

# TEST 27

## SECTION I

Time—30 minutes

38 Questions

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

1. Agronomists are increasingly worried about "desertification," the phenomenon that is turning many of the world's — fields and pastures into — wastelands, unable to support the people living on them.  
(A) ~~fertile~~. .barren  
(B) productive. .blooming  
(C) arid. .thriving  
(D) poorest. .marginal  
(E) largest. .saturated
2. Old beliefs die hard: even when jobs became —, the long-standing fear that unemployment could return at a moment's notice —.  
(A) vacant. .perished  
(B) ~~easier~~. .changed  
(C) ~~plentiful~~. .persisted  
(D) protected. .subsided  
(E) available. .receded
3. Intellectual — and flight from boredom have caused him to rush pell-mell into situations that less — spirits might hesitate to approach.  
(A) restlessness. .adventurous  
(B) agitation. .passive  
(C) resilience. .quiescent  
(D) tranquillity. .versatile  
(E) curiosity. .lethargic
4. Science advances in — spiral in that each new conceptual scheme — the phenomena explained by its predecessors and adds to those explanations.  
(A) a discontinuous . . decries  
(B) a repetitive. .vitiate  
(C) a widening. .embraces  
(D) an anomalous. .captures  
(E) an explosive. .questions
5. Politeness is not a — attribute of human behavior, but rather a central virtue, one whose very existence is increasingly being — by the faddish requirement to "speak one's mind."  
(A) superficial. .threatened  
(B) pervasive. .undercut  
(C) worthless. .forestalled  
(D) precious. .repudiated  
(E) trivial. .affected
6. The painting was larger than it appeared to be, for, hanging in a darkened recess of the chapel, it was — by the perspective.  
(A) improved  
(B) aggrandized  
(C) embellished  
(D) ~~jeopardized~~  
(E) diminished
7. Because folk art is neither completely rejected nor accepted as an art form by art historians, their final evaluations of it necessarily remain —.  
(A) arbitrary  
(B) estimable  
(C) orthodox  
(D) unspoken  
(E) equivocal

GO ON TO THE NEXT PAGE.

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

8. REFEREE : FIELD :: (A) scientist : results  
(B) mediator : deadlock (C) gladiator : contest  
(D) teacher : classroom (E) judge : courtroom

9. BLUSH : EMBARRASSMENT ::  
(A) scream : anger (B) smile : pleasure  
(C) laugh : outrage (D) love : sentimentality  
(E) whine : indecision

10. TANGO : DANCE ::  
(A) arabesque : theme  
(B) tonality : instrumentation  
(C) rhyme : pattern  
(D) stanza : line  
(E) elegy : poem

11. CELL : MEMBRANE ::  
(A) door : jamb  
(B) yard : sidewalk  
(C) seed : hull  
(D) head : halo  
(E) mountain : clouds

12. HYMN : PRAISE :: (A) waltz : joy  
(B) liturgy : rite (C) lullaby : child  
(D) dirge : grief (E) prayer : congregation

13. EMOLLIENT : SOOTHE ::  
(A) dynamo : generate  
(B) elevation : level  
(C) precipitation : fall  
(D) hurricane : track  
(E) negative : expose

14. IMPLACABLE : COMPROMISE ::  
(A) perfidious : conspire  
(B) irascible : avenge  
(C) honest : swindle  
(D) amenable : deceive  
(E) hasty : prevail

15. MISANTHROPE : PEOPLE ::  
(A) patriot : country  
(B) reactionary : government  
(C) curmudgeon : children  
(D) xenophobe : strangers  
(E) miscreant : dogma

16. MILK : EXTRACT :: (A) squander : enjoy  
(B) exploit : utilize (C) research : investigate  
(D) hire : manage (E) wheedle : flatter

GO ON TO THE NEXT PAGE.

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

Many critics of Emily Brontë's novel *Wuthering Heights* see its second part as a counterpoint that comments on, if it does not reverse, the first part, where a "romantic" reading receives more confirmation. Seeing the two parts as a whole is encouraged by the novel's sophisticated structure, revealed in its complex use of narrators and time shifts. Granted that the presence of these elements need not argue an authorial awareness of novelistic construction comparable to that of Henry James, their presence does encourage attempts to unify the novel's heterogeneous parts. However, any interpretation that seeks to unify all of the novel's diverse elements is bound to be somewhat unconvincing. This is not because such an interpretation necessarily stiffens into a thesis (although rigidity in any interpretation of this or of any novel is always a danger), but because *Wuthering Heights* has recalcitrant elements of undeniable power that, ultimately, resist inclusion in an all-encompassing interpretation. In this respect, *Wuthering Heights* shares a feature of *Hamlet*.

