



Debre Berhan University

National Graduate Admission Test (NGAT)

**Verbal Reasoning Module for Postgraduate Masters
and PhD Candidates**

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Debre Berhan

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Introduction

The National Graduate Admission Test (NGAT) serves as an entrance for admission into postgraduate programs, including Master's (MA/MSc) and Doctor of Philosophy (PhD) studies. As a standardized test, the assessment is designed to evaluate your verbal reasoning, vocabulary knowledge (both synonyms and antonyms), classifying items, word analogy, sentence completion, sentence sequencing, and reading comprehension skills, which are essential for your successful graduate-level study.

Chapter One. Synonyms

Introduction

Synonym questions are an important component of the verbal reasoning section of the NGAT. These questions test more than simple vocabulary knowledge; they evaluate your ability to recognize relationships between words, interpret meaning accurately, and use contextual information to determine the most appropriate word choice. Because graduate-level study requires the ability to comprehend academic texts, research articles, and complex arguments, a strong vocabulary is essential for success on the NGAT.

A synonym is a word that has the same or nearly the same meaning as another word. However, synonyms are rarely identical in every situation. Differences in context, tone, formality, and usage often determine which synonym is most appropriate. Accordingly, NGAT synonym questions require you to identify not merely a similar word, but the word that most precisely matches the intended meaning.

Consider the following example: John is a bright student. In this sentence, the word *bright* means intelligent, not *shining*, *radiant*, or *luminous*. The surrounding context makes the intended meaning clear. This illustrates an important principle of NGAT vocabulary questions: context determines meaning.

For this reason, you should avoid relying solely on prior knowledge of a word. Instead, you should carefully analyze the context in which the word appears and identify the meaning that best fits the sentence or passage. The correct answer is often the synonym that most accurately reflects the author's intended meaning rather than the world's most common dictionary definition.

Synonym questions in the NGAT generally appear in two forms. The first type presents words in isolation and requires you to identify the closest synonym based only on vocabulary knowledge. The second type presents words within sentences or passages and requires you to use contextual clues to determine the intended meaning before selecting the most appropriate synonym. Success in both forms depends on vocabulary breadth, careful reading, and sound verbal reasoning.

Developing a strong vocabulary is one of the most effective ways to improve performance not only on synonym questions but also on reading comprehension, critical reasoning, and other

verbal reasoning sections of the NGAT. Regular reading of academic texts, newspapers, journals, and high-quality nonfiction materials can significantly expand vocabulary and improve the ability to recognize subtle differences in word meaning.

Types of Synonym Questions

Synonym questions generally appear in two forms:

1. Synonyms in Isolation (Literal Synonyms)

In this type of question, a word is presented without a sentence or passage. Your task is to identify the option that is closest in meaning to the target word. Example. ABUNDANT

A. Scarce B. Plentiful C. Limited D. Deficient

Correct Answer: B. Plentiful. Explanation: *Abundant* means existing in large quantities or more than enough. *Plentiful* has nearly the same meaning, whereas *scarce*, *limited*, and *deficient* express the opposite idea. In literal synonym questions, there are no context clues to assist you. Success depends primarily on your vocabulary knowledge and your ability to distinguish synonyms from related but incorrect words.

2. Contextual Synonyms (Synonyms with Context Clues)

In this type of question, the target word appears within a sentence or passage. You must first determine its meaning from the context and then identify the option that is closest in meaning. Example. Although the professor's explanation appeared *ambiguous*, the examples she later provided made the concept perfectly clear. The word *ambiguous* is closest in meaning to:

A. Precise B. Vague C. Certain D. Explicit

Correct Answer: B. Vague. Explanation: The sentence contrasts *ambiguous* with *perfectly clear*, indicating that *ambiguous* means unclear or open to more than one interpretation. Therefore, *vague* is the best synonym. Notice that context is essential. Even if a word has multiple meanings, the surrounding sentence usually provides clues that reveal the intended meaning.

Using Context Clues. When encountering unfamiliar vocabulary, you can often infer meaning from context clues provided by the surrounding text.

Common Context Clues Include:

Synonym Clues. The author may provide a word or phrase with a similar meaning. Example: *The manager was elated, delighted by the team's success.* The word *delighted* helps explain the meaning of *elated*.

Contrast Clues. The author may provide an opposite idea. Example: Unlike his *gregarious* brother, Michael was reserved and quiet. The contrast suggests that *gregarious* means sociable.

Descriptive Clues. Additional details may help define the word. Example: The terrain was *arid*, receiving little rainfall throughout the year. The description suggests that *arid* means dry.

Appositive Clues. A word or phrase may directly define the unfamiliar term. Example: The physician diagnosed *insomnia*, a condition characterized by difficulty of sleeping. The phrase following the comma explains the meaning of *insomnia*.

Common Traps in Synonym Questions

Synonym questions are not designed merely to test whether you know a word's definition. They also assess your ability to distinguish between words that are similar, related, or contextually appropriate. To make the questions more challenging, test developers often include distractors—answer choices that appear correct but are actually incorrect. Understanding these common traps can help you avoid unnecessary mistakes.

1. Related-Word Trap. In this trap, one or more answer choices are related to the target word but do not have the same meaning. Because the words belong to the same topic or semantic field, they may seem correct at first glance. Example. *Physician*

A. Doctor B. Hospital C. Nurse D. Patient

Correct Answer: A. Doctor. Explanation: A *physician* is a *doctor*. The words *hospital*, *nurse*, and *patient* are closely related to the medical field, but they are not synonyms of *physician*. Candidates who focus on association rather than meaning may select an incorrect answer. NB: Related words are not necessarily synonymous words.

2. Multiple-Meaning Trap. Many English words have more than one meaning. Test developers may include an option that matches one meaning of the word but not the meaning intended in the context. Example. The professor described the student's argument as *sound*. The word *sound* is closest in meaning to:

A. Audible B. Noisy C. Logical D. Loud

Correct Answer: C. Logical. Explanation: The word *sound* can mean "able to be heard" or "based on good reasoning." In this sentence, it refers to a well-reasoned argument. Candidates who immediately think of *sound* as something heard may incorrectly choose *audible*. NB: Always determine which meaning of a word is intended by the context before selecting an answer.

3. Partial-Similarity Trap. Sometimes an option shares part of the target word's meaning but is not the closest synonym. These distractors are particularly difficult because they appear reasonable. Example. *Generous*

A. Kind B. Wealthy C. Charitable D. Friendly

Correct Answer: C. Charitable. Explanation: A generous person is often kind and friendly, but those qualities do not fully capture the meaning of *generous*. The closest synonym is *charitable*, which directly relates to giving freely or helping others. NB: Choose the word that most closely matches the complete meaning of the target word, not one that merely shares some characteristics.

4. Synonym-of-the-Wrong-Meaning Trap. This trap combines contextual vocabulary and multiple meanings. One option may be a synonym of the target word, but for a different meaning than the one used in the sentence. Example. The campers gathered around the *light* fire they had built before sunset. The word light is closest in meaning to:

A. Bright B. Heavy C. Small D. Gentle

Correct Answer: C. Small. Explanation: In this context, *light* means "not large or intense." Choice A (*bright*) is a synonym of another meaning of *light*, but it does not fit the sentence. NB: Context determines which synonym is correct.

5. Near-Synonym Trap

Two answer choices may appear to be synonyms of the target word, but one is more precise than the other. Example. *Meticulous*

A. Careful B. Precise C. Thorough D. Negligent

Correct Answer: B. Precise. Explanation: All of the first three choices are related to being careful. However, *meticulous* specifically refers to paying extreme attention to detail and accuracy. Therefore, *precise* is the closest synonym. Candidates often choose a generally related word rather than the most accurate one. NB: In difficult synonym questions, several options may seem plausible. Select the word that most precisely matches the target word's meaning.

Strategies for Success

- Read the entire sentence before answering.

- Determine the meaning of the target word from context.
- Eliminate clearly unrelated choices.
- Be alert to synonyms disguised as distractors.
- Pay attention to subtle differences in meaning.
- Read widely to expand your vocabulary.
- Practice regularly under timed conditions.

A strong vocabulary is essential for success in reading comprehension, verbal reasoning, and aptitude tests. The more words you understand and the more effectively you use context clues, the more accurately and confidently you will answer synonym questions.

Part I. Synonyms in Context

Read the following sentences and choose the best definition for the **BOLD** word by searching for context clues in the sentence.

- The designer window treatments in her house, installed 17 years ago, were **outmoded**.
A. Unnecessary B. Pointless C. out-of-date D. worthless
- The spies conducted a **covert** operation.
A. Dangerous B. Foreign C. Hidden D. Illegal
- The baseball player's malice toward the referee was revealed in his **spiteful** remarks to the media, which almost ruined the referee's career.
A. Vindictive B. Crazy C. Rude D. Unpleasant
- Although Zachary is much too inexperienced for the managerial position, he is a willful young man and **obdurately** refuses to withdraw his application.
A. Foolishly B. Reluctantly C. Constantly D. Stubbornly
- She showed a **blatant** disregard for the rules.
A. Obvious B. Hidden C. last-minute D. rebellious
- Her fashion sense was usually described as **flamboyant**, but on the night of the party, Tanya's outfit was uncharacteristically modest.
A. Impeccable B. Showy C. Sloppy D. Unassuming
- Mr. Powers was so **gullible** that he believed even the most outlandish excuses of his insincere employees.
A. Intelligent B. Naïve C. Dishonest D. Critical

8. Charles, aware of his susceptibility to gum disease, is **diligent** about flossing.
- A. Uncomfortable B. Excited C. Thorough D. Ambivalent
9. Excited about winning the award, Marcia walked up to the podium and delivered an **animated** acceptance speech.
- A. Abbreviated B. Courteous C. Reserved D. Lively
10. The **intermittent** rain soaked the garden many different times during the day.
- A. Protracted B. Periodic C. Incredulous D. Light
11. I got a **vicarious** thrill watching you on the diving board.
- A. Shared B. Unpleasant C. Adventurous D. Evil
12. After several small brushfires at the campground, officials felt the need to **augment** the rules pertaining to campfires.
- A. Criticize B. Retract C. Consider D. Expand
13. As soon as the details of the election were released to the media, the newspaper was **inundated** with calls-far too many to be handled effectively.
- A. Provided B. Bothered C. Rewarded D. Flooded
14. The doctor got to the **crux** of the issue.
- A. Outline B. Opposite C. crucial point D. unhealthy
15. When people heard that timid Bob had taken up skydiving, they were **incredulous**.
- A. Fearful B. Outraged C. Convinced D. Disbelieving
16. The preacher used a **euphemism** for an unpleasant subject.
- A. ugly picture B. substituted word C. homeless person D. visual aid
17. That perfume always **evokes** pleasant memories.
- A. Angers B. Erases C. calls up D. confuses
18. The attorney wanted to **expedite** the process because her client was becoming impatient.
- A. Accelerate B. Evaluate C. Reverse D. Justify
19. The suspect gave a **plausible** explanation for his presence at the scene, so the police decided to look elsewhere for the perpetrator of the crime.
- A. Unbelievable B. Credible C. Insufficient D. Apologetic
20. The neighborhood-watch group presented its **ultimatum** at the town board meeting: Repave the streets or prepare for protests.
- A. earnest plea B. formal petition C. solemn promise D. non-negotiable demand

