

1. **Concentrated.** “Similarly” tells you that the relatively small dry-farmed tomato has all the flavor of a conventionally grown large tomato, just as it has all the nutrients. You want a word that means something like “condensed.” Only concentrated works. Shrunken and even scanty might be attractive, but neither captures the idea that the tomato has a great deal packed into a small package.
2. **Contrivance.** This blank takes its clue from the phrase “seemingly artless.” As is often the case in GRE questions, the word seemingly should set you up to be thinking of an opposite to “artless,” which means “genuine, not artificial.” In this case, then, you want a word that denotes something deliberately constructed or fabricated: something contrived.
3. **Pundits, amorphous.** The clue for the first blank is “commentated” (commentators are professionals, not amateurs). The pivot word whereas means that the second blank opposes “inflexibly determined.” Amorphous fits this meaning.
4. **Anachronistic, shunned.** Following the clues, the first blank must reflect the opinion of “progressive peers” regarding that which is “traditional” (progressive indicates wanting to move forward — away from traditions). Anachronistic means “in the wrong time period.” The second blank must match disdain because of the expression in turn, which indicates reciprocating an action or “getting someone back” for something.
5. **Quantum, mote, loose.** A quantum is “the smallest amount that can exist independently.” A mote is a speck or small amount; the word is specifically associated with dust. In the third blank, since the definition is based only on size and state of matter rather than on structure, it is loose, rather than strict.
6. **Salvo, sanguinary, disquieting.** A salvo is a “simultaneous release of bombs,” and is often used metaphorically to mean the start of some kind of fight. Certainly, every clue in the sentence is negative, so you want to describe the battle’s conclusion in a negative way — only sanguinary matches. Finally, a “stillness where there once had been streets and squares bustling with life” is a bit disturbing or disquieting.
7. **(D).** The first paragraph introduces the phenomenon of discounting: the reduction in the perceived value of a delayed reward. You are told that discounting can account for “straightforward” effects such as the time value of money, but “more dramatic” manifestations are also hinted at. Some of these dramatic manifestations of “extreme discounting” are described in the second paragraph. You learn about “present-bias” in two experiments (one in which \$1 now is preferred to \$3 tomorrow, and another in which children struggle to resist marshmallows). The consequences of the marshmallow experiment are stated and ruminated upon in a larger social context (how present-bias may prevent material success). Thus, the second paragraph elaborates upon a particular, extreme version of the phenomenon introduced in the first paragraph. It also draws out a few larger implications. Regarding (A), the second paragraph provides nothing to explain where discounting comes from psychologically. You cannot assume that children are the “psychological sources” or that discounting originates in childhood. Regarding (B), the first paragraph does not really introduce a “proposition” per se, which would be a claim of some sort. Rather, the first paragraph simply defines a phenomenon. Even if you said that this definition is a proposition, the second paragraph does not “qualify” (limit) it in any way. As for choice (C), the author has staked out no position in the first paragraph; he or she has only described a phenomenon. The second paragraph does not take an alternative point of view, either. As for (E),

there are no true “specific examples” introduced in the first paragraph for the second paragraph to draw conclusions from.