17. According to the passage, which of the following is a true statement about the first and second parts of *Wuthering Heights*?

- (A) The second part has received more attention from critics.
- (B) The second part has little relation to the first part.
- (C) The second part annuls the force of the first part.
- (D) The second part provides less substantiation for a "romantic" reading.
- (E) The second part is better because it is more realistic.

18. Which of the following inferences about Henry James's awareness of novelistic construction is best supported by the passage?

- (A) James, more than any other novelist, was aware of the difficulties of novelistic construction.
- (B) James was very aware of the details of novelistic construction.
- (C) James's awareness of novelistic construction derived from his reading of Brontë.
- (D) James's awareness of novelistic construction has led most commentators to see unity in his individual novels.
- (E) James's awareness of novelistic construction precluded him from violating the unity of his novels.

19. The author of the passage would be most likely to agree that an interpretation of a novel should

- (A) not try to unite heterogeneous elements in the novel
- (B) not be inflexible in its treatment of the elements in the novel
- (C) not argue that the complex use of narrators or of time shifts indicates a sophisticated structure
- (D) concentrate on those recalcitrant elements of the novel that are outside the novel's main structure
- (E) primarily consider those elements of novelistic construction of which the author of the novel was aware

20. The author of the passage suggests which of the following about *Hamlet*?

- I. *Hamlet* has usually attracted critical interpretations that tend to stiffen into theses.
- II. *Hamlet* has elements that are not amenable to an all-encompassing critical interpretation.
- III. *Hamlet* is less open to an all-encompassing critical interpretation than is *Wuthering Heights*.
- IV. *Hamlet* has not received a critical interpretation that has been widely accepted by readers.

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

GO ON TO THE NEXT PAGE.

The determination of the sources of copper ore used in the manufacture of copper and bronze artifacts of Bronze Age civilizations would add greatly to our knowledge of cultural contacts and trade in that era. Researchers have analyzed artifacts and ores for their concentrations of elements, but for a variety of reasons, these studies have generally failed to provide evidence of the sources of the copper used in the objects. Elemental composition can vary within the same copper-ore lode, usually because of varying admixtures of other elements, especially iron, lead, zinc, and arsenic. And high concentrations of cobalt or zinc, noticed in some artifacts, appear in a variety of copper-ore sources. Moreover, the processing of ores introduced poorly controlled changes in the concentrations of minor and trace elements in the resulting metal. Some elements evaporate during smelting and roasting; different temperatures and processes produce different degrees of loss. Finally, flux, which is sometimes added during smelting to remove waste material from the ore, could add quantities of elements to the final product.

An elemental property that is unchanged through these chemical processes is the isotopic composition of each metallic element in the ore. Isotopic composition, the percentages of the different isotopes of an element in a given sample of the element, is therefore particularly suitable as an indicator of the sources of the ore. Of course, for this purpose it is necessary to find an element whose isotopic composition is more or less constant throughout a given ore body, but varies from one copper ore body to another or, at least, from one geographic region to another.

The ideal choice, when isotopic composition is used to investigate the source of copper ore, would seem to be copper itself. It has been shown that small but measurable variations occur naturally in the isotopic composition of copper. However, the variations are large enough only in rare ores; between samples of the common ore minerals of copper, isotopic variations greater than the measurement error have not been found. An alternative choice is lead, which occurs in most copper and bronze artifacts of the Bronze Age in amounts consistent with the lead being derived from the copper ores and possibly from the fluxes. The isotopic composition of lead often varies from one source of common copper ore to another, with variations exceeding the measurement error; and preliminary studies indicate virtually uniform isotopic composition of the lead from a single copper-ore source. While some of the lead found in an artifact may have been introduced from flux or when other metals were added to the copper ore, lead so added in Bronze Age processing would usually have the same isotopic composition as the lead in the copper ore. Lead isotope studies may thus prove useful for interpreting the archaeological record of the Bronze Age.