21. The editor of the newspaper needed to be sure the article presented the right information, so his review was **meticulous**.
- A. Delicate B. Painstaking C. Superficial D. Objective
22. The general public didn't care about the trial and was **apathetic** about the verdict.
- A. Enraged B. Indifferent C. Suspicious D. Saddened
23. The doctors were pleased that their theory had been **fortified** by the new research.
- A. Reinforced B. Altered C. Disputed D. Developed
24. The captain often **delegated** responsibility to his subordinates, so as to have time to do the important tasks himself.
- A. Analyzed B. Respected C. Criticized D. Assigned
25. The athlete was **adroit** at handling the ball.
- A. Clumsy B. Large C. Obnoxious D. Skillful
26. The new shipping and receiving building is an **expansive** facility, large enough to meet our growing needs.
- A. Obsolete B. Meager C. Spacious D. Costly
27. The attorneys were now certain they could not win the case, because the ruling had proved to be so **detrimental** to their argument.
- A. Decisive B. Harmful C. Worthless D. Advantageous
28. My brother drives us crazy by **crooning** in the shower.
- A. Hooting B. Bellowing C. Crying D. Shouting
29. Mark seems very **pensive** today.
- A. Writing B. Hostile C. cooped-up D. thoughtful
30. The balloon, loose from its string, rose up into the sky, a shiny purple **sphere**.
- A. Circle B. Globe C. Ovoid D. Nodule
31. After the storm caused raw sewage to seep into the ground water, the Water Department had to take measures to **decontaminate** the city's water supply.
- A. Refine B. Revive C. Freshen D. Purify
32. Please say something that will **edify** the audience.
- A. Perplex B. Annoy C. Instruct D. Amuse
33. Because of his disregard for the king's laws, the prince was punished by being **banished** from the kingdom.

A. Apart B. Kidnapped C. Exiled D. Spirited

34. I relinquished my place in line to go back and talk with my friend Diane.

A. Defended B. Yielded C. Delayed D. Remanded

35. He juxtaposed the book's ideas with current events, showing us how they related.

A. caused confusion B. bend and fold C. placed side-by-side D. threw away

36. The thief jostled me in a crowd and was thus able to pick my pocket.

A. Mugged B. Bumped C. Assailed D. Hindered

37. My friend asked me to lie for her, but that is against my philosophy.

A. Principles B. Regulations C. Personality D. introspection

Answer Key with Brief Explanations

No.	Answer	Brief Explanation
1	C. out-of-date	Outmoded means old-fashioned or no longer in use.
2	C. Hidden	Covert means secret or concealed.
3	A. Vindictive	Malice means ill will or a desire to harm someone.
4	D. Stubbornly	Obdurately means stubbornly refusing to change one's mind.
5	A. Obvious	Blatant means very obvious and conspicuous.
6	B. Showy	Flamboyant means flashy, colorful, or attention-grabbing.
7	B. Naïve	Gullible means easily fooled or too trusting.
8	C. Thorough	Diligent means careful, hardworking, and thorough.
9	D. Lively	Animated means full of life, energy, and enthusiasm.
10	B. Periodic	Intermittent means occurring at intervals; not continuous.
11	A. Shared	Vicarious means experienced through another person.
12	D. Expand	Augment means increase or add to.
13	D. Flooded	Inundated means overwhelmed by a large quantity.
14	C. crucial point	Crux means the most important part of an issue.
15	D. Disbelieving	Incredulous means unwilling or unable to believe.
16	B. substituted word	A euphemism is a mild substitute for an unpleasant word.
17	C. calls up	Evokes means brings to mind or recalls.
18	A. Accelerate	Expedite means speed up a process.
19	B. Credible	Plausible means believable or reasonable.
20	D. non-negotiable demand	An ultimatum is a final demand with consequences.
21	B. Painstaking	Meticulous means very careful and detailed.
22	B. Indifferent	Apathetic means lacking interest or concern.
23	A. Reinforced	Fortified means strengthened or supported.
24	D. Assigned	Delegated means entrusted or assigned to another person.

No. Answer	Brief Explanation
25 D. Skillful	Adroit means highly skilled or clever.
26 C. Spacious	Expansive means large and roomy.
27 B. Harmful	Detrimental means damaging or harmful.
28 B. Bellowing	Crooning means singing softly, but among the choices, bellowing is the closest vocal activity. (This item is somewhat flawed because none of the options precisely means crooning.)
29 D. thoughtful	Pensive means deeply thoughtful or reflective.
30 B. Globe	A sphere is a perfectly round three-dimensional object.
31 D. Purify	Decontaminate means remove impurities or contamination.
32 C. Instruct	Edify means educate or improve morally/intellectually.
33 C. Exiled	Banished means forced to leave a place or country.
34 B. Yielded	Relinquished means gave up voluntarily.
35 C. placed side-by-side	Juxtaposed means positioned next to each other for comparison.
36 B. Bumped	Jostled means pushed or bumped roughly.
37 A. Principles	Philosophy here refers to a person's guiding beliefs or principles.

Part II: Synonyms in Isolation (Literal Synonyms)

Which of these words in isolation is closest in meaning to the word provided?

1. remote

- A. automatic B. distant C. savage D. mean

2. detest

- A. argue B. hate C. discover D. reveal

3. gracious

- A. pretty B. clever C. pleasant D. present

4. predict

- A. foretell B. decide C. prevent D. discover

5. kin

- A. exult B. twist C. friend D. relative

6. pensive

- A. oppressed B. caged C. thoughtful D. happy

7. banish

- A. exile B. hate C. fade D. clean

8. fraud

- A. malcontent B. argument C. imposter D. clown

9. saccharine

- A. leave B. sweet C. arid D. quit

10. drag

- A. sleepy B. crush C. proud D. pull

11. jovial

- A. incredulous B. merry C. revolting D. dizzy

12. indifferent

- A. neutral B. unkind C. precious D. mean

13. simulate

- A. excite B. imitate C. trick D. apelike

14. charisma

A. ghost B. force C. charm D. courage

15. apportion

A. divide B. decide C. cut D. squabble

16. generic

A. general B. cheap C. fresh D. elderly

17. qualm

A. distress B. impunity C. persevere D. scruple

18. wary

A. calm B. curved C. confused D. cautious

19. distort

A. wrong B. evil C. deform D. harm

20. sumptuous

A. delirious B. gorgeous C. perilous D. luxurious

21. reel

A. whirl B. fish C. hit D. mistake

22. inscrutable

A. difficult B. mysterious C. inflexible D. wary

23. appall

A. delirious B. covered C. dismay D. confuse

24. upright

A. honorable B. horizontal C. humble D. supine

25. reverie

A. palimpsest B. phantom C. daydream D. curio

26. loot

A. destruction B. waste C. spoils D. cavort

27. loquacious

A. talkative B. thirsty C. beautiful D. complicated

28. chimera

A. chimney B. protest C. illusion D. panache

29. temerity

A. audacity B. fearfulness C. shyness D. stupidity

30. educe

A. demand B. elicit C. ideal D. unlawful

31. nabob

A. bigwig B. doubter C. frolic D. converse

32. pall

A. light B. Sate C. Carry D. Horror

33. Sacrosanct

A. Prayer B. Sanctuary C. Pious D. Sacred

34. Louche

A. Gauche B. Fine C. Brilliant D. Indecent

35. Stentorian

A. Violent B. Misbegotten C. Loud D. Stealthy

Part II: Synonyms in Isolation – Answer Key with Brief Explanations

No.	Answer	Brief Explanation
1	B. distant	Remote means far away or distant.
2	B. hate	Detest means to hate intensely.
3	C. pleasant	Gracious means kind, courteous, and pleasant.
4	A. foretell	Predict means to say what will happen in the future.
5	D. relative	Kin means family members or relatives.
6	C. thoughtful	Pensive means deeply thoughtful or reflective.
7	A. exile	Banish means to send away or exile.
8	C. imposter	A fraud is a deceiver or imposter.
9	B. sweet	Saccharine literally means sugary or excessively sweet.
10	D. pull	Drag means to pull along with effort.
11	B. merry	Jovial means cheerful and happy.
12	A. neutral	Indifferent means unconcerned or neutral.
13	B. imitate	Simulate means to imitate or reproduce.
14	C. charm	Charisma means personal charm or magnetism.
15	A. divide	Apportion means to divide and distribute.
16	A. general	Generic means general rather than specific.
17	D. scruple	A qualm is a feeling of doubt or moral scruple.
18	D. cautious	Wary means careful and cautious.
19	C. deform	Distort means to twist out of shape or deform.
20	D. luxurious	Sumptuous means rich, splendid, or luxurious.
21	A. whirl	Reel can mean to spin or whirl around.
22	B. mysterious	Inscrutable means difficult to understand; mysterious.
23	C. dismay	Appall means to shock or dismay greatly.
24	A. honorable	Upright can mean morally honorable and honest.

No.	Answer	Brief Explanation
25	C. daydream	Reverie means a daydream or pleasant contemplation.
26	C. spoils	Loot means goods taken by force; spoils.
27	A. talkative	Loquacious means very talkative.
28	C. illusion	Chimera refers to a fantasy, illusion, or impossible dream.
29	A. audacity	Temerity means excessive boldness or audacity.
30	B. elicit	Educe means to draw out or elicit.
31	A. bigwig	Nabob means an important, wealthy, or influential person.
32	D. Horror	Pall can mean a feeling of gloom, heaviness, or horror.
33	D. Sacred	Sacrosanct means sacred and inviolable.
34	D. Indecent	Louche means disreputable or morally questionable.
35	C. Loud	Stentorian means extremely loud and powerful in sound.

Chapter Two. Antonyms

Introduction

An antonym is a word that has the opposite or nearly opposite meaning of another word. Antonym questions measure more than vocabulary knowledge alone. They also test your ability to analyze context, interpret meaning accurately, and differentiate between words that are merely related and those that are genuinely opposite in meaning.

A common problem in antonym questions is that many English words have multiple meanings. As a result, the correct antonym often depends on the specific meaning intended by the author rather than on the world's most familiar dictionary definition. For this reason, successful NGAT candidates rely not only on vocabulary knowledge but also on contextual analysis and verbal reasoning.

Consider the following example: The committee praised her *meticulous* attention to detail. In this sentence, the word *meticulous* means extremely careful, thorough, and precise. Therefore, its antonym would be *negligent* or *careless*. Notice that understanding the context helps confirm the intended meaning and eliminates incorrect alternatives.

Similarly, in the sentence: The professor presented a *sound* argument supported by evidence. The word *sound* means *logical* or *well-reasoned*, not *audible*. Therefore, an appropriate antonym would be *illogical* rather than *silent*. This example illustrates why context is often crucial when determining opposite meanings.

As you work through this section, remember that the goal is not simply to memorize word lists. Rather you learn to analyze meaning carefully, identify contextual clues, distinguish between related and opposite concepts, and select the word that represents the most precise contrast to the target word.

1. Antonyms in Isolation (Literal Antonyms).

In this type of question, a single word is presented without any contextual sentence, and your task is to identify its opposite meaning from a list of options. Example. *Abundant*

A. Plentiful B. Sufficient C. Scarce D. Ample

Correct Answer: C. Scarce. Explanation: The word *abundant* means existing in large quantities or more than enough. The words *plentiful*, *sufficient*, and *ample* are similar in meaning to *abundant*. The word *scarce*, however, means limited or insufficient in quantity, making it the correct antonym.

