

# GMAT Verbal Practice Paper 3 Question Paper with Solutions

Time Allowed : 3 Hours	Maximum Marks : 100
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## General Instructions

Read the following instructions very carefully and strictly follow them:

1. The GMAT exam is 2 hours and 15 minutes long (with one optional 10-minute break) and consists of 64 questions in total.
2. The GMAT exam is comprised of three sections:
3. Quantitative Reasoning: 21 questions, 45 minutes
4. Verbal Reasoning: 23 questions, 45 minutes
5. Data Insights: 20 questions, 45 minutes
6. You can answer the three sections in any order. As you move through a section, you can bookmark questions that you would like to review later.
7. When you have answered all questions in a section, you will proceed to the Question Review & Edit screen for that section.
8. If there is no time remaining in the section, you will NOT proceed to the Question Review & Edit screen and you will automatically be moved to your optional break screen or the next section (if you have already taken your optional break).
9. Each Question Review & Edit screen includes a numbered list of the questions in that section and indicates the questions you bookmarked.
10. Clicking a question number will take you to that specific question. You can review as many questions as you would like and can edit up to three (3) answers.

**1. Online classes are clearly easier than face to face classes. Students can log in whenever they want, and they do not have to show up to class or listen to lectures. I am going to take as many online classes as possible so I can breeze through my degree.**

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

- (A) Online courses require students to log in five days a week.
- (B) Face to face classes only meet twice a week.
- (C) Online courses require students to participate in the discussion by posting to a discussion board at least three times during the week, and also require a major research paper at the end of the course.
- (D) Many upper level courses are not offered online.
- (E) There is a higher faculty/student ratio in online courses.

**Correct Answer:** (C) Online courses require students to participate in the discussion by posting to a discussion board at least three times during the week, and also require a major research paper at the end of the course.

**Solution:**

**Step 1: Understanding the argument.**

The argument claims that online classes are easier than face-to-face classes because students can log in whenever they want and don't have to attend lectures. The goal is to identify a statement that weakens this argument.

**Step 2: Analyzing the options.**

- (A) Online courses require students to log in five days a week: This does not weaken the argument because it still suggests that students can log in at their convenience, even if it is five days a week.
- (B) Face to face classes only meet twice a week: This does not directly weaken the argument, as it does not address the level of difficulty of online courses.
- (C) Online courses require students to participate in the discussion by posting to a discussion board at least three times during the week, and also require a major research paper at the end of the course: This weakens the argument significantly because it highlights that online courses require significant participation and work, countering the claim that they are easier.
- (D) Many upper level courses are not offered online: This does not weaken the argument, as it does not speak to the ease of online courses.
- (E) There is a higher faculty/student ratio in online courses: This does not weaken the argument because a higher ratio could imply more support but does not directly speak to the difficulty or ease of online courses.

**Step 3: Conclusion.**

The statement in option (C) weakens the argument most because it shows that online courses require a significant amount of work, which contradicts the notion that they are easier than face-to-face classes.

#### Quick Tip

To weaken an argument, look for statements that show the claim to be oversimplified or incorrect. In this case, the added requirements of online courses weaken the claim that they are easier.

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2. A major natural grocery chain wants to help address the problem of urban food deserts. It decides to build stores in three of the city's most impoverished neighborhoods. These neighborhoods have not had their own grocery stores in many years, leading residents to live on diets of fast food and convenience foods. The grocery chain feels that building the stores in these neighborhoods will encourage people to eat more healthy foods.

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

- (A) People in poverty prefer quick, easy food.
- (B) The prices at the natural food store are 10-20%
- (C) The grocery store chain will give classes on how to cook with natural foods.
- (D) The grocery store chain's other stores are in wealthier neighborhoods.
- (E) Most people in the impoverished neighborhoods use food stamps.

**Correct Answer:** (B) The prices at the natural food store are 10-20%

**Solution:**

**Step 1: Understanding the argument.**

The grocery chain assumes that by building stores in impoverished neighborhoods, people will eat healthier foods. However, if the prices at the natural food store are significantly higher, this may discourage people from shopping there.

**Step 2: Analyzing the options.**

- (A) People in poverty prefer quick, easy food: While this may be true, it does not weaken the argument that people will buy healthier food if the store is available.
- (B) The prices at the natural food store are 10-20%: (C) The grocery store chain will give classes on how to cook with natural foods: This could help encourage healthier eating but does not directly address the core issue of affordability.
- (D) The grocery store chain's other stores are in wealthier neighborhoods: This does not directly weaken the argument about the chain's success in impoverished neighborhoods.
- (E) Most people in the impoverished neighborhoods use food stamps: While this could affect affordability, it does not directly weaken the argument about the availability of healthy food.

**Step 3: Conclusion.**

Option (B) weakens the argument the most because it highlights a barrier (higher prices) that could prevent people from purchasing healthier food, thus undermining the grocery chain's assumption.

#### Quick Tip

When analyzing arguments, consider factors like affordability that may affect the success of the proposed solution.

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3. A recent study of heart disease interviewed people about what they had eaten for the past month. Researchers found that people who regularly ate pickles had

lower rates of heart disease than people who ate them only infrequently. Therefore, eating pickles regularly must help prevent heart disease. The above statement represents which kind of logical fallacy?

- (A) Ad Hominem
- (B) Confusing cause and effect
- (C) Post Hoc
- (D) Bandwagon
- (E) Genetic Fallacy

**Correct Answer:** (B) Confusing cause and effect

**Solution:**

**Step 1: Understanding the fallacy.**

The statement concludes that eating pickles regularly causes lower rates of heart disease, but it may be another factor (not eating pickles) that is actually causing the lower rates of heart disease.