21. The primary purpose of the passage is to
  - (A) discuss the techniques of analyzing lead isotope composition
  - (B) propose a way to determine the origin of the copper in certain artifacts
  - (C) resolve a dispute concerning the analysis of copper ore
  - (D) describe the deficiencies of a currently used method of chemical analysis of certain metals
  - (E) offer an interpretation of the archaeological record of the Bronze Age
22. The author first mentions the addition of flux during smelting (lines 18-21) in order to
  - (A) give a reason for the failure of elemental composition studies to determine ore sources
  - (B) illustrate differences between various Bronze Age civilizations
  - (C) show the need for using high smelting temperatures
  - (D) illustrate the uniformity of lead isotope composition
  - (E) explain the success of copper isotope composition analysis
23. The author suggests which of the following about a Bronze Age artifact containing high concentrations of cobalt or zinc?
  - (A) It could not be reliably tested for its elemental composition.
  - (B) It could not be reliably tested for its copper isotope composition.
  - (C) It could not be reliably tested for its lead isotope composition.
  - (D) It could have been manufactured from ore from any one of a variety of sources.
  - (E) It could have been produced by the addition of other metals during the processing of the copper ore.

GO ON TO THE NEXT PAGE.

24. According to the passage, possible sources of the lead found in a copper or bronze artifact include which of the following?
- I. The copper ore used to manufacture the artifact
  - II. Flux added during processing of the copper ore
  - III. Other metal added during processing of the copper ore
- (A) I only  
(B) II only  
(C) III only  
(D) II and III only  
(E) I, II, and III
25. The author rejects copper as the "ideal choice" mentioned in line 33 because
- (A) the concentration of copper in Bronze Age artifacts varies
  - (B) elements other than copper may be introduced during smelting
  - (C) the isotopic composition of copper changes during smelting
  - (D) among common copper ores, differences in copper isotope composition are too small
  - (E) within a single source of copper ore, copper isotope composition can vary substantially
26. The author makes which of the following statements about lead isotope composition?
- (A) It often varies from one copper-ore source to another.
  - (B) It sometimes varies over short distances in a single copper-ore source.
  - (C) It can vary during the testing of artifacts, producing a measurement error.
  - (D) It frequently changes during smelting and roasting.
  - (E) It may change when artifacts are buried for thousands of years.
27. It can be inferred from the passage that the use of flux in processing copper ore can alter the lead isotope composition of the resulting metal EXCEPT when
- (A) there is a smaller concentration of lead in the flux than in the copper ore
  - (B) the concentration of lead in the flux is equivalent to that of the lead in the ore
  - (C) some of the lead in the flux evaporates during processing
  - (D) any lead in the flux has the same isotopic composition as the lead in the ore
  - (E) other metals are added during processing

GO ON TO THE NEXT PAGE.

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

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

28. MUTTER: (A) please oneself  
(B) resolve conflict (C) speak distinctly  
(D) digress randomly (E) omit willingly
29. TRANSPARENT: (A) indelicate (B) neutral  
(C) opaque (D) somber (E) tangible
30. ENSEMBLE: (A) complement (B) cacophony  
(C) coordination (D) preface (E) solo
31. RETAIN: (A) allocate (B) distract  
(C) relegate (D) discard (E) misplace
32. RADIATE: (A) approach (B) cool  
(C) absorb (D) tarnish (E) vibrate
33. EPICURE:  
(A) a person ignorant about art  
(B) a person dedicated to a cause  
(C) a person motivated by greed  
(D) a person indifferent to food  
(E) a person insensitive to emotions
34. PREVARICATION: (A) tact (B) consistency  
(C) veracity (D) silence (E) proof
35. AMORTIZE:  
(A) loosen  
(B) denounce  
(C) suddenly increase one's indebtedness  
(D) wisely cause to flourish  
(E) grudgingly make provision for
36. EMACIATION: (A) invigoration  
(B) glorification (C) amelioration  
(D) inundation (E) magnification
37. UNALLOYED: (A) destabilized  
(B) unregulated (C) assimilated  
(D) adulterated (E) condensed
38. MINATORY: (A) reassuring (B) genuine  
(C) creative (D) obvious (E) awkward