In literal antonym questions, success depends primarily on vocabulary knowledge because there are no contextual clues to guide you. Test developers often include distractors that are synonyms or closely related words. Therefore, it is important to focus specifically on finding the opposite meaning rather than merely a different meaning.

Strategies for Antonyms in Isolation

- Learn precise word meanings rather than rough definitions.
- Watch out for synonyms disguised as distractors.
- Consider the strongest opposite rather than a merely unrelated word.
- Build vocabulary through regular reading and practice.

2. Antonyms with Context Clues.

In this type of question, the target word appears within a sentence. The context provides clues that help you infer the word's meaning and identify its opposite. Example. The committee praised her *meticulous* attention to detail, which prevented several costly errors. The antonym of *meticulous* is:

A. Careful B. Thorough C. Negligent D. Systematic

Correct Answer: C. Negligent. Explanation: The sentence suggests that *meticulous* refers to being extremely careful and attentive to detail. The words *careful*, *thorough*, and *systematic* are similar in meaning and therefore function as distractors. *Negligent* means careless or failing to exercise proper attention, making it the correct antonym.

Common Traps in Antonym Questions. Test developers purposely include distractors that may appear attractive at first glance.

Common Traps Include:

Synonym Trap. Candidates sometimes choose a word that has the same meaning as the target word rather than the opposite.

Example. *Eloquent*

A. Articulate B. Fluent C. Persuasive D. Inarticulate

Many candidates are attracted to *articulate* or *fluent* because they are familiar words. However, these are synonyms of *eloquent*. The correct answer is *inarticulate*, which is the opposite.

Near-Opposite Trap. Some options may appear opposite but do not represent the strongest antonym.

Context Trap. In contextual items, the meaning of a word may differ slightly from its most common dictionary definition. Always determine the meaning of the word as it is used in the sentence before selecting an answer.

Test-Taking Strategies

- Identify the meaning of the target word.
- Use context clues whenever they are available.
- Eliminate synonyms and near-synonyms first.
- Look for the strongest and most precise opposite.
- Avoid selecting a merely unrelated word.
- Expand your academic and professional vocabulary through regular reading.
- Practice under timed conditions to improve both speed and accuracy.

Strong performance on antonym questions requires more than memorizing word lists. It involves understanding subtle distinctions in meaning, recognizing contextual cues, and distinguishing between synonyms, related words, and true opposites.

Part I: Antonym with Context Clues

1. Despite his reputation for being **frugal**, he donated a substantial amount of money to the scholarship fund. The antonym of **frugal** is:
A. Economical B. Extravagant C. Cautious D. Prudent
2. The government implemented **stringent** regulations to ensure public safety. The antonym of **stringent** is:

- A. Strict B. Severe C. Lenient D. Demanding
3. The region experienced a **scarcity** of rainfall, leading to severe drought conditions. The antonym of **scarcity** is:
- A. Shortage B. Deficiency C. Abundance D. Inadequacy
4. His **hostile** remarks created tension among the participants during the discussion. The antonym of **hostile** is:
- A. Aggressive B. Antagonistic C. Friendly D. Resentful
5. The witness gave a **credible** account that was supported by substantial evidence. The antonym of **credible** is:
- A. Believable B. Convincing C. Trustworthy D. Implausible
6. The manager was praised for his **impartial** treatment of all employees. The antonym of **impartial** is:
- A. Unbiased B. Objective C. Neutral D. Prejudiced
7. The old bridge appeared **fragile** and incapable of supporting heavy traffic. The antonym of **fragile** is:
- A. Delicate B. Sturdy C. Weak D. Vulnerable
8. The newly discovered manuscript is considered **authentic** by most historians. The antonym of **authentic** is:
- A. Genuine B. Original C. Legitimate D. Counterfeit
9. Researchers found the evidence **compelling**, making the conclusion difficult to reject. The antonym of **compelling** is:
- A. Convincing B. Persuasive C. Unconvincing D. Forceful
10. The speaker's tone was **courteous**, even when responding to criticism. The antonym of **courteous** is:
- A. Polite B. Respectful C. Considerate D. Rude
11. The committee reached a **unanimous** decision.
- A. Collective B. Shared C. Divided D. common
12. Although the report was initially hailed as **seminal**, subsequent studies revealed that many of its assumptions had been anticipated in earlier scholarship. The antonym of **seminal** is:
- A. Influential B. Innovative C. Derivative D. Foundational

13. The minister's response to the crisis was widely criticized as **equivocal**, leaving stakeholders uncertain about the government's position. The antonym of **equivocal** is:
A. Ambiguous B. Qualified C. Explicit D. Tentative
14. The reviewer's comments were unusually **trenchant**, exposing weaknesses that previous evaluators had overlooked. The antonym of **trenchant** is:
A. Incisive B. Superficial C. Penetrating D. Perceptive
15. The board regarded the recommendation as **specious** because it appeared convincing only at first glance. The antonym of **specious** is:
A. Plausible B. Deceptive C. Fallacious D. Sound
16. His interpretation of the data was criticized as **reductionist**, ignoring the interaction of multiple contextual factors. The antonym of **reductionist** is:
A. Simplistic B. Holistic C. Narrow D. Mechanistic
17. The scholar remained **circumspect** when discussing the preliminary findings. The antonym of **circumspect** is:
A. Deliberate B. Reserved C. Impetuous D. Vigilant
18. The committee praised her **judicious** allocation of limited resources. The antonym of **judicious** is:
A. Sensible B. Prudent C. Discerning D. Imprudent
19. The argument was weakened by several **spurious** correlations that lacked causal significance. The antonym of **spurious** is:
A. Misleading B. Genuine C. Deceptive D. Illusory
20. The witness remained **reticent** despite repeated questioning. The antonym of **reticent** is:
A. Reserved B. Guarded C. Forthcoming D. Hesitant
21. The professor rejected explanations that were overly **deterministic** and failed to account for human agency. The antonym of **deterministic** is:
A. Predictable B. Mechanistic C. Probabilistic D. Inevitable
22. The organization's structure remained remarkably **hierarchical** despite repeated calls for reform. The antonym of **hierarchical** is:
A. Stratified B. Bureaucratic C. Egalitarian D. Ordered
23. The article presents a **nuanced** discussion of language policy in multilingual societies. The antonym of **nuanced** is:

- A. Sophisticated B. Balanced C. Simplistic D. Subtle
24. The executive was known for his **intransigent** stance during negotiations. The antonym of **intransigent** is:
- A. Resolute B. Uncompromising C. Obstinate D. Accommodating
25. The findings were considered **robust** because they remained consistent across multiple analytical models. The antonym of **robust** is:
- A. Reliable B. Resilient C. Fragile D. Rigorous
26. The researcher challenged the **orthodox** interpretation that had dominated the field for decades. The antonym of **orthodox** is:
- A. Conventional B. Traditional C. Heterodox D. Conservative
27. The candidate's explanation was remarkably **lucid**, even when discussing highly technical concepts. The antonym of **lucid** is:
- A. Clear B. Intelligible C. Coherent D. Opaque
28. The author's critique was **cogent**, compelling readers to reconsider long-held assumptions. The antonym of **cogent** is:
- A. Persuasive B. Convincing C. Forceful D. Inconclusive
29. The CEO's public statement was unusually **candid**, acknowledging failures that previous leaders had ignored. The antonym of **candid** is:
- A. Frank B. Sincere C. Evasive D. Honest
30. Although the dean initially appeared **amenable** to the proposal, he later rejected nearly all of its recommendations. The antonym of **amenable** is:
- A. Cooperative B. Receptive C. Compliant D. Intractable
31. The committee viewed the candidate's achievements as **exceptional**, placing her well above her peers. The antonym of **exceptional** is:
- A. Extraordinary B. Distinguished C. Mediocre D. Remarkable
32. The manager's **arbitrary** decision frustrated employees because it appeared to be based on personal preference rather than policy. The antonym of **arbitrary** is:
- A. Capricious B. Random C. Reasoned D. Impulsive
33. The professor was known for his **dogmatic** views and showed little willingness to consider alternative perspectives. The antonym of **dogmatic** is:
- A. Opinionated B. Authoritative C. Open-minded D. Assertive

34. The witness remained **evasive** throughout the questioning, carefully avoiding direct answers. The antonym of **evasive** is:
- A. Ambiguous B. Candid C. Elusive D. Reserved
35. The researcher remained **dispassionate** while analyzing the controversial data. The antonym of **dispassionate** is:
- A. Objective B. Neutral C. Emotional D. Detached
36. His explanation was so **convoluted** that many listeners struggled to follow his reasoning. The antonym of **convoluted** is:
- A. Complex B. Intricate C. Straightforward D. Sophisticated
37. The board praised her **astute** assessment of the financial risks involved. The antonym of **astute** is:
- A. Perceptive B. Insightful C. Shrewd D. Naïve
38. The author adopted a **succinct** style, expressing complex ideas in very few words. The antonym of **succinct** is:
- A. Brief B. Compact C. Concise D. Prolix
39. The diplomat's remarks were notably **conciliatory**, helping to ease tensions between the two countries. The antonym of **conciliatory** is:
- A. Peaceful B. Accommodating C. Hostile D. Cooperative
40. The witness provided a **corroborated** account supported by independent evidence. The antonym of **corroborated** is:
- A. Verified B. Confirmed C. Substantiated D. Refuted
41. The candidate's proposal was considered **viable** despite the financial constraints. The antonym of **viable** is:
- A. Feasible B. Practical C. Sustainable D. Unworkable
42. The professor was unusually **lenient** when evaluating late submissions. The antonym of **lenient** is:
- A. Flexible B. Tolerant C. Forgiving D. Exacting
43. The politician's statement was intentionally **inflammatory**, provoking strong reactions from the public. The antonym of **inflammatory** is:
- A. Provocative B. Agitating C. Incendiary D. Conciliatory

44. The executive remained **adamant** that the policy should not be changed. The antonym of **adamant** is:

- A. Resolute B. Firm C. Flexible D. Determined

45. The conflict was eventually resolved through **amicable** negotiations. The antonym of **amicable** is:

- A. Friendly B. Cordial C. Cooperative D. Hostile

Part I: Antonyms with Context Clues – Answer Key with Brief Explanations

No.	Answer	Brief Explanation
1	B. Extravagant	Frugal = economical; opposite is extravagant.
2	C. Lenient	Stringent = strict; opposite is lenient.
3	C. Abundance	Scarcity = shortage; opposite is abundance.
4	C. Friendly	Hostile = unfriendly; opposite is friendly.
5	D. Implausible	Credible = believable; opposite is implausible.
6	D. Prejudiced	Impartial = unbiased; opposite is prejudiced.
7	B. Sturdy	Fragile = easily broken; opposite is sturdy.
8	D. Counterfeit	Authentic = genuine; opposite is counterfeit.
9	C. Unconvincing	Compelling = persuasive; opposite is unconvincing.
10	D. Rude	Courteous = polite; opposite is rude.
11	C. Divided	Unanimous = complete agreement; opposite is divided.
12	C. Derivative	Seminal = original and influential; opposite is derivative.
13	C. Explicit	Equivocal = ambiguous; opposite is explicit.
14	B. Superficial	Trenchant = sharp and penetrating; opposite is superficial.
15	D. Sound	Specious = deceptively plausible; opposite is sound (valid).
16	B. Holistic	Reductionist simplifies excessively; opposite is holistic.
17	C. Impetuous	Circumspect = cautious; opposite is impetuous.
18	D. Imprudent	Judicious = wise; opposite is imprudent.
19	B. Genuine	Spurious = false; opposite is genuine.
20	C. Forthcoming	Reticent = reserved; opposite is forthcoming.
21	C. Probabilistic	Deterministic implies certainty; opposite allows chance/probability.
22	C. Egalitarian	Hierarchical = ranked structure; opposite is egalitarian.
23	C. Simplistic	Nuanced = subtle and complex; opposite is simplistic.
24	D. Accommodating	Intransigent = unwilling to compromise; opposite is accommodating.