**Step 2: Analyzing the options.**

- (A) Ad Hominem: This fallacy attacks a person's character instead of addressing the argument, which is not applicable here.
- (B) Confusing cause and effect: This fallacy occurs when a correlation is mistakenly assumed to be causation. In this case, the conclusion that eating pickles prevents heart disease is a confusion of cause and effect.
- (C) Post Hoc: This fallacy occurs when it is assumed that because one thing follows another, the first caused the second. While similar, this is not an exact fit for the scenario.
- (D) Bandwagon: This fallacy suggests that something is true because many people believe it. This is not relevant to the argument.
- (E) Genetic Fallacy: This fallacy attacks the origins or history of an argument rather than addressing its merits. This is not applicable here.

**Step 3: Conclusion.**

Option (B) is the correct answer because it directly addresses the logical error of assuming that one factor (eating pickles) is the cause of the outcome (lower heart disease rates).

#### Quick Tip

Always question whether correlation truly implies causation, especially in medical studies.

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4. My uncle is a big supporter of off-shore drilling for oil as a solution to the nation's energy crisis. But of course he would say that. He works for one of the nation's biggest oil companies.

The above is an example of which kind of logical fallacy?

- (A) Post Hoc
- (B) Bandwagon
- (C) Genetic Fallacy

- (D) Ad Hominem
- (E) Burden of Proof

**Correct Answer:** (C) Genetic Fallacy

**Solution:**

**Step 1: Understanding the fallacy.**

This argument dismisses the uncle's opinion on off-shore drilling simply because of his association with an oil company, which is an example of the genetic fallacy.

**Step 2: Analyzing the options.**

- (A) Post Hoc: This fallacy assumes that because one event follows another, the first caused the second, which is not the case here.
- (B) Bandwagon: This fallacy assumes something is true because many people believe it. This is not the case here either.
- (C) Genetic Fallacy: This fallacy dismisses a claim or argument based on its origin or source rather than its merit. Here, the uncle's opinion is dismissed based on his job at an oil company.
- (D) Ad Hominem: While similar, an ad hominem attack directly targets a person's character rather than their argument, which is not exactly what is happening here.
- (E) Burden of Proof: This fallacy shifts the burden of proof to someone else. This does not apply in this case.

**Step 3: Conclusion.**

Option (C) is the correct answer as it directly addresses the flaw of dismissing an argument due to its origin or the background of the person making the claim.

#### Quick Tip

Be careful not to dismiss an argument based on the source; always evaluate the argument itself.

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**5. With the possible exception of Kristeva, all French feminist philosophers are incredibly anti-male.**

**If the above statement is true, which of the following can you infer?**

- (A) English feminist philosophers are anti-male.
- (B) French feminist philosophy is entirely without merit.
- (C) If someone is a French philosopher they are anti-male.
- (D) Kristeva's work is not overtly anti-male.
- (E) Men cannot be feminist philosophers.

**Correct Answer:** (D) Kristeva's work is not overtly anti-male.

**Solution:**

**Step 1: Understanding the argument.**

The statement says that all French feminist philosophers are anti-male except possibly Kristeva, implying that her work may not be overtly anti-male.

**Step 2: Analyzing the options.**

- (A) English feminist philosophers are anti-male: This cannot be inferred because the statement only applies to French feminist philosophers, not English ones.
- (B) French feminist philosophy is entirely without merit: This is not stated or implied by the original statement.
- (C) If someone is a French philosopher, they are anti-male: The statement does not claim that all French philosophers are anti-male, just the feminist ones.
- (D) Kristeva's work is not overtly anti-male: This is the best inference because the statement specifically makes an exception for Kristeva.
- (E) Men cannot be feminist philosophers: This is not supported or mentioned in the original statement.

**Step 3: Conclusion.**

Option (D) is correct because it follows from the statement that Kristeva's work is not anti-male, as she is the only possible exception to the claim that all other French feminist philosophers are anti-male.

**Quick Tip**

Be cautious when interpreting exceptions in statements. An exception often implies that the exception does not follow the general rule.

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**6. My history professor is recognized as an expert on the Kennedy assassination. He said in class that there had to be a second shooter on the grassy knoll. Therefore, there had to be another shooter, meaning Oswald was framed. This argument falls prey to which type of logical fallacy?**

- (A) Ad Hominem
- (B) Confusing cause and effect
- (C) Post Hoc
- (D) Bandwagon
- (E) Appeal to Authority

**Correct Answer:** (E) Appeal to Authority

**Solution:**

**Step 1: Understanding the fallacy.**

The argument relies on the professor's authority as an expert to support the claim about the second shooter, which is an example of the appeal to authority fallacy.

**Step 2: Analyzing the options.**

- (A) Ad Hominem: This fallacy attacks the person making an argument rather than the argument itself, which is not the case here.
- (B) Confusing cause and effect: This occurs when a correlation is mistaken for causation, but this is not the case in this argument.
- (C) Post Hoc: This fallacy assumes that because one event follows another, the first caused the second. This does not apply to this scenario.

- (D) Bandwagon: This fallacy suggests something is true because many people believe it, which is not relevant here.
- (E) Appeal to Authority: The argument relies on the professor's expertise to validate the claim, which is a classic example of this fallacy.

**Step 3: Conclusion.**

Option (E) is correct because the argument uses the professor's expertise as the sole reason for accepting the claim, which is a textbook example of the appeal to authority fallacy.

**Quick Tip**

Always assess the argument itself, not just the authority making the claim. An argument can be flawed even if made by an expert.

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**7. Researchers have noted that African Americans have higher rates of sickle cell anemia than do white Americans. They have also noted that people in some regions of Africa have high levels of the sickle cell trait, which is believed to help protect people from malaria. Therefore, the majority of African Americans must be descended from people from the regions of Africa that have high levels of sickle cell trait.**

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

- (A) The areas of Africa with high levels of sickle cell trait were heavily involved in the slave trade.
- (B) Slaves in the American South were exposed to malaria at high levels.
- (C) People with sickle cell trait are less likely to die from malaria than those without this trait.
- (D) The areas of Africa with high levels of sickle cell trait were not areas of heavy slave traffic.
- (E) It is impossible to tell from DNA analysis what someone's ancestry is.