Time—30 minutes

38 Questions

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

1. Because it is ----- to ----- all the business costs related to employee discontent, an accurate estimate of the magnitude of these costs is not easily calculated.  
(A) difficult. .measure  
(B) impossible. .justify  
(C) improper. .overlook  
(D) useless. .discover  
(E) necessary. .pinpoint
2. Consider the universal cannibalism of the sea, all of whose creatures ----- one another.  
(A) hide from  
(B) ferret out  
(C) prey on  
(D) glide among  
(E) compete against
3. How could words, confined as they individually are to certain ----- meanings specified in a dictionary, eventually come, when combined in groups, to create obscurity and actually to prevent thought from being -----?  
(A) indefinite. .articulated  
(B) conventional. .conceivable  
(C) unlikely. .classified  
(D) archaic. .expressed  
(E) precise. .communicable
4. Even though they tended to be ----- strangers, fifteenth-century Europeans did not automatically associate ----- and danger.  
(A) trusting of. .diversity  
(B) haughty with. .nonconformity  
(C) interested in. .enmity  
(D) antagonistic to. .rudeness  
(E) hostile to. .foreignness
5. The modern age is a permissive one in which things can be said explicitly, but the old tradition of ----- dies hard.  
(A) garrulousness  
(B) exaggeration  
(C) exhortation  
(D) bombast  
(E) euphemism
6. Although many findings of the Soviet and United States probes of Venus were complementary, the two sets of atmospheric results clearly could not be ----- without a major change of data or -----.  
(A) obtained. .experimentation  
(B) completed. .position  
(C) matched. .implementation  
(D) reconciled. .interpretation  
(E) produced. .falsification
7. While it is assumed that the mechanization of work has a ----- effect on the lives of workers, there is evidence available to suggest that, on the contrary, mechanization has served to ----- some of the traditional roles of women.  
(A) salutary. .improve  
(B) dramatic. .undermine  
(C) benign. .revise  
(D) debilitating. .weaken  
(E) revolutionary. .reinforce

GO ON TO THE NEXT PAGE.

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

8. PILOT : SHIP :: (A) surveyor : landscape  
(B) conductor : orchestra (C) guard : stockade  
(D) actor : scene (E) philosopher : inspiration
9. TOPSOIL : ERODE :: (A) leather : tan  
(B) veneer : varnish (C) roast : baste  
(D) grain : mash (E) paint : peel
10. SCREEN : MOVIE :: (A) shelf : book  
(B) frame : portrait (C) shadow : object  
(D) stage : play (E) score : performance
11. VOLCANO : LAVA ::  
(A) geyser : water  
(B) fault : tremor  
(C) glacier : fissure  
(D) avalanche : snow  
(E) cavern : limestone
12. COGENT : CONVINCING ::  
(A) irrational : disturb  
(B) repugnant : repel  
(C) dangerous : avoid  
(D) eloquent : refine  
(E) generous : appreciate
13. CHARY : CAUTION ::  
(A) circumspect : recklessness  
(B) imperturbable : composure  
(C) meticulous : resourcefulness  
(D) exigent : stability  
(E) fortuitous : pluck
14. USURY : INTEREST ::  
(A) fraud : property  
(B) gouging : price  
(C) monopoly : production  
(D) foreclosure : mortgage  
(E) embezzlement : savings
15. EPITHET : DISPARAGE ::  
(A) abbreviation : proliferate  
(B) hieroglyphic : mythologize  
(C) diminutive : respect  
(D) code : simplify  
(E) alias : mislead
16. OFFENSE : PECCADILLO ::  
(A) envy : resentment  
(B) quarrel : tiff  
(C) affinity : wish  
(D) depression : regret  
(E) homesickness : nostalgia

GO ON TO THE NEXT PAGE.



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

Line  
(5) Since the Hawaiian Islands have never been connected to other land masses, the great variety of plants in Hawaii must be a result of the long-distance dispersal of seeds, a process that requires both a method of transport and an equivalence between the ecology of the source area and that of the recipient area.