8. **(B)**. Since you learn from the passage, “Traits such as indolence and apathy may indeed be manifestations of present-bias,” you are looking for a choice that says more or less the same thing. Choice (A) mixes up words from the text (predicated, material success), but definitely does not match the meaning of the passage. The passage says that material success is predicated on the “ability to recognize hedonistic impulses,” not that indolence and apathy are predicated on material success. In fact, the passage suggests that indolence and apathy have something to do with a lack of material success. Choice (B) is correct but is in disguise. You are looking for manifestations of present-bias, but you have here “regarded as the effects of a tendency toward extreme discounting.” The key is that at the beginning of the second paragraph, you have essentially defined “present-bias” in terms of “extreme discounting.” That is, present-bias is really nothing more than a tendency toward extreme discounting. This disguise makes choice (B) tricky. Regarding choice (C), be careful with language! Saying that these traits “are manifested IN present-bias” means exactly the reverse of “are manifestations OF present-bias.” In the former, the traits are somehow hidden, but they show up IN or THROUGH something on the surface called present-bias. What you are looking for, however, is this: present-bias is the hidden thing. The traits of indolence and apathy are manifestations (demonstrations) of that hidden thing. Choice (D), like choice (A), mixes up words from the text. Present-bias — not indolence and apathy — is what “may seem innocuous,” but have “serious ramifications.” Choice (E) also grabs language from the text but uses it in a mixed-up way. The language “traits such as indolence and apathy” shows up in the same sentence as the ability to recognize hedonistic impulses... and delay or suppress gratification, but those two phrases are not connected in an “X causes Y” way. If anything, you could infer that these traits and this ability run counter to each other: if you have the latter, you probably won’t have the former.

9. **(A)**. In this Inference question, you must deduce something about the meaning of a particular jargon word, hyperbolic, as used in the phrase “hyperbolic discounting.” Do not try to figure out its meaning in your head; wrong answer choices have been devised to play off of your possible knowledge of the word hyperbolic. Rather, go to the text. You are told that “exponential discounting”... has been renamed “hyperbolic discounting,” because the effects of time delay do not seem strictly linear. Focus on this last part. The meaning of “hyperbolic” must have to do with this idea, that the effects of time delay do not seem strictly linear. Only (A) works. Nonlinearity means the quality of not being linear. Consequences is a synonym for effects. Translated slightly, this is what you are looking for. Be careful of choice (B) — the use of the word hyperbole in everyday speech to mean “exaggeration” could mislead you here

10. **(C)**. This Specific Detail question requires you to find something absolutely true according to the passage. In this case, you want to know what you can restate about the children who were able to wait. Careful: since there are two groups of children, an easy way for the test to construct a wrong answer is to state something true about the other group of children. That is, a comparison may be reversed. Incorrect choices (A), (B), (D), and (E) describe the children who didn’t wait.

11. **(E)**. When the question stem asks for the option for the blank best supported by the passage, it is asking for a conclusion that is the logical synthesis of the premises in the argument. The argument gives two requirements for egg laying: there must be nesting material, and the climate must be moderate. While moderate hasn’t been specifically defined, it’s safe to say that the coldest winter on record is the opposite of moderate. Therefore, the bird will not lay eggs. The fact that the nesting material

requirement has been filled — even above and beyond what is required — doesn't fix the problem. Choices (A), (B), (C), and (D) offer statements for which you do not have enough information to evaluate. Note that in choice (B), "mortality rates" are not the same thing as laying eggs or not laying eggs.

12. **Ameliorate, extenuate.** You know that floodwaters had already entered the library, but the "hopeful" volunteers are working anyway — they hope to limit the damage. Ameliorate and extenuate both have the sense of making something better without completely solving it. Note that exacerbate means the opposite (to make worse), and recant and forfeit are negative words that just don't fit here (you could recant your former statements and forfeit an athletic competition, for instance).

13. **Resurrected, immortalized.** The answers must oppose "dead and forgotten." While glamorized might be tempting, you cannot justify it with clues from the sentence (vitality is certainly not enough to be glamorous). Mocked and parodied is an incorrect pair — the sentence gives no indication that Eleanor is being made fun of. Do not weave stories or insert your own ideas. Note that resurrected and immortalized are not synonyms, but both certainly oppose the clue "dead and forgotten."

14. **Unpropitious, inimical.** The sentence tells you that if the death toll continues to climb, contact with the local populace—despite being intended for helpful (beneficent) purposes—may prove the opposite. You are looking for words that mean something like harmful. Unpropitious and inimical both mean adverse or harmful, and are just the words you are looking for. Incongruous means not fitting. While this could be a match for the blank, meaning-wise — since contact with the locals may not fit with the aim of normalizing relations — incongruous is used with "with" rather than "to," and it lacks a match among the answer choices.