**Correct Answer:** (A) The areas of Africa with high levels of sickle cell trait were heavily involved in the slave trade.

**Solution:**

**Step 1: Understanding the argument.**

The argument claims that higher rates of sickle cell anemia in African Americans are due to their descent from African regions with high levels of the sickle cell trait. This is based on the assumption that these regions were the main source of African American ancestry.

**Step 2: Analyzing the options.**

- (A) The areas of Africa with high levels of sickle cell trait were heavily involved in the slave trade: This weakens the argument because it suggests that people from other regions of Africa, not just those with high levels of sickle cell trait, may have been brought to the U.S. through the slave trade, diluting the connection.
- (B) Slaves in the American South were exposed to malaria at high levels: This does not weaken the argument because it does not address the ancestral origin of African Americans.

- (C) People with sickle cell trait are less likely to die from malaria than those without this trait: This supports the idea that sickle cell trait is protective, but it doesn't weaken the argument about ancestry.
- (D) The areas of Africa with high levels of sickle cell trait were not areas of heavy slave traffic: This would weaken the argument but doesn't completely dismantle it.
- (E) It is impossible to tell from DNA analysis what someone's ancestry is: This is not relevant to the argument as it does not directly address the evidence for ancestry from specific regions.

**Step 3: Conclusion.**

Option (A) weakens the argument most by suggesting that the origin of African American ancestry is more complex than the regions with high sickle cell trait levels.

**Quick Tip**

Always consider alternative explanations that could weaken causal or ancestral claims.

**8. In 2003, Alan used a new type of pesticides in order to increase the net yield of his crops. Because of these new pesticides, the net yield of his crops doubled which made him really happy and he decided to continue which these pesticides. For next four years, the yield of his crops increased consistently compared to the previous years. In 2008, the yield of his crops decreased exponentially, which caused severe financial problems for Alan.**

**Which of the following statements explains the reason for the drop in net yield this year?**

- (A) Significant and consistent increases in the net yield of the crops from previous years eventually lead to the exhaustion of essential nutrients from the soil.
- (B) Alan was diagnosed with diabetes in 2006 and he didn't put in equally good effort this time to increase the yields.
- (C) Other farms also started using the same pesticides which led to a decreased efficiency of these pesticides.
- (D) As a result of economic recession, the market size for the crops which Alan's farm produced shrank significantly.
- (E) The region where Alan's farm was located experienced a historic drought two years ago which led to decreased overall yield.

**Correct Answer:** (E) The region where Alan's farm was located experienced a historic drought two years ago which led to decreased overall yield.

**Solution:**

**Step 1: Understanding the situation.**

Alan's crop yield increased consistently for several years but dropped suddenly in 2008. The question asks for an explanation for this drop.

**Step 2: Analyzing the options.**

- (A) Significant and consistent increases in the net yield of the crops from previous years eventually lead to the exhaustion of essential nutrients from the soil: While this is a possible

explanation, the statement suggests a sudden drop, which may not be solely due to nutrient exhaustion.

- (B) Alan was diagnosed with diabetes in 2006 and didn't put in equally good effort this time to increase the yields: While this may be true, it is not the most plausible explanation for the sudden drop in yield.

- (C) Other farms also started using the same pesticides which led to a decreased efficiency of these pesticides: This could explain a gradual decrease, but it doesn't fully explain the sudden drop in 2008.

- (D) As a result of economic recession, the market size for the crops which Alan's farm produced shrank significantly: This is not the most likely explanation as it doesn't directly address the cause of the crop yield decrease.

- (E) The region where Alan's farm was located experienced a historic drought two years ago which led to decreased overall yield: This is the most plausible explanation because drought would have a lasting impact on crop yield, even years later.

**Step 3: Conclusion.**

Option (E) is correct because a drought two years ago would directly explain the drop in yield in 2008, even though Alan continued using the same pesticides.

**Quick Tip**

Environmental factors such as droughts can have long-term impacts on crop yields, even after the event has passed.

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**9. Our company wants to ensure that all employees are honest. One of the questions we ask each new job applicant is if he or she has ever stolen from an employer. We are confident that this will help weed out dishonest people. Which of the following, if true, exposes the major flaw in the argument?**

(A) It is illegal to ask people if they have ever committed a crime.

(B) People who have stolen from a former employer are unlikely to admit this to a prospective new employer.

(C) Just because someone has never stolen before doesn't mean he or she might not steal in the future.

(D) Just because someone has stolen in the past doesn't mean he or she will steal again.

(E) People lie when they really want a job.

**Correct Answer:** (B) People who have stolen from a former employer are unlikely to admit this to a prospective new employer.

**Solution:**

**Step 1: Understanding the argument.**

The company believes that asking whether an applicant has stolen from a previous employer will help them identify dishonest people.

**Step 2: Analyzing the options.**

- (A) It is illegal to ask people if they have ever committed a crime: This option doesn't directly address the flaw in the argument but points to a legal issue.

- (B) People who have stolen from a former employer are unlikely to admit this to a prospective new employer: This is the flaw in the argument. If dishonest people are not likely to admit their actions, then the question won't effectively identify dishonest individuals.
- (C) Just because someone has never stolen before doesn't mean he or she might not steal in the future: This does not weaken the argument, as it addresses future actions rather than the question's effectiveness.
- (D) Just because someone has stolen in the past doesn't mean he or she will steal again: This also does not weaken the argument but points to the behavior of a person after a past action.
- (E) People lie when they really want a job: This does not weaken the argument significantly as it is a general statement, not directly related to the question's effectiveness.

**Step 3: Conclusion.**

Option (B) directly addresses the flaw in the argument because it shows that the question will not reliably identify dishonest applicants.

**Quick Tip**

In evaluating arguments, consider whether the assumptions behind the method proposed are likely to be true.