(10) There is some dispute about the method of transport involved. Some biologists argue that ocean and air currents are responsible for the transport of plant seeds to Hawaii. Yet the results of flotation experiments and the low temperatures of air currents cast doubt on these hypotheses. More probable is bird transport, either externally, by accidental attachment of the seeds to feathers, or internally, by the swallowing of fruit and subsequent excretion of the seeds. While it is likely that  
(15) fewer varieties of plant seeds have reached Hawaii externally than internally, more varieties are known to be adapted to external than to internal transport.

17. The author of the passage is primarily concerned with
- (A) discussing different approaches biologists have taken to testing theories about the distribution of plants in Hawaii
  - (B) discussing different theories about the transport of plant seeds to Hawaii
  - (C) discussing the extent to which air currents are responsible for the dispersal of plant seeds to Hawaii
  - (D) resolving a dispute about the adaptability of plant seeds to bird transport
  - (E) resolving a dispute about the ability of birds to carry plant seeds long distances
18. The author mentions the results of flotation experiments on plant seeds (lines 10-12) most probably in order to
- (A) support the claim that the distribution of plants in Hawaii is the result of the long-distance dispersal of seeds
  - (B) lend credibility to the thesis that air currents provide a method of transport for plant seeds to Hawaii
  - (C) suggest that the long-distance dispersal of seeds is a process that requires long periods of time
  - (D) challenge the claim that ocean currents are responsible for the transport of plant seeds to Hawaii
  - (E) refute the claim that Hawaiian flora evolved independently from flora in other parts of the world

19. It can be inferred from information in the passage that the existence in alpine regions of Hawaii of a plant species that also grows in the southwestern United States would justify which of the following conclusions?

- (A) The ecology of the southwestern United States is similar in important respects to the ecology of alpine regions of Hawaii.
- (B) There are ocean currents that flow from the southwestern United States to Hawaii.
- (C) The plant species discovered in Hawaii must have traveled from the southwestern United States only very recently.
- (D) The plant species discovered in Hawaii reached there by attaching to the feathers of birds migrating from the southwestern United States.
- (E) The plant species discovered in Hawaii is especially well adapted to transport over long distances.

20. The passage supplies information for answering which of the following questions?

- (A) Why does successful long-distance dispersal of plant seeds require an equivalence between the ecology of the source area and that of the recipient area?
- (B) Why are more varieties of plant seeds adapted to external rather than to internal bird transport?
- (C) What varieties of plant seeds are birds that fly long distances most likely to swallow?
- (D) What is a reason for accepting the long-distance dispersal of plant seeds as an explanation for the origin of Hawaiian flora?
- (E) What evidence do biologists cite to argue that ocean and air currents are responsible for the transport of plant seeds to Hawaii?

GO ON TO THE NEXT PAGE.

A long-held view of the history of the English colonies that became the United States has been that England's policy toward these colonies before 1763 was dictated by commercial interests and that a change to a more imperial policy, dominated by expansionist militarist objectives, generated the tensions that ultimately led to the American Revolution. In a recent study, Stephen Saunders Webb has presented a formidable challenge to this view: According to Webb, England already had a military imperial policy for more than a century before the American Revolution. He sees Charles II, the English monarch between 1660 and 1685, as the proper successor of the Tudor monarchs of the sixteenth century and of Oliver Cromwell, all of whom were bent on extending centralized executive power over England's possessions through the use of what Webb calls "garrison government." Garrison government allowed the colonists a legislative assembly, but real authority, in Webb's view, belonged to the colonial governor, who was appointed by the king and supported by the "garrison," that is, by the local contingent of English troops under the colonial governor's command.

According to Webb, the purpose of garrison government was to provide military support for a royal policy designed to limit the power of the upper classes in the American colonies. Webb argues that the colonial legislative assemblies represented the interests not of the common people but of the colonial upper classes, a coalition of merchants and nobility who favored self-rule and sought to elevate legislative authority at the expense of the executive. It was, according to Webb, the colonial governors who favored the small farmer, opposed the plantation system, and tried through taxation to break up large holdings of land. Backed by the military presence of the garrison, these governors tried to prevent the gentry and merchants, allied in the colonial assemblies, from transforming colonial America into a capitalistic oligarchy.