15. **Boosterish, jingoistic.** You are asked to describe "slogans and anthems" that are then described as "disconcertingly ubiquitous." While aggressive and bloodthirsty are a near-pair, they are far too strong to describe slogans and anthems. Punctilious and pedantic are also a near-pair, but refer to arrogance related to rule-following or learning, which aren't relevant here. Boosterish and jingoistic, both implying an uncritical support of something (specifically one's country, in the case of jingoistic) are much better.

16. **(C).** When a logic problem gives you a bunch of numbers, it is very likely that the problem will then try to trick you into assigning reasons for those numbers. It is important to stick only to the facts you were given so that you do not select an unsupported conclusion. Regarding (A), the consumer products division spent a higher percentage on marketing, but you don't know that it spent more actual dollars (maybe the consumer products division is much smaller than chemicals and machinery). (B) should trip a red alert! You are absolutely not authorized to guess why the numbers worked out the way they did. You have absolutely no information that would justify this conclusion, or any conclusion about consumer behavior. (C) is correct — on average, all three divisions spent less than 35% of their budgets on marketing. While you don't know how big the budgets were in actual dollars or anything about the sizes of the three budgets relative to one another, 35% of any number, averaged in with less than 35% of some other numbers, will certainly generate an average under 35%. Note that, since a conclusion you draw in a Logic Reading Comprehension question cannot introduce new assumptions, correct conclusions are often fairly obvious or are near-paraphrases of information you've already read in the passage. Regarding (D), you don't know if the company has other divisions besides chemicals, machinery, and consumer products, so you cannot draw this conclusion. (E) is wrong because the chemicals division may have spent a higher percentage, but you have no information about the actual number of dollars spent or the relative sizes of the two departments' marketing budgets.

17. **(E)**. The author's thrust is that 2-D representation warps students' perception; it pushes them to think of the world as flat and static rather than 3-D and dynamic. Choice (A) is not the point and the author does not say maps are necessary or evil, which is too extreme. (B) is a true detail from the passage but is less than the author's overall point. Again, (C) might be implied but the purpose of the passage is to discuss the effect of such tools. (D) might be inferred from the second paragraph but ignores the main issue of the essay.

18. **(C)**. In the second paragraph, the static quality of maps is mentioned as a negative and choice (C) eliminates that problem. As for choice (A), "some" means at least one, not a majority — the example of what may just be a few exceptional students does not do much damage to the evidence or the point that, in general, maps cause students to think about the world in 2-D. The author's evidence involves the presence of maps in the classroom, so the amount of use (B) is irrelevant. (D) is also irrelevant, as the passage premises involve modern maps. (E) is backwards; it strengthens the evidence that maps impede 3-D comprehension.

19. **(B)**. In the second paragraph, the author uses the example of the 20th century United States to buttress his or her argument. (A) and (E) are outright falsehoods — there is no circular logic nor a rebuttal ... for that matter, there is no commonly held view discussed. As for (C), the author does use physical description but not in support of an "accusation." (D) is incorrect because the author listed problems but did not create a hierarchy.

20. **II only**. The passage tells you that Fleming discovered penicillin and that others developed it; you don't know anything about his feelings or predictions about his discovery. You do know that it was not until a decade later that a team of researchers from Oxford, with the help of an American laboratory, were able to increase the growth rate of penicillin ... such that it could be produced in sufficient quantity to treat Allied soldiers wounded on D-Day, in 1944. Thus, at some point prior to 1944, penicillin was being grown too slowly. Finally, while penicillin was used to treat Allied soldiers in 1944, you don't know that antibacterial agents were used "since ancient times." A little bit of common sense should indicate that this was almost certainly not the case in the very earliest battles (ancient people didn't know about bacteria), but of course outside information is not needed to answer GRE Reading Comprehension questions — we can simply note that the passage covers only a very short period of time.