**10. Diane does not think that gay people should get married. She argues that, if gay couples are allowed to get legally married, the next step will be to legalize polygamy and child marriage. Clearly, if we are going to save American society, we must not legalize gay marriages.**

**Which logical fallacy does Diane's argument employ?**

- (A) Red Herring
- (B) Post Hoc
- (C) Bandwagon
- (D) Confusing cause and effect
- (E) Slippery Slope

**Correct Answer:** (E) Slippery Slope

**Solution:**

**Step 1: Understanding the fallacy.**

The argument relies on the claim that allowing one event (gay marriage) will lead to a series of extreme and undesirable events (legalizing polygamy and child marriage), without providing sufficient evidence for this progression. This is a classic slippery slope fallacy.

**Step 2: Analyzing the options.**

- (A) Red Herring: This fallacy diverts attention from the real issue by focusing on irrelevant matters. This is not the case here.
- (B) Post Hoc: This fallacy assumes that because one event follows another, the first caused the second. This does not apply to this argument.
- (C) Bandwagon: This fallacy suggests that something is true because many people believe it. This is not applicable to this argument.

- (D) Confusing cause and effect: This fallacy occurs when a correlation is mistaken for causation. This is not the flaw in Diane’s argument.
- (E) Slippery Slope: This is the correct fallacy because Diane argues that one event will inevitably lead to a chain of extreme events, which is a typical slippery slope argument.

**Step 3: Conclusion.**

Option (E) is correct because the argument claims an inevitable chain of events, which is characteristic of a slippery slope fallacy.

**Quick Tip**

In slippery slope arguments, be wary of claims that one event will inevitably lead to extreme or unreasonable consequences without sufficient evidence.

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**1. Jewelry is an accessory used by members of all classes including watches, necklaces and earrings.**

**Which of the following is the correct revision of the sentence?**

- (A) Jewelry is an accessory used by members of all classes including watches, necklaces and earrings.
- (B) Jewelry, including watches, necklaces and earrings, is an accessory used by members of all classes.
- (C) Jewelry, including watches, necklaces and earrings, are an accessory used by members of all classes.
- (D) Jewelry is accessorized by members of all classes including watches, necklaces and earrings.

**Correct Answer:** (B) Jewelry, including watches, necklaces and earrings, is an accessory used by members of all classes.

**Solution:**

**Step 1: Understanding the sentence structure.**

The sentence talks about jewelry and its usage across different classes, and we need to choose the grammatically correct revision.

**Step 2: Analyzing the options.**

- (A) This option does not have proper punctuation, making it a bit unclear.
- (B) This option correctly uses commas for clarification and keeps the subject singular (jewelry).
- (C) The verb "are" does not agree with the singular subject "jewelry."
- (D) The verb "accessorized" is awkward here and not fitting with the intended meaning.

**Step 3: Conclusion.**

Option (B) is correct because it properly uses commas and maintains subject-verb agreement.

### Quick Tip

When describing something singular (like jewelry), ensure the verb is singular (e.g., "is" instead of "are").

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**2. There are many reasons to see I Heart Huckabees. Jason Schwartzman's performance being one reason.**

**Which of the following is the correct revision of the sentence?**

- (A) Huckabees, Jason Schwartzman's performance being one reason.
- (B) Huckabees, Jason Schwartzman's performance is only one of them.
- (C) Huckabees; Jason Schwartzman's performance, for one.
- (D) Huckabees, the performance of Jason Schwartzman is one of them.
- (E) Huckabees, including Jason Schwartzman's performance.

**Correct Answer:** (B) Huckabees, Jason Schwartzman's performance is only one of them.

#### **Solution:**

##### **Step 1: Understanding the sentence structure.**

The original sentence introduces a reason, but it is incomplete and needs clarification. The correct revision must provide a clear and grammatically correct structure.

##### **Step 2: Analyzing the options.**

- (A) This is an incomplete sentence and does not provide a clear connection.
- (B) This option is grammatically correct and adds clarity. It correctly expresses that Jason Schwartzman's performance is one reason among others.
- (C) This revision uses a semicolon incorrectly and doesn't provide a complete thought.
- (D) The phrase "the performance of Jason Schwartzman" makes the sentence awkward and wordy.
- (E) This option is too vague and incomplete.

##### **Step 3: Conclusion.**

Option (B) is the most appropriate choice because it connects the ideas properly and keeps the sentence clear and complete.

### Quick Tip

When revising sentences, ensure the subject and predicate are complete and the sentence flows logically.

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**3. Fraternities are a great way to make friends and learn important lessons of loyalty and compassion.**

**Which of the following is the correct revision of the sentence?**

- (A) are a great way to make friends and

- (B) is a great way to make friends and
- (C) will be a great way to make friends however
- (D) are a great way to make friends and
- (E) is a great way to make friends however

**Correct Answer:** (A) are a great way to make friends and

**Solution:**

**Step 1: Understanding the sentence structure.**

The sentence uses "Fraternities" as the subject, which is plural. Therefore, the verb should agree with the plural subject.

**Step 2: Analyzing the options.**

- (A) This option correctly uses the plural verb "are" to agree with the plural subject "Fraternities."
- (B) "Is" is singular and does not agree with the plural subject.
- (C) This is grammatically incorrect because "however" is misplaced, and it changes the meaning of the sentence.
- (D) This option is the same as option (A) and is correct.
- (E) "Is" is singular and doesn't match the plural subject "Fraternities."

**Step 3: Conclusion.**

Option (A) is correct because it maintains subject-verb agreement with the plural subject "Fraternities."

#### Quick Tip

Always ensure the verb agrees in number with the subject (singular or plural).

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**4. Lindsey knows that the reason people dislike her is because of her being a Philadelphia Phillies fan.**

**Which of the following is the correct revision of the sentence?**

- (A) is because of her being a
- (B) is because she is a
- (C) is that she is a
- (D) is her being a
- (E) is that of her being a

**Correct Answer:** (B) is because she is a

**Solution:**

**Step 1: Understanding the sentence structure.**

The sentence must be grammatically correct while expressing the reason for Lindsey being disliked. We are looking for a clear and concise revision.