Webb's study illuminates the political alignments that existed in the colonies in the century prior to the American Revolution, but his view of the crown's use of the military as an instrument of colonial policy is not entirely convincing. England during the seventeenth century was not noted for its military achievements. Cromwell did mount England's most ambitious overseas military expedition in more than a century, but it proved to be an utter failure. Under Charles II, the English army was too small to be a major instrument of government. Not until the war with France in 1697 did William III persuade Parliament to create a professional standing army, and Parliament's price for doing so was to keep the army under tight legislative control. While it may be true that the crown attempted to curtail the power of the colonial upper classes, it is hard to imagine how the English army during the seventeenth century could have provided significant military support for such a policy.

21. The passage can best be described as a
  - (A) survey of the inadequacies of a conventional viewpoint
  - (B) reconciliation of opposing points of view
  - (C) summary and evaluation of a recent study
  - (D) defense of a new thesis from anticipated objections
  - (E) review of the subtle distinctions between apparently similar views
22. The passage suggests that the view referred to in lines 1-7 argued that
  - (A) the colonial governors were sympathetic to the demands of the common people
  - (B) Charles II was a pivotal figure in the shift of English monarchs toward a more imperial policy in their governorship of the American colonies
  - (C) the American Revolution was generated largely out of a conflict between the colonial upper classes and an alliance of merchants and small farmers
  - (D) the military did not play a major role as an instrument of colonial policy until 1763
  - (E) the colonial legislative assemblies in the colonies had little influence over the colonial governors
23. It can be inferred from the passage that Webb would be most likely to agree with which of the following statements regarding garrison government?
  - (A) Garrison government gave legislative assemblies in the colonies relatively little authority, compared to the authority that it gave the colonial governors.
  - (B) Garrison government proved relatively ineffective until it was used by Charles II to curb the power of colonial legislatures.
  - (C) Garrison government became a less viable colonial policy as the English Parliament began to exert tighter legislative control over the English military.
  - (D) Oliver Cromwell was the first English ruler to make use of garrison government on a large scale.
  - (E) The creation of a professional standing army in England in 1697 actually weakened garrison government by diverting troops from the garrisons stationed in the American colonies.

GO ON TO THE NEXT PAGE.

24. According to the passage, Webb views Charles II as the "proper successor" (line 13) of the Tudor monarchs and Cromwell because Charles II
- (A) used colonial tax revenues to fund overseas military expeditions
  - (B) used the military to extend executive power over the English colonies
  - (C) wished to transform the American colonies into capitalistic oligarchies
  - (D) resisted the English Parliament's efforts to exert control over the military
  - (E) allowed the American colonists to use legislative assemblies as a forum for resolving grievances against the crown
25. Which of the following, if true, would most seriously weaken the author's assertion in lines 54-58?
- (A) Because they were poorly administered, Cromwell's overseas military expeditions were doomed to failure.
  - (B) Because it relied primarily on the symbolic presence of the military, garrison government could be effectively administered with a relatively small number of troops.
  - (C) Until early in the seventeenth century, no professional standing army in Europe had performed effectively in overseas military expeditions.
  - (D) Many of the colonial governors appointed by the crown were also commissioned army officers.
  - (E) Many of the English troops stationed in the American colonies were veterans of other overseas military expeditions.
26. According to Webb's view of colonial history, which of the following was (were) true of the merchants and nobility mentioned in line 30?
- I. They were opposed to policies formulated by Charles II that would have transformed the colonies into capitalistic oligarchies.
  - II. They were opposed to attempts by the English crown to limit the power of the legislative assemblies.
  - III. They were united with small farmers in their opposition to the stationing of English troops in the colonies.
- (A) I only
  - (B) II only
  - (C) I and II only
  - (D) II and III only
  - (E) I, II, and III
27. The author suggests that if William III had wanted to make use of the standing army mentioned in line 52 to administer garrison government in the American colonies, he would have had to
- (A) make peace with France
  - (B) abolish the colonial legislative assemblies
  - (C) seek approval from the English Parliament
  - (D) appoint colonial governors who were more sympathetic to royal policy
  - (E) raise additional revenues by increasing taxation of large landholdings in the colonies

GO ON TO THE NEXT PAGE.