No.	Answer	Brief Explanation
25	C. Fragile	Robust = strong and reliable; opposite is fragile.
26	C. Heterodox	Orthodox = conventional; opposite is heterodox.
27	D. Opaque	Lucid = clear; opposite is opaque/confusing.
28	D. Inconclusive	Cogent = convincing; opposite is inconclusive.
29	C. Evasive	Candid = frank; opposite is evasive.
30	D. Intractable	Amenable = cooperative; opposite is intractable.
31	C. Mediocre	Exceptional = outstanding; opposite is mediocre.
32	C. Reasoned	Arbitrary = based on whim; opposite is reasoned.
33	C. Open-minded	Dogmatic = rigid in beliefs; opposite is open-minded.
34	B. Candid	Evasive = avoiding direct answers; opposite is candid.
35	C. Emotional	Dispassionate = unemotional; opposite is emotional.
36	C. Straightforward	Convolved = complicated; opposite is straightforward.
37	D. Naïve	Astute = shrewd and perceptive; opposite is naïve.
38	D. Prolix	Succinct = concise; opposite is prolix (wordy).
39	C. Hostile	Conciliatory = peace-making; opposite is hostile.
40	D. Refuted	Corroborated = supported by evidence; opposite is refuted.
41	D. Unworkable	Viable = workable; opposite is unworkable.
42	D. Exacting	Lenient = tolerant; opposite is exacting/strict.
43	D. Conciliatory	Inflammatory = provoking conflict; opposite is conciliatory.
44	C. Flexible	Adamant = unyielding; opposite is flexible.
45	D. Hostile	Amicable = friendly; opposite is hostile.

Part II: Antonyms in Isolation (Literal Antonyms)

Which of These Words in Isolation is Most Nearly the Opposite of the Word Provided?

1. withdraw

- A. reduce B. need C. advance D. want

2. secret

- A. friendly B. covert C. hidden D. overt

3. heartfelt

- A. loving B. insincere C. unhealthy D. humorous

4. impartial

- A. hostile B. biased C. dislike D. worried

5. luminous

- A. clear B. dim C. brittle D. clever

6. awe

- A. borrow B. shallow C. low D. contempt

7. pit

- A. group B. peak C. select D. marry

8. rotund

- A. round B. unimportant C. thin D. dull

9. talent

- A. ungrateful B. silent C. show D. inability

10. common

- A. strange B. uneasy C. quick D. fast

11. brazen

- A. bashful B. boisterous C. noisy D. heated

12. expect

- A. attend B. regret C. despair D. loathe

13. malodorous

- A. acrid B. pungent C. fragrant D. delicious

14. expound

- A. besmirch B. confuse C. confine D. condemn

15. pique

A. value B. gully C. smooth D. soothe

16. abate

A. free B. augment C. provoke D. wane

17. dearth

A. lack B. poverty C. abundance D. foreign

18. peaked

A. tired B. arrogant C. pointy D. ruddy

19. abridge

A. shorten B. extend C. stress D. easy

20. kindle

A. smother B. detest C. enemy D. discourage

21. meager

A. kind B. generous C. thoughtful D. copious

22. philistine

A. novice B. intellectual C. pious D. debutante

23. zenith

A. worst B. apex C. nadir D. past

24. germane

A. irrelevant B. indifferent C. impartial D. improvident

25. irascible

A. determined B. placid C. reasonable D. pliant

26. approbate

A. ingratitude B. condemn C. dissatisfaction D. master

27. supercilious

A. unimportant B. relevant C. serious D. meek

28. improvident

A. cautious B. fortunate C. proven D. intelligent

29. demur

A. embrace B. crude C. boisterous D. falter

30. fatuous

- | | | | |
|-----------|-----------|-------------|----------|
| A. crafty | B. frugal | C. sensible | D. inane |
|-----------|-----------|-------------|----------|
- 31. quiescent**
- | | | | |
|------------------|-----------|---------|--------------|
| A. lackadaisical | B. active | C. dull | D. prescient |
|------------------|-----------|---------|--------------|
- 32. sartorial**
- | | | | |
|-------------|------------|--------------|-------------|
| A. cheerful | B. sincere | C. inelegant | D. homespun |
|-------------|------------|--------------|-------------|
- 33. sapient**
- | | | | |
|------------|-----------|-----------|-----------|
| A. hunched | B. strong | C. simple | D. simian |
|------------|-----------|-----------|-----------|
- 34. perilous is most dissimilar to**
- | | | | |
|----------------|------------|---------|-----------|
| A. disciplined | B. similar | C. safe | D. honest |
|----------------|------------|---------|-----------|
- 35. cautious is most dissimilar to**
- | | | | |
|---------------|------------|--------------|-------------|
| A. reasonable | B. careful | C. illogical | D. reckless |
|---------------|------------|--------------|-------------|
- 36. entice is most dissimilar to**
- | | | | |
|----------|------------|------------|-----------|
| A. piece | B. repulse | C. attract | D. repeat |
|----------|------------|------------|-----------|
- 37. stingy is most dissimilar to**
- | | | | |
|-------------|---------------|-------------|------------|
| A. wasteful | B. democratic | C. spiteful | D. liberal |
|-------------|---------------|-------------|------------|
- 38. resilient is most dissimilar to**
- | | | | |
|-------------|-------------|----------------|-----------|
| A. stubborn | B. careless | C. substantial | D. flimsy |
|-------------|-------------|----------------|-----------|
- 39. insidious is most dissimilar to**
- | | | | |
|--------------|---------|-------------|--------------|
| A. repellant | B. pure | C. charming | D. delicious |
|--------------|---------|-------------|--------------|
- 40. ecumenical is most dissimilar to**
- | | | | |
|--------------|---------------|------------|--------------|
| A. spiritual | B. humanistic | C. secular | D. parochial |
|--------------|---------------|------------|--------------|

Part II: Antonyms in Isolation – Answer Key with Brief Explanations

No.	Answer	Brief Explanation
1	C. advance	Withdraw = move back; opposite = advance.
2	D. overt	Secret = hidden; opposite = overt (open).
3	B. insincere	Heartfelt = sincere; opposite = insincere.
4	B. biased	Impartial = unbiased; opposite = biased.
5	B. dim	Luminous = bright; opposite = dim.
6	D. contempt	Awe = deep admiration/respect; opposite = contempt.
7	B. peak	Pit = lowest point; opposite = peak.
8	C. thin	Rotund = round or plump; opposite = thin.
9	D. inability	Talent = natural ability; opposite = inability.
10	A. strange	Common = ordinary; opposite = strange/unusual.
11	A. bashful	Brazen = bold, shameless; opposite = bashful.
12	C. despair	Expect implies hope; opposite = despair.
13	C. fragrant	Malodorous = foul-smelling; opposite = fragrant.
14	B. confuse	Expound = explain clearly; opposite = confuse.
15	D. soothe	Pique = irritate or stimulate; opposite = soothe.
16	B. augment	Abate = lessen; opposite = augment (increase).
17	C. abundance	Dearth = scarcity; opposite = abundance.
18	D. ruddy	Peaked = pale and sickly; opposite = ruddy (healthy-looking).
19	B. extend	Abridge = shorten; opposite = extend.
20	A. smother	Kindle = ignite; opposite = smother/extinguish.
21	D. copious	Meager = scanty; opposite = copious (abundant).
22	B. intellectual	Philistine = uncultured person; opposite = intellectual.
23	C. nadir	Zenith = highest point; opposite = nadir (lowest point).
24	A. irrelevant	Germane = relevant; opposite = irrelevant.

No.	Answer	Brief Explanation
25	B. placid	Irascible = easily angered; opposite = placid.
26	B. condemn	Approbate = approve; opposite = condemn.
27	D. meek	Supercilious = arrogant; opposite = meek.
28	A. cautious	Improvident = careless about the future; opposite = cautious/prudent.
29	A. embrace	Demur = object or hesitate; opposite = embrace/accept.
30	C. sensible	Fatuous = foolish; opposite = sensible.
31	B. active	Quiescent = inactive; opposite = active.
32	D. homespun	Sartorial = elegant in dress; opposite = homespun/plainly dressed.
33	C. simple	Sapient = wise; opposite = simple/foolish.
34	C. safe	Perilous = dangerous; opposite = safe.
35	D. reckless	Cautious = careful; opposite = reckless.
36	B. repulse	Entice = attract; opposite = repulse.
37	D. liberal	Stingy = ungenerous; opposite = liberal/generous.
38	D. flimsy	Resilient = strong and able to recover; opposite = flimsy.
39	B. pure	Insidious = harmful in a subtle way; opposite = pure/harmless.
40	D. parochial	Ecumenical = broad, universal, inclusive; opposite = parochial (narrow, limited).

Chapter Three. Categorization or Classification of Items

Introduction

Categorization or Classification items are a common type of verbal reasoning question frequently used in aptitude and graduate admission tests. These questions measure your ability to recognize relationships among concepts, identify common characteristics, organize information logically, and distinguish items that do not belong to a particular group.

In categorization or classification questions, you are required to determine how words, concepts, objects, or ideas are grouped based on shared characteristics. The relationship may involve identifying a broader category to which an item belongs, recognizing items that share the same classification, or detecting an item that differs from the rest of the group.

Accordingly, categorization or classification items are designed to measure higher-order cognitive abilities associated with advanced academic work, including:

- Conceptual reasoning
- Analytical thinking
- Pattern recognition
- Logical organization of information
- Taxonomic and hierarchical reasoning
- Knowledge structuring and synthesis

Strong performance on these items indicates your capacity to recognize abstract relationships and organize complex information, skills that are essential for success in Master's and PhD programs across disciplines.

Understanding Categorization or Classification Relationships

A categorization or classification relationship exists when:

- A specific item belongs to a broader category.
- Multiple items belong to the same conceptual class.
- One item differs significantly from a common group.

- Items can be organized according to shared characteristics, functions, structures, or principles.

Common Structures

1. Specific Item → General Category. A specific concept belongs to a broader category.

Examples:

- Ethnography → Qualitative Research Method
- Phonology → Branch of Linguistics
- Inflation → Economic Phenomenon
- Photosynthesis → Biological Process
- Democracy → Political System

2. Item → Item (Shared Category). Both items belong to the same class.

Examples:

- Sociology: Anthropology (Social Sciences)
- Syntax: Morphology (Branches of Linguistics)
- Correlation: Regression (Statistical Techniques)
- Mammal: Reptile (Biological Classes)
- Federalism: Unitarism (Systems of Government)

Why These Questions Matter in Postgraduate Education

Graduate students are expected to organize knowledge systematically and recognize relationships among concepts from different domains. Classification skills are particularly important in:

Research Methodology; Researchers classify:

- Quantitative and qualitative approaches
- Experimental and non-experimental designs
- Data collection instruments
- Sampling techniques

In Scientific Inquiry; Scientists classify:

- Organisms
- Chemical compounds

- Physical phenomena
- Disease categories

In Social Science Research; Researchers classify:

- Theoretical perspectives
- Social institutions
- Economic systems
- Political ideologies

In Language and Education Studies; Scholars classify:

- Language families
- Learning theories
- Assessment methods
- Pedagogical approaches

So, the ability to recognize such classifications reflects a deeper understanding of disciplinary knowledge structures.