**Step 2: Analyzing the options.**

- (A) "is because of her being a" is awkward and unnecessarily wordy.

- (B) "is because she is a" simplifies the sentence, removing unnecessary words and making it grammatically correct.
- (C) "is that she is a" changes the structure unnecessarily and doesn't improve clarity.
- (D) "is her being a" is incorrect because it lacks the necessary linking verb.
- (E) "is that of her being a" is overly complicated and doesn't provide any additional clarity.

**Step 3: Conclusion.**

Option (B) is the most straightforward and grammatically correct revision.

**Quick Tip**

Keep sentences simple and avoid unnecessary words to improve clarity and grammatical correctness.

**5. Sports commentators often provide informative and witty insight during games that enhance the sports-watching experience.**

**Which of the following is the correct revision of the sentence?**

- (A) enhance the sports-watching experience.
- (B) enhance the experience.
- (C) enhances the sports-watching experience.
- (D) enhances the sports-watching experience for fans.
- (E) enhances the sports-watching experiences for fans.

**Correct Answer:** (C) enhances the sports-watching experience.

**Solution:**

**Step 1: Understanding the sentence structure.**

The subject "sports commentators" is plural, so we need a verb that agrees with this plural subject.

**Step 2: Analyzing the options.**

- (A) "enhance the sports-watching experience" is correct in terms of verb agreement, but it changes the intended meaning of the sentence.
- (B) "enhance the experience" is too vague and doesn't clearly specify what "the experience" refers to.
- (C) "enhances the sports-watching experience" is correct in subject-verb agreement, and it clearly conveys the intended meaning.
- (D) "enhances the sports-watching experience for fans" is acceptable, but it introduces an unnecessary limitation.
- (E) "enhances the sports-watching experiences for fans" introduces an unnecessary pluralization of "experience."

**Step 3: Conclusion.**

Option (C) is the most concise and grammatically correct revision.

### Quick Tip

Ensure subject-verb agreement is correct, and avoid unnecessary changes to the meaning of the sentence.

**6. A shockingly indelible moment, I remember exactly where I was and what I was doing when I found out that Kurt Cobain had died.**

**Which of the following is the correct revision of the sentence?**

- (A) A shockingly indelible moment.
- (B) A shocking, indelible moment;
- (C) It was a shocking and indelible moment.
- (D) Shocked and indelible,
- (E) Shocking and I will never forget it.

**Correct Answer:** (B) A shocking, indelible moment;

**Solution:**

**Step 1: Understanding the sentence structure.**

The sentence must convey the idea of a significant moment effectively while maintaining proper punctuation.

**Step 2: Analyzing the options.**

- (A) "A shockingly indelible moment." is incomplete and lacks the necessary continuation.
- (B) "A shocking, indelible moment;" is correct as it uses proper punctuation (comma and semicolon) to separate the description from the rest of the sentence.
- (C) "It was a shocking and indelible moment." is an acceptable alternative but makes the sentence longer and less direct.
- (D) "Shocked and indelible," is incomplete and doesn't make sense as it lacks a proper subject.
- (E) "Shocking and I will never forget it." changes the meaning and makes the sentence awkward.

**Step 3: Conclusion.**

Option (B) is the most grammatically correct and maintains the flow of the sentence.

### Quick Tip

Use commas and semicolons effectively to separate descriptions and clauses for better readability.

**7. Since the work force is becoming increasingly competitive in light of technological advances and outsourcing, therefore, it is even more basic for students to complete high school and attain at least a bachelor's degree.**

**Which of the following is the correct revision of the sentence?**

(A) therefore, it is even more basic for students to complete high school and attain at least a bachelor's degree.

(B) moreover, it is even more basic for students to complete high school and attain at least a bachelor's degree.

(C) but, it is even more basic for students to complete high school and attain at least a bachelor's degree.

(D) so it is even more basic for students to complete high school and attain at least a bachelor's degree.

(E) it is even more basic for students to complete high school and attain at least a bachelor's degree.

**Correct Answer:** (A) therefore, it is even more basic for students to complete high school and attain at least a bachelor's degree.

**Solution:**

**Step 1: Understanding the sentence structure.**

The sentence expresses a cause-and-effect relationship, and the transition word needs to match the intended tone and meaning.

**Step 2: Analyzing the options.**

- (A) "therefore, it is even more basic for students to complete high school and attain at least a bachelor's degree." is the most appropriate choice as it properly links the cause (competitive workforce) with the effect (need for education).

- (B) "moreover" implies an addition, but this isn't the best choice to show cause and effect.

- (C) "but" implies a contradiction, which is not appropriate in this context.

- (D) "so it is even more basic" is too casual for the context.

- (E) omitting a transition word weakens the sentence's flow and clarity.

**Step 3: Conclusion.**

Option (A) is the best choice because "therefore" clearly indicates the cause and effect relationship between the competitive workforce and the need for education.

**Quick Tip**

Use transitional words like "therefore" to indicate cause and effect for clearer argument structure.

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**8. Study the ancient fighting art of Hapkido and you will learn to avoid directly matching your strength against your opponent's.**

**Which of the following is the correct revision of the sentence?**

(A) your strength against your opponent's.

(B) yours against your opponent.

(C) your strength against your opponent.

(D) your strength with your opponent.

(E) your opponent's strength against one's own.

**Correct Answer:** (A) your strength against your opponent's.

**Solution:**

**Step 1: Understanding the sentence structure.**

The sentence requires proper possession for "opponent's" and clarity in its expression.

**Step 2: Analyzing the options.**

- (A) "your strength against your opponent's" correctly uses the possessive form "opponent's" to indicate possession. This is grammatically correct.
- (B) "yours against your opponent" lacks clarity and is grammatically incomplete.
- (C) "your strength against your opponent" is missing the possessive form for "opponent's."
- (D) "your strength with your opponent" changes the intended meaning of the sentence.
- (E) "your opponent's strength against one's own" introduces an unnecessary complexity and alters the sentence's meaning.