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

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

28. FLUCTUATE: (A) work for (B) flow over  
(C) follow from (D) remain steady  
(E) cling together
29. PRECARIOUS: (A) safe (B) covert  
(C) rescued (D) revived (E) pledged
30. FUMBLE: (A) organize neatly (B) say clearly  
(C) prepare carefully (D) handle adroitly  
(E) replace immediately
31. AUTHENTIC: (A) ordinary (B) criminal  
(C) unattractive (D) inexpensive (E) bogus
32. COWER: (A) swiftly disappear  
(B) brazenly confront (C) assuage  
(D) coast (E) invert
33. PRISTINE: (A) ruthless (B) seductive  
(C) coarse (D) commonplace  
(E) contaminated
34. LAMBASTE: (A) permit (B) prefer  
(C) extol (D) smooth completely  
(E) support openly
35. VISCID: (A) bent (B) prone (C) cool  
(D) slick (E) slight
36. TURPITUDE: (A) saintly behavior  
(B) clever conversation (C) lively imagination  
(D) agitation (E) lucidity
37. PHILISTINE: (A) perfectionist (B) aesthete  
(C) iconoclast (D) critic (E) cynic
38. ODIUM: (A) ease (B) fragrance  
(C) resignation (D) eccentricity  
(E) infatuation

**FOR GENERAL TEST 27 ONLY**  
**Answer Key and Percentages\* of Examinees Answering Each Question Correctly**

VERBAL ABILITY					
Section 1			Section 5		
Number	Answer	P +	Number	Answer	P +
1	A	94	1	A	90
2	A	91	2	A	94
3	A	77	3	A	69
4	A	55	4	A	71
5	A	51	5	A	51
6	A	53	6	D	58
7	A	27	7	A	36
8	A	32	8	A	86
9	A	33	9	A	91
10	A	55	10	D	80
11	A	81	11	A	79
12	A	53	12	A	42
13	A	47	13	A	37
14	A	45	14	A	30
15	D	33	15	A	27
16	B	28	16	B	45
17	D	49	17	B	86
18	B	47	18	B	82
19	B	37	19	A	47
20	B	68	20	D	61
21	B	60	21	C	58
22	A	72	22	D	37
23	A	37	23	A	68
24	A	53	24	B	69
25	D	46	25	B	49
26	A	51	26	B	40
27	D	39	27	D	55
28	D	93	28	D	94
29	A	81	29	A	78
30	A	79	30	D	80
31	D	30	31	E	31
32	D	79	32	A	34
33	D	33	33	E	44
34	D	31	34	C	36
35	C	34	35	D	37
36	A	22	36	A	38
37	D	29	37	B	30
38	A	17	38	E	22

QUANTITATIVE ABILITY					
Section 2			Section 4		
Number	Answer	P +	Number	Answer	P +
1	B	95	1	A	93
2	A	83	2	B	84
3	A	81	3	C	84
4	C	70	4	C	81
5	C	78	5	C	82
6	D	77	6	B	83
7	B	74	7	B	76
8	A	71	8	C	74
9	A	72	9	A	76
10	D	83	10	D	64
11	A	74	11	A	75
12	B	72	12	D	49
13	B	52	13	B	66
14	D	24	14	D	19
15	C	19	15	C	20
16	C	84	16	C	93
17	B	80	17	C	78
18	D	72	18	A	66
19	C	71	19	A	68
20	E	63	20	D	64
21	B	91	21	D	89
22	A	89	22	A	81
23	C	74	23	C	71
24	D	61	24	B	76
25	C	43	25	A	36
26	C	60	26	C	60
27	E	52	27	D	50
28	A	55	28	B	45
29	A	44	29	B	41
30	D	36	30	B	41

ANALYTICAL ABILITY					
Section 3			Section 6		
Number	Answer	P +	Number	Answer	P +
1	C	76	1	E	76
2	B	90	2	B	87
3	B	55	3	D	75
4	E	52	4	C	85
5	E	55	5	E	79
6	C	75	6	E	66
7	B	60	7	B	87
8	A	89	8	C	84
9	B	88	9	D	80
10	B	63	10	B	59
11	D	72	11	C	48
12	D	57	12	A	71
13	E	31	13	A	18
14	B	75	14	E	44
15	A	27	15	A	66
16	E	53	16	A	66
17	C	58	17	E	50
18	A	41	18	C	50
19	A	58	19	D	39
20	A	37	20	A	37
21	E	18	21	A	27
22	C	40	22	E	32
23	D	66	23	D	75
24	B	24	24	A	61
25	D	22	25	D	23

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