Common Forms of Classification Questions

1. Identify the Item That Does Not Belong. Example. Which of the following does not belong?

A. Ethnography B. Phenomenology C. Case Study D. Experiment

Ethnography, Phenomenology, and Case Study are commonly classified as qualitative research approaches, whereas Experiment is generally associated with quantitative research.

2. Identify the Common Category. Example. Morphology, Syntax, Semantics, Phonology
Branches of Linguistics; All four concepts represent major areas of linguistic inquiry.

3. Choose the Item That Belongs to the Group. Example. Correlation, Regression, ANOVA,

A. Interview B. Focus Group C. t-Test D. Observation

Correlation, Regression, ANOVA, and t-Test are statistical techniques.

4. Identify Hierarchical Relationships. Example. Primate, Mammal, Sparrow, _____

Bird. A primate is a type of mammal; a sparrow is a type of bird.

5. Recognize Conceptual Categories. Example.

A. Liberalism B. Conservatism C. Socialism D. Constructivism

The first three are political ideologies, whereas Constructivism is primarily a learning theory or philosophical perspective.

Strategies for Solving Classification Questions

Strategy 1: Identify the Defining Attribute.

Determine the characteristic shared by most items.

Example: Ethnography, Phenomenology, Grounded Theory, Experiment. The defining attribute is qualitative research methodology. Therefore, Experiment is the odd item.

Strategy 2: Search for the Broadest Valid Category.

Avoid categories that are too narrow or overly specific. Example: Syntax, Semantics, Morphology. Branches of Linguistics. Not: Language-related concepts. The more precise category is preferred here.

Strategy 3: Examine Conceptual Rather Than Surface Similarities

Items may appear related superficially but belong to different conceptual categories. Example:

A. Democracy B. Monarchy C. Federalism D. Capitalism

Although all relate to society and governance, Capitalism is primarily an economic system, while the others are political or governmental structures.

Strategy 4: Consider Hierarchical Relationships.

Many NGAT questions involve taxonomic reasoning. Example: Virus, Pathogen, Malaria:

Answer: Disease. The relationship reflects category membership.

Strategy 5: Eliminate Distractors Systematically

Remove options that clearly do not fit before selecting the final answer.

This approach is particularly useful when unfamiliar terminology appears in the options.

Test-Taking Tips

1. Focus on conceptual relationships rather than superficial similarities.
2. Look for the defining characteristic shared by the majority of items.
3. Consider disciplinary classifications and academic categories.
4. Use elimination when uncertain.
5. Pay attention to hierarchical relationships like class-member and category-subcategory structures.
6. Develop familiarity with concepts from research methodology, natural sciences, social sciences, education, linguistics, and humanities.
7. Avoid selecting categories that are either too broad or too narrow.

8. Practice with interdisciplinary examples to strengthen cognitive flexibility.

Categorization or Classification item assesses your ability to organize knowledge, identify conceptual structures, and recognize meaningful relationships among ideas. These abilities are central to postgraduate study, where you are expected to analyze complex information, develop conceptual frameworks, and engage in rigorous scholarly inquiry. Regular practice with classification questions enhances analytical reasoning, strengthens conceptual understanding, and improves overall performance on the NGAT.

Directions. For items 1–44, identify the option that does NOT belong with the others. The four or five options may belong to the same broad field, but one differs in category, function, level, or relationship. Select the best answer. For completion items, select the option that best completes the relationship.

1. Which of the following does NOT belong?

A. Inflation B. Unemployment C. Gross Domestic Product D. Exchange Rate

2. Which of the following does NOT belong?

A. Democracy B. Monarchy C. Theocracy D. Federalism

3. Ethnography, Phenomenology, Case Study, _____. Select the option that best completes the classification.

A. Grounded Theory B. Survey C. Correlation D. Regression

4. Which of the following does NOT belong?

A. Virus B. Bacterium C. Fungus D. Protozoan

5. Which of the following does NOT belong?

A. Asset B. Liability C. Equity D. Revenue

6. Which of the following does NOT belong?

A. Shakespeare B. Dickens C. Hemingway D. Picasso

7. Which of the following does NOT belong?

A. Latitude B. Longitude C. Altitude D. Aptitude

8. Which of the following does NOT belong?

A. Legislature B. Judiciary C. Executive D. Constitution

9. Which of the following does NOT belong?

- A. Mammal B. Reptile C. Amphibian D. Vertebrate
10. Which of the following does NOT belong?
- A. Metaphor B. Simile C. Hyperbole D. Paragraph
11. Which of the following does NOT belong?
- A. Syntax B. Semantics C. Pragmatics D. Narratology
12. Which of the following does NOT belong?
- A. Independent Variable B. Dependent Variable C. Control Variable D. Sampling Error
13. Which of the following does NOT belong?
- A. Reliability B. Validity C. Objectivity D. Generalizability
14. Which of the following does NOT belong?
- A. Observation B. Interview C. Focus Group D. Questionnaire
15. Which of the following does NOT belong?
- A. Eagle B. Sparrow C. Pigeon D. Bat
16. Which of the following does NOT belong?
- A. Gold B. Silver C. Copper D. Aluminum
17. Which of the following does NOT belong?
- A. Photosynthesis B. Respiration C. Fermentation D. Digestion E. Transpiration
18. Which of the following does NOT belong?
- A. Democracy B. Monarchy C. Autocracy D. Oligarchy E. Federalism
19. Which of the following does NOT belong?
- A. Enzyme B. Gene C. Chromosome D. Protein E. Entropy
20. Which of the following does NOT belong?
- A. Metaphor B. Simile C. Hyperbole D. Irony E. Diction
21. Which of the following does NOT belong?
- A. Reliability B. Validity C. Objectivity D. Generalizability E. Velocity
22. Which of the following does NOT belong?
- A. Colonialism B. Imperialism C. Nationalism D. Liberalism E. Constructivism
23. Which of the following does NOT belong?
- A. Honesty B. Integrity C. Loyalty D. Courage E. Arrogance
24. Which of the following does NOT belong?
- A. Scalpel B. Stethoscope C. Thermometer D. Microscope E. Hammer

25. Which of the following does NOT belong?
 A. Evaporation B. Condensation C. Freezing D. Melting E. Sublimation
26. Which of the following does NOT belong?
 A. Mercury B. Venus C. Earth D. Mars E. Moon
27. Which of the following does NOT belong?
 A. Keyboard B. Monitor C. Mouse D. Printer E. Software
28. Which of the following does NOT belong?
 A. Justice B. Freedom C. Honesty D. Wisdom E. Jury
29. Which of the following does NOT belong?
 A. Whale B. Dolphin C. Seal D. Shark E. Porpoise
30. Which of the following does NOT belong?
 A. Hammer B. Screwdriver C. Drill D. Saw E. Workshop
31. Which of the following does NOT belong?
 A. Wheel B. Engine C. Door D. Seat E. Vehicle
32. Which of the following does NOT belong?
 A. Physics B. Chemistry C. Biology D. Mathematics E. History
33. Which of the following does NOT belong?
 A. Symphony B. Sonata C. Concerto D. Opera E. Orchestra
34. Which of the following does NOT belong?
 A. Democracy B. Monarchy C. Dictatorship D. Autocracy E. Constitution
35. Which of the following does NOT belong?
 A. Biologist B. Physicist C. Chemist D. Astronomer E. Laboratory
36. Which of the following does NOT belong?
 A. Morphology B. Syntax C. Semantics D. Pragmatics E. Lexicography
37. Which of the following does NOT belong?
 A. Positivism B. Interpretivism C. Constructivism D. Critical Theory E. Ethnography
38. Which of the following does NOT belong?
 A. Deduction B. Induction C. Abduction D. Inference E. Reduction
39. Which of the following does NOT belong?
 A. Ecology B. Genetics C. Physiology D. Taxonomy E. Sociology
40. Which of the following does NOT belong?

A. Mean B. Median C. Mode D. Range E. Probability

41. Which of the following does NOT belong?

A. Experiment B. Survey C. Case Study D. Ethnography E. Reliability

42. Which of the following does NOT belong?

A. Supply B. Demand C. Equilibrium D. Scarcity E. Opportunity Cost

43. Which of the following does NOT belong?

A. Teacher B. Doctor C. Engineer D. Lawyer E. Courtroom

44. Which of the following does NOT belong?

A. Ontology B. Epistemology C. Axiology D. Methodology E. Chronology

Answer Key and Explanations

1. D. Exchange Rate. Inflation, unemployment, and GDP are major macroeconomic indicators; exchange rate is a price variable.
2. D. Federalism. Democracy, monarchy, and theocracy are forms of government; federalism concerns the distribution of governmental power.
3. A. Grounded Theory. Ethnography, phenomenology, case study, and grounded theory are qualitative research designs.
4. A. Virus. Bacteria, fungi, and protozoa are cellular organisms; viruses are not.
5. D. Revenue. Assets, liabilities, and equity are balance-sheet elements; revenue is an income-statement item.
6. D. Picasso. The first three are literary authors; Picasso was a painter.
7. D. Aptitude. Latitude, longitude, and altitude are geographical terms; aptitude refers to ability.
8. D. Constitution. Legislature, judiciary, and executive are branches of government; a constitution is a governing document.
9. D. Vertebrate. Mammal, reptile, and amphibian are animal classes; vertebrate is a broader category.
10. D. Paragraph. Metaphor, simile, and hyperbole are figures of speech; a paragraph is a unit of writing.
11. D. Narratology. Syntax, semantics, and pragmatics are core branches of linguistics.
12. D. Sampling Error. The first three are types of research variables.
13. D. Generalizability. Reliability, validity, and objectivity are measurement qualities; generalizability concerns applicability beyond a study.
14. D. Questionnaire. Observation, interview, and focus group involve direct interaction; questionnaires are typically self-administered.
15. D. Bat. The others are birds; a bat is a mammal.
16. D. Aluminum. Gold, silver, and copper are traditionally classified as valuable metals.
17. E. Transpiration. The others are metabolic biological processes.
18. E. Federalism. The others are forms of rule or government.
19. E. Entropy. The others are biological concepts or structures.
20. E. Diction. The others are figures of speech.