**Step 3: Conclusion.**

Option (A) is the correct choice because it properly uses the possessive form and maintains clarity.

**Quick Tip**

When indicating possession, always ensure the correct use of the possessive form ('s) to clarify relationships.

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**9. Plenty of high school students spend their time involved in the community by working with peers, young children and also helping senior citizens.**

**Which of the following is the correct revision of the sentence?**

- (A) spend their time involved in the community by working with peers, young children and also helping senior citizens.
- (B) spend his time involved in the community by working with peers, young children and also helping senior citizens.
- (C) spend one's time involved in the community by working with peers, young children and also helping senior citizens.
- (D) spend their time involved in the community by working with peers, young children and also helping senior citizens.
- (E) spend their time involved in the community by working with peers, young children and also helping senior citizens.

**Correct Answer:** (A) spend their time involved in the community by working with peers, young children and also helping senior citizens.

**Solution:**

**Step 1: Understanding the sentence structure.**

The sentence talks about high school students in a plural form, so it should maintain subject-verb agreement and consistency.

**Step 2: Analyzing the options.**

- (A) "spend their time involved in the community" correctly uses the plural form "their" to match the plural subject "high school students."

- (B) "spend his time" incorrectly uses the singular "his" when referring to a plural subject.
- (C) "spend one's time" is overly formal and unnecessary in this context.
- (D) This is the same as option (A) and is correct.
- (E) This option repeats the same mistake as option (B) and (C).

**Step 3: Conclusion.**

Option (A) is the correct revision because it maintains proper subject-verb agreement and clarity.

**Quick Tip**

Ensure that pronouns match the number (singular or plural) of the noun they refer to for clarity and grammatical correctness.

**10. McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States state department.**

**Which of the following is the correct revision of the sentence?**

- (A) McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States stat.
- (B) McCarthyism was an ideology, an applied pursuit that arose in the middle of the twentieth century, targeted communists in the United States state depa.
- (C) McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States stat.
- (D) McCarthyism will be an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States.
- (E) McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States Stat.

**Correct Answer:** (A) McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States stat.

**Solution:**

**Step 1: Understanding the sentence structure.**

The sentence should be clear, concise, and free from any typographical errors.

**Step 2: Analyzing the options.**

- (A) "McCarthyism was an ideology and an applied pursuit that arose in the middle of the twentieth century and targeted communists in the United States stat." has a small typo but is the most coherent and clear option.
- (B) This option has additional unnecessary commas and an incomplete word ("depa"), making it incorrect.
- (C) This option is identical to option (A) but has an incomplete word ("stat").
- (D) This option uses "will be," which is incorrect because McCarthyism was a historical event that already occurred.
- (E) "Stat" is incomplete and incorrect here.

**Step 3: Conclusion.**

Option (A) is the most correct, but it still contains a small typo ("stat" should likely be "state"). Nevertheless, it is the clearest option overall.

**Quick Tip**

Be mindful of typographical errors that can disrupt clarity, and always verify historical accuracy in statements.

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**READING COMPREHENSION:****Question: 1**

In this passage, a Mexican American historian describes a technique she used as part of her research.

Doña Teodora offered me yet another cup of strong black coffee. The aroma of the big, paper-thin Sonoran tortillas filled the small, linoleum-covered kitchen, and I knew that with the coffee I would receive a buttered tortilla straight from the round, homemade comal (a flat, earthenware cooking pan) balanced on the gas-burning stove. For three days, from ten in the morning until early evening, I had been sitting in the same comfortable wooden chair, taking cup after cup of black coffee and consuming hot tortillas. Doña Teodora was ninety years old, and although she would take occasional breaks from patting, extending, and turning over tortillas to let her cat in or out, it appeared that I was the only one exhausted at the end of the day. But once out, as I went over the notes, filed and organized the tape cassettes, exhilaration would set in. The intellectual and emotional excitement I had previously experienced would surge again, as when I went over the documents, filed and appeared now in the excitement and joy that Doña Teodora offered.

She had not written down her thoughts; but the ideas, recollections, and images evoked by her lively oral expression were jewels for anyone who wanted to know about the life of Mexicanas in booming mining towns on both sides of the Mexico-United States border in the early twentieth century. She never kept a diary. The thought of writing a memoir would have been put aside as presumptuous. But all her life Doña Teodora had lived amidst the telling and retelling of family stories. Genealogies of her own family as well as complete and up-to-date information of the marriages, births, and deaths of numerous families that made up her community were all well-kept memories. These chains of generations were fleshed out with recollections of the many events and tribulations of these families. Oral history had proven to be a fertile field for my research on the history of Mexicanas.

My search had begun in libraries and archives—repositories of conventional history. The available sources were to be found in census reports, church records, directories, and other such statistical information. These, however, as important as they are, cannot provide one of the essential dimensions of history, the full narrative of the human experience that defies quantification and classification. In certain social groups this gap can be filled with diaries, memoirs, letters, or even reports from others. In the case of Mexicans in the United States,

one of the many devastating consequences of defeat and conquest has been that the traditional institutions that preserve and insure future historical documents have ignored these sources and have been reluctant to accept them.

Although many hours of previous study and preparation had taken me to Doña Teodora's kitchen, I was initially unsure of my place. Was I really an insider or were the experiences that had made the lives of my interviewees such that, although I could speak Spanish and am Mexicana, I was still an outsider? I realized, nonetheless, that the richness and depth of the spoken word challenges the comforting theories and models of the social sciences. Mexican history challenges social-science models derived solely from victorious imperialistic experiences.

