers need to modify their approach based on context and observation, meaning that a blanket approach cannot be successful. The writer supports this position with relevant reasons and examples that present logically sound support. Note that the task instructions ask writers to discuss circumstances in which adopting the recommendation might or might not prove advantageous, and this response does that quite clearly. In the second paragraph, the writer gives an example of a student who completes an assignment on time and receives positive feedback, showing how the recommendation could prove advantageous. Other examples show circumstances in which adopting the recommendation would not be a good idea, and these various points are brought together to support the writer's position that teachers have to look at the context of the situation and cannot rely on simply ignoring negative actions. This response also demonstrates facility with language, using appropriate vocabulary and sentence variety. Sentences like this one demonstrate the writer's command of the conventions of standard written English: "If the child does have an attentional problem, then the teacher can work with a related service, such as occupational therapy, to alter the classroom environment in order to cater to the needs of the child." There are some minor errors, but overall the response demonstrates strong control of language. Although the response is clearly stronger than a 4, which would simply present a clear position on the issue according to the task instructions, it does not reach the level of a 6 because it does not develop its points in a way that creates a cogent and insightful position. It does, however, present a generally thoughtful and well-developed analysis of the issue, leading to a score of 5.

Score 4 Response

I absolutely agree with the first section of the statement above, but find fault with the latter half.

There is no doubt that praising positive actions is an excellent way to teach, and this method is most clearly exemplified when dealing with much younger children. When a young child is learning basic social behavior, it is imperative that he is encouraged to repeat positive actions. For example, when a child voluntarily shares his toys with another, if a teacher rewards that behavior, the child will understand that this is a good practice, and likely share again in the future.

In contrast, if a child displays negative behavior by stealing a toy away from his playmate, it would be very dangerous for the teacher to ignore this action, for then the child may never recognize that this is unacceptable. In this instance, the child has not

learned from the situation at all. So what should a teacher do when faced with such a situation? Punishment is not necessarily the optimal choice, either. Rather than scolding a child for mistreating his playmates and sending him off to a corner, a teacher would be wise to demonstrate the positive alternative: to share his toys instead. In this case, rather than ignoring or punishing negative actions, the teacher could seize the opportunity to reinforce positive behavior, and further extend the child's learning experience.

In summary, positive reinforcement is certainly an excellent method for teaching new methods or behaviors, and encouraging a student to learn more. However to ignore, rather than recognize and correct negative actions, would be a disservice to the student, for he would not know what conclusion to draw from his action.

Reader Commentary

This adequate response follows the task directions and presents a clear position on the issue, supporting its main points with examples that are relevant, if only adequately developed. For instance, the discussion in the second paragraph of a teacher who reinforces the positive behavior of sharing a toy is certainly relevant and on-task (i.e., it describes a situation in which adopting the recommendation would be advantageous). However, the development of this idea does not lead to generally thoughtful or insightful analysis. Instead, it is simply presented as an example. In addition to its adequate development, this response also demonstrates sufficient control of the conventions of standard written English, and its main points are made with reasonable clarity. Some of the sentences demonstrate the syntactical variety normally seen in responses that receive higher scores (e.g., "Rather than scolding a child for mistreating his playmates and sending him off to a corner, a teacher would be wise to demonstrate the positive alternative: to share his toys instead"). However, the overall use of language in this response is merely adequate.

Score 3 Response

Praising postive actions and ignoring negative ones may be a good way to teach but not the best way. Ignoring negative actions could negate all the postive praises given to an individual, having negative actions go unchecked will lead to habits formed that would overwhelm any positive actions that are complementary to an individuals learning process.

For instance, in a classroom full of eight-year old kids; if during a lesson they are making alot of noise, having this ignored would tell the kids that it is okay to be disruptive in class. The individuals in that class would develop the habit of being distruptive hence hindering their learning process. However if the eight-year old kids were immediately told to stop the distrupction then it will never become a habit.

Every action needs to have a related consequence follow in a learning environment. In the early years of education, the way they are taught becomes a lifelong habit which is hard to change in later years. If negative actions are not assigned a related consequences then teaching becomes ineffective because the students negative actions soon diminish the ability to do well in school. The way postive actions are dealt with should also be done with negative actions rather than being ignored which in turn enhance the learning environment.