21. E. Velocity. The others are research-quality criteria.
22. E. Constructivism. The others are political ideologies or systems; constructivism is primarily an educational/research paradigm.
23. E. Arrogance. The others are generally regarded as virtues.
24. E. Hammer. The others are medical or scientific instruments.
25. E. Sublimation. The others are common phase changes usually taught together.
26. E. Moon. The others are planets.
27. E. Software. The others are hardware components.
28. E. Jury. The others are abstract values or virtues; a jury is a legal body.
29. D. Shark. The others are marine mammals.
30. E. Workshop. The others are tools.
31. E. Vehicle. The others are parts of a vehicle.
32. E. History. The others are STEM disciplines.
33. E. Orchestra. The others are musical compositions or forms; an orchestra is a performing ensemble.
34. E. Constitution. The others are forms of government.
35. E. Laboratory. The others are scientific professions.
36. E. Lexicography. The others are core branches of linguistics.
37. E. Ethnography. The others are research paradigms or philosophical perspectives.
38. E. Reduction. Deduction, induction, abduction, and inference are forms of reasoning; reduction is a methodological strategy.
39. E. Sociology. The others are branches of biology.
40. E. Probability. Mean, median, mode, and range are descriptive statistics.
41. E. Reliability. The others are research methods or designs.
42. E. Opportunity Cost. Supply, demand, equilibrium, and scarcity are core market concepts; opportunity cost belongs to a different conceptual category.
43. E. Courtroom. The others are professions.
44. E. Chronology. Ontology, epistemology, axiology, and methodology are philosophical foundations of inquiry.

Chapter Four. Analogy

Introduction

Analogy questions are designed to test your ability to recognize relationships between concepts, identify patterns of reasoning, and apply logical thinking to unfamiliar situations. These skills are essential for postgraduate study, where you are expected to analyze information, make connections across ideas, and solve problems systematically.

An analogy is commonly expressed in the form: A: B; C: D, which is read as: “A is to B as C is to D.” For example: Puppy: Dog; Kitten: -----? A puppy is a young dog; therefore, a kitten is a young cat. The correct answer is then cat. The key to solving analogy questions is to identify the exact relationship between the first pair of words before examining the answer choices. You should avoid relying on superficial similarities and instead focus on the underlying logical connection.

Why Analogy Questions Matter in NGAT

Postgraduate education requires you to think critically, synthesize information, identify relationships among concepts, and apply knowledge across contexts. Analogy questions provide an effective way of testing these higher-order cognitive abilities. They evaluate:

- Logical reasoning
- Analytical thinking
- Conceptual understanding
- Vocabulary and academic language proficiency
- Pattern recognition
- Problem-solving ability

These skills are important regardless of discipline and they are relevant to candidates seeking admission to Master's and PhD programs in the natural sciences, social sciences, humanities, engineering, health sciences, business, and other fields.

Strategies for Solving Analogy Questions

The following strategies can improve performance:

1. Identify the Relationship

Determine how the first pair of words or concepts are connected. Ask yourself:

- Is one a part of the other?
- Is one a type of the other?
- Is there a cause-and-effect relationship?
- Does one perform a function?
- Are they antonyms or synonyms?
- Does one represent or symbolize the other?

Once the relationship is identified, look for the option that demonstrates the same relationship.

2. Form a Relationship Statement

Create a sentence that accurately describes the connection between the first pair.

For example: Scalpel: Surgery

A scalpel is a tool used in surgery.

Then search for an answer choice that follows the same pattern.

3. Eliminate Incorrect Options

Many answer choices are designed to appear plausible. Eliminate options that:

- Belong to a different category.
- Reflect a weaker or stronger relationship.
- Share only a superficial similarity.
- Fit only one part of the analogy.

4. Consider Context Carefully

Some analogy questions involve academic concepts, scientific terminology, research methods, or disciplinary knowledge. In such cases, a basic understanding of the concepts is necessary in addition to logical reasoning.

Common Types of Analogy Questions

Although analogy questions can take many forms, several common relationship types frequently appear in admission tests.

1. Part–Whole Relationship. One concept forms part of a larger entity.

Neuron: Brain. A neuron is part of the brain.

2. Type–Category Relationship.

One concept represents a specific member of a broader category.

Example. Eagle: Bird. An eagle is a type of bird.

3. Function Relationship.

One concept serves a particular purpose.

Example. Microscope: Observation. A microscope is used for observation.

4. Cause–Effect Relationship.

One concept leads to another.

Example. Inflation: Reduced Purchasing Power. Inflation may lead to reduced purchasing power.

5. Degree or Intensity Relationship.

One concept differs from another in strength or intensity.

Example. Warm: Hot

6. Symbol–Concept Relationship.

One concept represents another.

Example. Scale: Justice

7. Discipline–Field Relationship.

One concept belongs to a particular field of study.

Example. Phonology: Linguistics

Managing Difficult Questions

Some analogy questions may contain unfamiliar words or technical terminology. When this occurs:

1. Focus on the answer choices.
2. Identify common patterns among the options.
3. Use elimination to narrow possibilities.
4. Look for clues in categories, functions, or conceptual relationships.
5. Make an informed choice and move on if necessary.

Remember that not every question requires complete knowledge of every term. Strong reasoning skills often allow you to identify the correct answer even when one or more words are unfamiliar.

Using This Practice Module

This module has been developed to help you, prospective national graduate admission test takers strengthening the verbal and analytical reasoning skills required for postgraduate admission. The

questions gradually increase in complexity and cover a wide range of relationship types commonly assessed in aptitude tests. For maximum benefit:

- Attempt each set under timed conditions.
- Analyze both correct and incorrect answers.
- Study the explanations carefully.
- Identify recurring weaknesses.
- Review unfamiliar vocabulary and concepts.
- Reattempt difficult items after completing the explanations.

Consistent practice will improve both accuracy and speed, two vital factors for success in the NGAT.

To conclude, analogy questions reward careful thinking rather than guesswork. The most successful candidates are those who focus on understanding relationships, evaluating evidence, and applying logical reasoning systematically. By working through the practice tests in this module and reflecting on the explanations provided, you will strengthen the analytical skills needed not only for the NGAT but also for successful postgraduate study and research.

I wish you success in your preparation and in your upcoming academic endeavors!

Analogy Practice Tests

1. particular: fussy; _____: subservient

- A. meek B. above C. cranky D. uptight

2. native: aboriginal; naïve: _____

- A. learned B. arid C. unsophisticated D. tribe

3. hovel: dirty; hub: _____

- A. unseen B. prideful C. busy D. shovel

4. pill: bore; core: _____

- A. center B. mug C. bar D. placebo

5. miserly: cheap; homogeneous: _____

- A. extravagant B. unkind C. alike D. friendly

6. obscene: coarse; obtuse: _____

- A. subject B. obstinate C. obscure D. stupid

7. skew: gloomy; slant: _____

- A. glee B. foible C. desperate D. gloaming
- 8. marshal: prisoner; principal: _____**
- A. teacher B. president C. doctrine D. student
- 9. poetry: rhyme; philosophy: _____**
- A. imagery B. music C. bi-law D. theory
- 10. mend: sewing; edit: _____**
- A. darn B. repair C. manuscript D. makeshift
- 11. segregate: unify; repair: _____**
- A. approach B. push C. damage D. outwit
- 12. conjugate: pair; partition: _____**
- A. divide B. consecrate C. parade D. squelch
- 13. principle: doctrine; living: _____**
- A. will B. dead C. likelihood D. livelihood
- 14. _____: climb; recession: withdrawal**
- A. Ascent B. Absence C. Dollar D. Absorption
- 15. alphabetical: _____; sequential: files**
- A. sort B. part C. list D. order
- 16. tacit: implied; _____: inferior**
- A. shoddy B. taciturn C. forthright D. superior
- 17. myopic: farsighted; _____: obscure**
- A. benevolent B. famous C. turgid D. wasted
- 18. implement: rule; _____: verdict**
- A. propose B. render C. divide D. teach
- 19. pan: _____; ban: judge**
- A. band B. critic C. author D. lawyer
- 20. monarch: _____; king: cobra**
- A. queen B. butterfly C. royal D. venom
- 21. mouse: _____; flash: camera**
- A. rat B. computer C. cord D. dessert
- 22. cushion: sofa; shelf: _____**
- A. ledge B. bookcase C. storage D. frame

23. _____: play; sing: anthem

- A. Act B. Scene C. Theater D. Field

24. scrub: wash; sob: _____

- A. cry B. water C. sad D. tease

25. stars: astronomy; _____: history

- A. battles B. eclipse C. horse D. autumn

26. rook: chess; _____: badminton

- A. grass B. tennis C. shuttlecock D. swing

27. _____: unity; dearth: scarcity

- A. Belief B. Death C. Cohesion D. Fear

28. bowler: _____; satchel: bag

- A. hat B. lane C. trophy D. ottoman

29. Aesop: fable; Homer: _____

- A. Temple B. Donkey C. Epic D. Greece

30. _____: wood; file: nail

- A. Hammer B. Cabinet C. Saw D. Plane

31. volume: _____; stanza: poem

- A. measure B. pint C. encyclopedia D. kitchen

32. plead: _____; submerge: dip

- A. avoid B. dismiss C. ask D. covet

33. _____: dolphin; herd: cow

- A. Ocean B. Pod C. Porpoise D. Leap

34. doze: sleep; tiptoe: _____

- A. walk B. flat C. shelf D. swim

35. pharaoh: dynasty; _____: democracy

- A. government B. election C. president D. Canada

36. ledger: accounts; _____: observations

- A. pundit B. weather C. astrology D. diary

37. lawless: order; captive: _____

- A. trouble B. punishment C. jail D. freedom

38. search: _____; defeat: vanquish

- A. peer B. ransack C. destroy D. find
- 39. kitten: _____; soldier: army**
- A. cat B. litter C. puppy D. meow
- 40. cord: telephone; _____: television**
- A. watch B. screen C. program D. table
- 41. _____: wrist; belt: waist**
- A. Arm B. Hand C. Bend D. Bracelet
- 42. spoke: _____; word: sentence**
- A. speaker B. paragraph C. comma D. wheel
- 43. hint: _____; whisper: shout**
- A. demand B. point C. surprise D. secret
- 44. _____: assistant; administrator: teacher**
- A. Office B. School C. Executive D. Campus
- 45. _____: speak; roam: walk**
- A. Path B. Silent C. Write D. Babble
- 46. algebra: calculus; _____: surgery**
- A. anatomy B. knife C. doctor D. hospital
- 47. epilogue: novel; _____: meal**
- A. dessert B. repast C. lunch D. appetizer
- 48. epilogue: novel; _____: meal**
- A. dessert B. repast C. lunch D. appetizer
- 49. pride: _____; calm: storm**
- A. proud B. forecast C. sunny D. fall
- 50. _____: court case; abstract: research paper**
- A. Brief B. Judge C. Hypothesis D. Lawyer

Answer keys and explanations

No.	Ans.	Relationship
1	A	synonym (particular = fussy; meek = subservient)
2	C	synonym
3	C	characteristic
4	A	rhyme pair; related meaning
5	C	synonym
6	D	synonym
7	D	skew/slant; gloomy/gloaming
8	D	authority over
9	D	defining feature
10	C	object acted upon
11	C	opposite
12	A	synonym
13	D	derivative word
14	A	definition
15	D	organizational principle
16	A	synonym
17	B	opposite
18	B	common collocation
19	B	person who performs action
20	B	category-member
21	B	object-user
22	B	part-whole
23	A	action-object
24	A	definition
25	A	subject matter
26	C	equipment used in game
27	C	synonym
28	A	type-category
29	C	author-work
30	C	tool-material
31	C	part-whole

No.	Ans.	Relationship
32	C	synonym
33	B	collective noun
34	A	degree relationship
35	C	leader-system
36	D	record-content
37	D	opposite
38	B	stronger synonym
39	B	member-group
40	B	essential part
41	D	object-location
42	D	part-whole
43	A	opposite intensity
44	C	administrator supervises assistant; teacher supervises students
45	C	related action
46	A	prerequisite field
47	A	ending part
48	A	ending part (duplicate item)
49	D	opposite
50	A	component document

Chapter Five. Sentence Completion

Introduction

Sentence Completion questions are an important part of verbal reasoning tests like the NGAT for Master's and PhD applicants. These items measure your ability to understand the meaning, structure, and logic of academic English sentences and to identify the word or words that best complete an incomplete statement.