Our history cannot be written without new sources. These sources will determine which concepts are needed to illuminate and interpret the past, and these concepts will emerge from the people themselves. This will permit the description of events and structures to assume a culturally relevant perspective, thus emphasizing the point of view of the Mexican people. The use of theoretical constructs must follow the voices of the people who live the reality, consciously or not. For too long the experiences of women have been studied according to male-oriented sources and constructs. These must be questioned. For the history of Mexican people, the sources primarily exist in our own worlds. And it is here where we must begin. I often found that as the memory awakened, other sources would emerge. Boxes of letters, photographs, and even manuscripts and diaries would appear. Long-standing assumptions of illiteracy were shattered and had to be reexamined. I saw that constant reevaluation became the rule rather than the exception. I entered women's worlds created by the margin—not of Anglo life, but of life, and outside, of the lives they had made.

**A. The author's comments in the third paragraph (lines 36-56) suggest that her research project resembles more conventional research in its**

- (A) attention to the details of everyday life in certain communities
- (B) use of written public materials as a starting point
- (C) adoption of family memories of past events as data
- (D) reliance on church and state records to test new theories
- (E) assumption that conventional sources are accurate but incomplete

**Correct Answer:** (E) assumption that conventional sources are accurate but incomplete

**Solution:**

**Step 1: Understanding the passage.**

In the third paragraph, the author discusses how conventional sources like census reports, church records, and directories are valuable but insufficient on their own. She emphasizes that these sources are incomplete and need to be complemented with oral histories and other personal recollections. This suggests that her research is based on the assumption that conventional sources are useful but need to be expanded upon.

**Step 2: Analyzing the options.**

- (A) "attention to the details of everyday life in certain communities" is important in her research, but the focus in this paragraph is more on the limitations of conventional sources.
- (B) "use of written public materials as a starting point" is accurate, but the passage goes on to discuss the need for more than just these materials.

- (C) "adoption of family memories of past events as data" is a key part of her research, but the paragraph discusses the limitation of conventional sources more broadly.
- (D) "reliance on church and state records to test new theories" is not the primary focus of her argument, although she acknowledges these records.
- (E) "assumption that conventional sources are accurate but incomplete" accurately reflects the author's point about the limitations of conventional sources and the need to include oral histories.

**Step 3: Conclusion.**

Option (E) is the correct answer because it best captures the author's critique of conventional sources and her approach to filling the gaps.

**Quick Tip**

When analyzing research methods, consider whether the author critiques conventional sources and suggests supplementary approaches to address their limitations.

**B. In what sense are "census reports, church records, directories" (line 38) inadequate?**

- (A) They place too great a reliance on political factors.
- (B) They blur the distinction between the political and the religious realm.
- (C) They are not of sufficient accuracy to be of use to historians.
- (D) They do not tell the human side of the story.
- (E) They are often too difficult to obtain.

**Correct Answer:** (D) They do not tell the human side of the story.

**Solution:**

**Step 1: Understanding the passage.**

The author critiques conventional historical sources like census reports and church records for their inability to capture the full human experience. These sources are useful for documenting factual events but fail to convey the personal, emotional, and narrative aspects of people's lives, which are crucial to understanding history from the people's perspective.

**Step 2: Analyzing the options.**

- (A) "They place too great a reliance on political factors" is not mentioned as a specific critique in the passage.
- (B) "They blur the distinction between the political and the religious realm" is not the author's main concern, as she critiques the general incompleteness of these sources.
- (C) "They are not of sufficient accuracy to be of use to historians" is not the primary critique; rather, it's the lack of human context that is problematic.
- (D) "They do not tell the human side of the story" directly addresses the author's critique of these conventional sources. She emphasizes that these sources miss the personal and emotional narratives that oral histories provide.
- (E) "They are often too difficult to obtain" is not the author's main critique; the focus is more on the limitations of the sources once they are obtained.

**Step 3: Conclusion.**

Option (D) is the correct choice as it directly reflects the author’s point about the inability of conventional sources to capture the full human experience.

**Quick Tip**

When evaluating sources in historical research, consider whether they offer a complete view of human experiences or if they omit important personal narratives.

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**C. The "gap" referred to in line 43 can best be described as the distance between the**

- (A) politically motivated view of reality and the personally motivated view of reality
- (B) abundance of concrete facts and the shortage of scholarly interpretation of them
- (C) pictures presented by traditional historical sources and by subjective personal accounts
- (D) information contained in libraries and the information that has been lost
- (E) story of one person and the history of a nation as a whole

**Correct Answer:** (C) pictures presented by traditional historical sources and by subjective personal accounts

**Solution:**

**Step 1: Understanding the context.**

The passage discusses the limitations of traditional historical sources and the importance of including personal, subjective accounts to better understand the history of marginalized groups. The "gap" referred to is the difference between these two types of historical accounts.

**Step 2: Analyzing the options.**

- (A) "politically motivated view of reality and the personally motivated view of reality" is not the primary focus of the passage. The gap is about different kinds of historical sources, not views of reality.
- (B) "abundance of concrete facts and the shortage of scholarly interpretation of them" does not fully capture the author’s argument about the gap between traditional and personal histories.
- (C) "pictures presented by traditional historical sources and by subjective personal accounts" directly addresses the gap the author describes between traditional, objective historical sources and the more personal, subjective accounts.
- (D) "information contained in libraries and the information that has been lost" is not the gap discussed in the passage. The gap is between different types of historical narratives, not between stored and lost information.
- (E) "story of one person and the history of a nation as a whole" is related but does not fully address the nature of the "gap" between personal and traditional historical accounts.

**Step 3: Conclusion.**

Option (C) is the most accurate, as it reflects the gap between traditional historical sources and personal, subjective accounts.

### Quick Tip

When analyzing gaps in historical research, focus on the differences in types of sources (e.g., objective versus subjective) and how they provide different perspectives.

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#### D. In line 59, "place" most nearly means

- (A) home
- (B) duty
- (C) role
- (D) appropriate moment
- (E) geographical location

**Correct Answer:** (C) role

#### **Solution:**

##### **Step 1: Understanding the context.**

The word "place" in line 59 refers to a metaphorical position or role in society, rather than a literal physical location. The author is discussing identity and the positioning of individuals in the broader historical context.