Unlike simple vocabulary questions, Sentence Completion items measure multiple skills simultaneously. To answer them successfully, you must:

- Understand the overall meaning of the sentence.
- Recognize relationships among ideas.
- Infer meaning from context.
- Interpret signal words and transitions.
- Apply academic vocabulary accurately.
- Evaluate subtle differences among answer choices.
- Understand the grammatical structure of the sentence

In NGAT examinations, Sentence Completion items often resemble the types of language encountered in scholarly articles, research reports, policy documents, and academic discussions. Therefore, your success depends not only on knowing word meanings but also on understanding how ideas are logically connected.

Types of Sentence Completion Items

NGAT Sentence Completion questions generally appear in two formats:

1. Single-Blank Sentence Completion

A sentence contains one missing word or phrase.

Example. Although the researcher had limited data, she avoided making _____ conclusions.

A. comprehensive B. premature C. innovative D. impartial E. sophisticated

Explanation: Limited data should discourage early or hasty conclusions. Therefore, *premature* best fits the sentence.

2. Double-Blank Sentence Completion

A sentence contains two missing words. Both must fit the logic and meaning of the sentence.

Example. Although the findings were initially regarded as _____, subsequent investigations provided sufficient evidence to _____ their validity.

- A. convincing ... reject B. controversial ... confirm C. significant ... question
D. conclusive ... challenge E. accurate ... undermine

Answer: **B.** controversial ... confirm.

Explanation: The contrast signaled by *although* suggests that the findings were first viewed negatively but were later supported. Thus, *controversial* and *confirm* create the most logical relationship.

Strategies for Solving Sentence Completion Questions

Strategy 1. Read the Entire Sentence First

Do not look at the answer choices immediately. Read the complete sentence carefully and determine its overall meaning. Replace the blank **SPACE** mentally with the word “something” and focus on the message being communicated.

Strategy 2. Predict the Missing Word

Before examining the options, think of a word that could logically complete the sentence.

For example: "The professor's explanation was so _____ that even complex theories became understandable." You might predict: clear, lucid OR straightforward. Then look for a choice with a similar meaning.

Strategy 3. Identify Signal Words; Signal words reveal how ideas are connected.

Relationship

Addition

Contrast

Cause and Effect

Restatement

Example

Common Signal Words

and, furthermore, moreover, similarly

but, however, although, yet, nevertheless

therefore, thus, consequently, as a result

that is, in other words, namely

for example, for instance, such as

Recognizing these signal words often leads directly to the correct answer.

Strategy 4. Focus on Logic Before Vocabulary

Many candidates become distracted by difficult vocabulary. Remember that sentence logic is often more important than knowing every word.

Consider this example. Despite repeated warnings, the company remained _____ and continued its unsafe practices. The word *despite* signals a contrast. The company ignored warnings, so the missing word should mean "unresponsive" or "indifferent."

Strategy 5. Use Context Clues

The surrounding words frequently reveal the answer. Example. The candidate's arguments were supported by extensive evidence and therefore appeared highly _____."

A. dubious B. speculative C. credible D. superficial E. ambiguous

Because the arguments are supported by extensive evidence, the correct answer is obviously credible.

Strategy 6. Eliminate Incorrect Choices

Often you may not know the correct answer immediately, but you can eliminate options that clearly do not fit. Reducing five choices to two significantly increases your chances of selecting the correct answer.

Strategy 7. For Double-Blank Items, Solve One Blank at a Time

Identify the easier blank first. Eliminate choices that do not fit that position. Then evaluate the remaining options using the second blank. This approach saves time and improves accuracy.

Common Logical Relationships Tested in NGAT

1. Restatement. The second part of the sentence repeats or clarifies the first idea.

Example. The committee's decision was arbitrary; in other words, it was _____. Answer: random

2. Comparison. The sentence highlights similarity between ideas. Example. Like her mentor, the young scholar was remarkably _____ in her research. Answer: meticulous

3. Contrast. The sentence presents opposing ideas. Example. Although the theory appeared plausible, the evidence supporting it was _____. Answer: insufficient

4. Cause and Effect. One idea produces another.

Example. The experiment was carefully controlled; consequently, the results were highly _____. Answer: reliable

Tips

1. Read actively and identify the main idea of the sentence.
2. Pay close attention to transition and signal words.
3. Predict an answer before viewing the options.
4. Use context rather than relying solely on memorized vocabulary.
5. Eliminate implausible choices systematically.
6. Re-read the sentence with your selected answer inserted.
7. Focus on the best answer, not merely an acceptable one.
8. Expand your academic vocabulary through regular reading of research articles, textbooks, journals, and scholarly publications.

NB. Sentence Completion questions are fundamentally tests of reasoning. The strongest candidates are not necessarily those who know the largest number of words, but those who can accurately interpret context, recognize logical relationships, and select the answer that best completes the meaning of the sentence as a whole.

Instructions. Each sentence below contains one blank space, indicating that one word have been omitted. Beneath each sentence are four or five answer choices labeled A through D (E). Select the word that best completes the sentence logically, grammatically, and contextually.

Part I: one blank space sentence completion questions

1. She hadn't eaten all day, and by the time she got home she was _____.
A. Blighted B. Confutative C. Ravenous D. Ostentatious E. Blissful

2. The movie offended many of the parents of its younger viewers by including unnecessary _____ in the dialogue.
- A. Vulgarly B. Verbosity C. Vocalizations D. Garishness E. Tonality
3. His neighbors found his _____ manner bossy and irritating, and they stopped inviting him to backyard barbeques.
- A. Insentient B. Magisterial C. Reparatory D. Restorative E. Modest
4. Solomon is always _____ about showing up for work because he feels that tardiness is a sign of irresponsibility.
- A. Legible B. Tolerable C. Punctual D. Literal E. Belligerent
5. Candace would _____ her little sister into an argument by teasing her and calling her names.
- A. Advocate B. Provoke C. Perforate D. Lament E. Expunge
6. The dress Ariel wore _____ with small, glassy beads, creating a shimmering effect.
- A. Titillated B. Reiterated C. Scintillated D. Enthralled E. Striated
7. Being able to afford this luxury car will _____ getting a better paying job.
- A. Maximize B. Recombinant C. Reiterate D. Necessitate E. Reciprocate
8. Levina unknowingly _____ the thief by holding open the elevator doors and ensuring his escape.
- A. Coerced B. Proclaimed C. Abetted D. Sanctioned E. Solicited
9. Shakespeare, a (n) _____ writer, entertained audiences by writing many tragic and comic plays.
- A. Numeric B. Obstinate C. Dutiful D. Prolific E. Generic
10. I had the _____ experience of sitting next to an over-talkative passenger on my flight home from Brussels.
- A. Satisfactory B. Commendable C. Galling D. Acceptable E. Acute
11. Prince Phillip had to choose: marry the woman he loved and _____ his right to the throne, or marry Lady Fiona and inherit the crown.
- A. Reprimand B. Upbraid C. Abdicate D. Winnow E. Extol
12. If you will not do your work of your own _____, I have no choice but to penalize you if it is not done on time.
- A. Predilection B. Coercion C. Excursion D. Volition E. Infusion

13. After sitting in the sink for several days, the dirty, food-encrusted dishes became _____.
A. Malodorous B. Prevalent C. Imposing D. Perforated E. Emphatic
14. Giulia soon discovered the source of the _____ smell in the room: a week-old tuna sandwich that one of the children had hidden in the closet.
A. Quaint B. Fastidious C. Clandestine D. Laconic E. Fetid
15. After making _____ remarks to the President, the reporter was not invited to return to the White House pressroom.
A. Hospitable B. Itinerant C. Enterprising D. Chivalrous E. Irreverent
16. With her _____ eyesight, Krystyna spotted a trio of deer on the hillside and she reduced the speed of her car.
A. Inferior B. Keen C. Impressionable D. Ductile E. Conspiratorial
17. With a (n) _____ grin, the boy quickly slipped the candy into his pocket without his mother's knowledge.
A. Jaundiced B. Nefarious C. Stereotypical D. Sentimental E. Impartial
18. Her _____ display of tears at work did not impress her new boss, who felt she should try to control her emotions.
A. Maudlin B. Meritorious C. Precarious D. Plausible E. Schematic
19. Johan argued, "If you know about a crime but don't report it, you are _____ in that crime because you allowed it to happen."
A. Acquitted B. Steadfast C. Tenuous D. Complicit E. Nullified
20. The authorities, fearing a _____ of their power, called for a military state in the hopes of restoring order.
A. Subversion B. Premonition C. Predilection D. Infusion E. Inversion
21. The story's bitter antagonist felt such great _____ for all of the other characters that as a result, his life was very lonely and he died alone.
A. Insurgence B. Malevolence C. Reciprocation D. Declamation E. Preference
22. It is difficult to believe that charging 20% on an outstanding credit card balance isn't _____.
A. Bankruptcy B. Usury C. Novice D. Kleptomania E. Flagrancy

23. The _____ weather patterns of the tropical island meant tourists had to carry both umbrellas and sunglasses.
- A. Impertinent B. Suppliant C. Preeminent D. Illustrative E. Kaleidoscopic
24. Wedding ceremonies often include the exchange of _____ rings to symbolize the couple's promises to each other.
- A. Hirsute B. Acrimonious C. Plaintive D. Deciduous E. Votive
25. Kym was _____ in choosing her friends, so her parties were attended by vastly different and sometimes bizarre personalities.
- A. Indispensable B. Indiscriminate C. Commensurate D. Propulsive E. Indisputable
26. The _____ espionage plot was so sophisticated it was impossible to believe it was the work of teenage computer hackers.
- A. Simple B. Vaporized C. Byzantine D. Mystical E. Fusty
27. Homer's *Odyssey* was not translated into many people's _____ until after the invention of the printing press.
- A. Caste B. Epicure C. Vernacular D. Debutant E. Nomenclature
28. The cult leader's _____ obeyed his every instruction.
- A. Predecessors B. Sycophants C. Narcissists D. Panderers E. Elocutionists
29. Charged with moral _____, the judge was called off the case even though he denied receiving bribes from the plaintiff's counsel.
- A. Lassitude B. Restitution C. Turpitude D. Torpor E. Vicissitude
30. Tomas is a(n) _____ businessman who knows a good opportunity when he sees it.
- A. Insolent B. Astute C. Mercurial D. Indifferent E. Volatile
31. Since the judge hearing the case was related to one of the defendants, she felt she could not offer a truly _____ opinion.
- A. Unbiased B. Indifferent C. Unilateral D. Uninterested E. Understated
32. If you have any special needs or requests, speak to Val; she's the one with the most _____ around here.
- A. Synergy B. Clout C. Affinity D. Guile E. Infamy
33. The biology students were assigned the task of testing the _____, but did not have enough time to prove its validity.
- A. Lexicon B. Hypothesis C. Motif D. Platitude E. Genesis