##### **Step 2: Analyzing the options.**

- (A) "home" is too specific and implies a physical location, which does not fit the author's metaphorical use of the word "place."
- (B) "duty" does not fit the context, as the author is discussing one's position or role, not a responsibility.
- (C) "role" fits best, as it aligns with the metaphorical use of "place" in describing one's societal position or function.
- (D) "appropriate moment" is unrelated, as "place" here refers to a role, not a specific time.
- (E) "geographical location" is too literal and does not fit the metaphorical context of "place."

##### **Step 3: Conclusion.**

Option (C) is correct because "place" refers to one's role or position in society, as described in the passage.

### Quick Tip

When encountering metaphorical language, consider the broader context to understand if the word refers to a literal or figurative meaning.

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#### E. What is the effect of the question in lines 59-62?

- (A) It suggests that sharing ethnicity and language might not be enough to make one an insider.

- (B) It eliminates the distinction between insider and outsider.
- (C) It refutes the claim that being an outsider is an important criterion for doing research.
- (D) It suggests that only those with an outsider’s perspective can see things objectively.
- (E) It suggests that human sympathy is more important than ethnicity or language.

**Correct Answer:** (A) It suggests that sharing ethnicity and language might not be enough to make one an insider.

**Solution:**

**Step 1: Understanding the context.**

The question in lines 59-62 challenges the assumption that shared ethnicity and language automatically make someone an insider in a research context. The author suggests that being an insider requires more than just these superficial similarities.

**Step 2: Analyzing the options.**

- (A) "It suggests that sharing ethnicity and language might not be enough to make one an insider" directly reflects the author’s challenge to the assumption of what makes an insider in research.
- (B) "It eliminates the distinction between insider and outsider" misrepresents the passage, as the author is questioning the criteria, not eliminating the distinction.
- (C) "It refutes the claim that being an outsider is an important criterion for doing research" is not the central focus; the question is more about what makes someone an insider.
- (D) "It suggests that only those with an outsider’s perspective can see things objectively" is not what the question implies; the author is questioning the assumption, not asserting that only outsiders can be objective.
- (E) "It suggests that human sympathy is more important than ethnicity or language" is not directly related to the question being asked.

**Step 3: Conclusion.**

Option (A) best aligns with the passage’s message, suggesting that shared ethnicity and language are not sufficient to define an insider.

**Quick Tip**

When reading academic passages, pay attention to the author’s challenge to assumptions about insider/outsider roles in research. This can help you identify the deeper implications of the text.

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**F. Which statement most accurately presents the author’s sense of the relationship between the "spoken word" (line 64) and the "theories and models of the social sciences" (lines 64-65)?**

- (A) Theories and models must come first in order to make sense of the spoken word.
- (B) The spoken word makes general theories and models unnecessary.
- (C) Theories and models cannot account for quantitative data as well as the spoken word can.
- (D) The spoken word is more likely to introduce errors into the historical record than are theories and models.

(E) The spoken word makes general theories and models relevant to the historical record.

**Correct Answer:** (E) The spoken word makes general theories and models relevant to the historical record.

**Solution:**

**Step 1: Understanding the context.**

The author argues that the spoken word (oral history) is crucial for understanding history, and that theories and models must be aligned with the voices of those who have lived the experiences, making these models relevant to the historical record.

**Step 2: Analyzing the options.**

- (A) "Theories and models must come first in order to make sense of the spoken word" contradicts the author's argument that oral history challenges and complements existing theories.
- (B) "The spoken word makes general theories and models unnecessary" overstates the author's position, which emphasizes the importance of aligning theories with the spoken word, not replacing them.
- (C) "Theories and models cannot account for quantitative data as well as the spoken word can" is inaccurate because the passage does not focus on quantitative data; it's about the narrative and subjective aspects of history.
- (D) "The spoken word is more likely to introduce errors into the historical record than are theories and models" contradicts the author's belief that oral history adds valuable perspectives.
- (E) "The spoken word makes general theories and models relevant to the historical record" accurately captures the author's argument that oral history makes traditional models more meaningful by incorporating personal experiences.

**Step 3: Conclusion.**

Option (E) is the correct choice because it reflects the author's view that the spoken word enhances the relevance of general theories and models in understanding the historical record.

**Quick Tip**

When analyzing relationships between different sources (like oral history and theoretical models), focus on how one influences or complements the other in shaping a comprehensive understanding of history.

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**G. The author indicates that the "concepts" mentioned in lines 69-70 originate in**

- (A) informal records and information provided by ordinary people
- (B) comments of senior members of a community on the ways the community has functioned
- (C) patterns of social behavior that have been exhibited by previously studied cultures
- (D) personal experiences of historians who have interviewed many people
- (E) systematic categories devised by historians for various types of sources

**Correct Answer:** (A) informal records and information provided by ordinary people

**Solution:**

**Step 1: Understanding the context.**

The author emphasizes that the "concepts" used in her research come from informal sources, including oral histories and personal recollections, rather than from formal or institutionalized records.

**Step 2: Analyzing the options.**

- (A) "informal records and information provided by ordinary people" accurately reflects the author's claim that the concepts originate from non-official sources, like family memories and oral history.
- (B) "comments of senior members of a community on the ways the community has functioned" is close but does not fully capture the broader range of informal sources the author discusses.
- (C) "patterns of social behavior that have been exhibited by previously studied cultures" is not the focus of the passage; the author is concerned with specific sources, not general patterns.
- (D) "personal experiences of historians who have interviewed many people" is part of the author's methodology, but the "concepts" come from the sources she interviews, not just her personal experience.
- (E) "systematic categories devised by historians for various types of sources" is the opposite of what the author suggests, as she is advocating for sources from the people, not categories devised by historians.

**Step 3: Conclusion.**

Option (A) is the correct answer because it best represents the author's emphasis on informal, personal sources for generating new concepts in history.

**Quick Tip**

When identifying the origin of key concepts in research, focus on the type of sources emphasized by the author—whether formal (archives) or informal (oral histories).