34. The heat was absolutely _____, making everyone irritable, sweaty, and uncomfortable.
A. Taciturn B. Salient C. Replete D. Prosaic E. Oppressive
35. The chemistry professor believed her students could do better on their exams by searching for their own answers, and encouraged the class to apply the _____ method to prepare.
A. Punctilious B. Nonconformist C. Salubrious D. Heuristic E. Determinate
36. The artist drew the picture with such _____ that it was possible to count every blade of grass that he painted.
A. Blasphemy B. Philosophy C. Nicety D. Consensus E. Purveyance
37. Something went _____ in our experiment, and instead of creating a green odorless vapor, we ended up with a noxious red liquid that stunk up the laboratory for days.
A. Hoary B. Awry C. Listless D. Derogatory E. Dilatory
38. Paul's _____ humor is sometimes lost on those who take his comments too literally.
A. Piquant B. Wry C. Florid D. Placid E. Negligible
39. In winter, the frost on a car's windshield can be _____ to the driver.
A. Lurid B. Obstructive C. Cynical D. Purified E. Salvageable
40. Amanda's parents were shocked by her _____ decision to quit her job without notice and move to Hollywood.
A. Conscientious B. Affable C. Placid D. Languid E. Impetuous
41. Ronaldo celebrated the gathering of his _____ on Thanksgiving Day and spoke with relatives he had not seen in a long time.
A. Commonwealth B. Surrogates C. Representatives D. Kindred E. infidels

Part I: One-Blank Sentence Completion – Answer Key with Brief Explanations

No.	Answer	Explanation
1	C. Ravenous	Extremely hungry after not eating all day.
2	A. Vulgarity	Offensive language in dialogue.
3	B. Magisterial	Overbearing, bossy, authoritative manner.
4	C. Punctual	Arriving on time.
5	B. Provoke	To incite or stir into an argument.
6	C. Scintillated	Sparkled or glittered with beads.
7	D. Necessitate	A luxury car requires a higher-paying job.
8	C. Abetted	Helped the thief escape.
9	D. Prolific	Producing many works.
10	C. Galling	Irritating or highly annoying experience.
11	C. Abdicate	Give up a throne or position.
12	D. Volition	One's own free will.
13	A. Malodorous	Foul-smelling dishes.
14	E. Fetid	Extremely unpleasant smell.
15	E. Irreverent	Disrespectful remarks about the President.
16	B. Keen	Sharp eyesight.
17	B. Nefarious	Mischievous or wicked grin.
18	A. Maudlin	Excessively emotional display of tears.
19	D. Complicit	Involved in wrongdoing by allowing it.
20	A. Subversion	Undermining authority or power.
21	B. Malevolence	Ill will toward others.
22	B. Usury	Excessive interest charges.
23	E. Kaleidoscopic	Constantly changing weather patterns.
24	E. Votive	Rings symbolizing vows or promises.
25	B. Indiscriminate	Not selective in choosing friends.
26	C. Byzantine	Extremely complex and intricate.
27	C. Vernacular	Native language of the people.
28	B. Sycophants	Obsequious followers.
29	C. Turpitude	Moral corruption or depravity.
30	B. Astute	Shrewd and perceptive businessman.
31	A. Unbiased	Free from favoritism.

No.	Answer	Explanation
32	B. Clout	Influence or power.
33	B. Hypothesis	Scientific proposition to be tested.
34	E. Oppressive	Uncomfortably intense heat.
35	D. Heuristic	Learning through discovery and problem-solving.
36	C. Nicety	Great precision and attention to detail.
37	B. Awry	Gone wrong.
38	B. Wry	Dry, ironic humor.
39	B. Obstructive	Blocking the driver's view.
40	E. Impetuous	Rash, impulsive decision.
41	D. Kindred	Family members or relatives.

Part II: Double Blank Space Sentence Completion Questions

Instructions. Each sentence below contains two blank spaces, indicating that two words have been omitted. Beneath each sentence are four or five answer choices labeled A through E. Select the pair of words that best completes the sentence logically, grammatically, and contextually.

1. **Although he clearly was obsessed with the ----- of moral perfection, he was also aware of its potential -----: self-righteousness, arrogance, and condescension.**
A. Pursuit/pitfalls B. likelihood/dangers C. contemplation/insights D. morality/tenets
E. sanctity/inequities
2. **In need of a ----- from persecution, many young refugees wandered far from their homeland seeking ----- communities in which to settle.**
A. nightmare/just B. haven/tolerant C. plight/magnanimous
D. pledge/malevolent E. sanctuary/invidious
3. **Even in communities that value -----, investment in technologically advanced industries can be an important source of -----.**
A. progress/prestige B. liberty/concern C. competition/decay
D. tradition/income E. profits/dismay
4. **Some contend that the quatrains of Nostradamus ----- events that would not take place for centuries, including ----- like wars, conflagrations, and earthquakes.**
A. foreboded/cataclysms B. mitigated/marvels C. impersonated/myths
D. transcended/auguries E. disrupted/coincidences
5. **For all Nick's ----- at the office, his close friends knew that this trait ----- his true contemplative and introspective nature.**
A. bluster/belied B. pomposity/determined C. sarcasm/revealed
D. presumptuousness/emphasized E. shallowness/bolstered
6. **Possessing seemingly boundless energy, DeVare fights for the causes she supports with a ----- that would leave others ----- at the end of the workday.**
A. grace/scandalized B. commitment/uncertain C. loyalty/contrite
D. vigor/exhausted E. sincerity/disillusioned
7. **The boundary between Canada and the United States is more a political than a cultural -----; the people on both sides ----- a great deal in terms of artistic sensibilities.**

- A. demarcation/share B. partition/estrangle C. event/partake
D. affiliation/admit E. division/conflict
- 8. Some criminal investigators believe that polygraphs reliably ----- deception by recording ----- reactions in a subject such as slight changes in breathing rate or perspiration elicited by a set of questions.**
- A. judge/imaginative B. detect/physiological C. predict/imperceptible
D. subvert/simulated E. induce/verifiable
- 9. Long an advocate of deterrence, General Wallace had hoped that the ----- display of force would ----- further military action.**
- A. formidable/obviate B. subtle/require C. impressive/generate
D. unnecessary/prevent E. unbridled/sustain
- 10. Disillusioned and -----, the impoverished young writer was ready to ----- the artistic life for a real job.**
- A. capable . . abandon B. complacent . . invoke C. dejected . . forsake
D. gracious . . deny E. crushed . . capture
- 11. The meal of raw eggs and vegetables, while -----, in fact ----- all requisite nutrition to the young athlete in training.**
- A. meager . . denied B. sumptuous . . supplied C. spartan . . provided
D. doleful . . restored E. appropriate . . allowed
- 12. During the day, crabs move slowly and -----, but at night, they roam ----- across sandy sea bottoms, climbing reefs or foraging for kelp.**
- A. frantically . . wildly B. cautiously . . freely C. gradually . . sluggishly
D. deliberately . . carefully E. rashly . . rapidly
- 13. Because the President was used to receiving the support of his advisers, he was ----- when he discovered that their views on the handling of the crisis were ----- with his own.**
- A. stunned . . irreconcilable B. relieved . . inconsistent C. amused . . consonant
D. oblivious . . compatible E. sorry . . commensurate
- 14. The building should be ----- not only for its long recognized architectural merit but also for its ----- in the history of Black American theater.**
- A. designed . . role B. commissioned . . usefulness C. preserved . . importance

D. demolished . . future E. constructed . . place

15. His ----- maintained that Mr. Frank was constantly at odds with the corporate officers; yet the truth was that his ideas were not at all ----- with the officers' reasonable goals.

A. detractors . . in accord B. supporters . . at variance E. advocates . . harmonious
D. disparagers . . incompatible E. apologists . . in conflict

16. In spite of the ----- of Larry's speech, most of the audience was ----- well before he had finished.

A. conciseness . . cheering B. humor . . intrigued C. appropriateness . . enrapt
D. brevity . . asleep E. cleverness . . reluctant

17. Although the government has frequently ----- some parental responsibilities, at heart it must still be parents, not agencies, who are ----- to care for children.

A. obscured . . assumed B. precluded . . adjured C. exulted . . incompetent
D. disavowed . . impelled E. usurped . . obligated

18. In genetic research, ----- mice are often essential because their ----- allows scientists to pose questions answerable only if all the mice in a group have similar hereditary traits.

A. sedated . . temperament B. cloned . . unpredictability C. adaptable . . vigor
D. inbred . . uniformity E. adult . . familiarity

19. Historians generally ----- the film, not only for its excessive sentimentality and unrealistic dialogue, but because it did not ----- a true understanding of the problems of the era.

A. advocated . . exhibit B. challenged . . hinder C. panned . . demonstrate
D. exalted . . ascertain E. censured . . eliminate

20. Even Emily, who had to be ----- to participate at first, eventually confessed that she ----- a great deal from the workshop.

A. cajoled . . benefitted B. inclined . . intuited C. restrained . . resented
D. persuaded . . obscured E. discouraged . . recalled

21. Although his manner was didactic and imperious, this fact was generally ----- and occasionally even ----- as qualities befitting a man of his stature.

A. encouraged . . dismissed B. overlooked . . ignored C. discussed . . denounced

D. criticized . . glorified E. tolerated . . applauded

22. The novel's realistic depiction of social injustice in early-nineteenth-century America was an unmistakable ----- of the new republics ----- to its democratic ideals.

A. denunciation . . infidelity B. disavowal . . reversion C. trivialization . . devotion
D. revelation . . gratitude E. commendation . . allegiance

23. The melee that punctuated the meeting between the rival factions was not entirely -----; the groups have long ----- each other on many important issues.

A. surprising . . supported B. unusual . . copied C. explicit . . evaluated
D. unanticipated . . opposed E. expected . . encountered

24. Those who assume that they can easily be ----- chefs in the classic tradition are almost as ----- as those who think they can write a novel if they simply sit down and type.

A. amateur . . candid B. renowned . . skeptical C. superb . . timid
D. clumsy . . pessimistic E. competent . . naïve

25. Paranoia, extreme competitiveness, and many other ----- of the modern rat race, despite what many cutthroat executives are saying, are hardly ----- to long-term success in the business world.

A. by-products . . conducive B. responsibilities . . detrimental C. ornaments . . helpful
D. establishments . . reliable E. inequities . . charitable

26. Under certain conditions, the virus can mutate into ----- strain, transforming what was once simply ----- into a menacing poison.

A. a new . . an epidemic B. a deficient . . a derivative C. an erratic . . a rudiment
D. a virulent . . a nuisance E. an advanced . . a disease

27. The country's confidence, formerly sustained by an ----- sense of power, was replaced by an equally exaggerated sense of ----- following the hasty evacuation of its troops from three foreign capitals.

A. inflated . . weakness B. overwhelming . . inviolability C. erratic . . hysteria
D. unquestioned . . omnipotence E. arbitrary . . resolution

28. Dr. Cuthbert often ----- his former associates for not continuing to support him; apparently he harbored great animosity because of their ----- of him.

- A. disparaged . . endorsement B. excoriated . . abandonment
 C. exonerated . . denunciation D. extolled . . betrayal E. venerated . . dismissal

29. It is extremely rare to see a politician ----- any opinion that is widely unpopular; it seems that, for them, public censure is more ----- even than death.

- A. conform to . . desirable B. tolerate . . exciting C. reject . . feared
 D. espouse . . painful E. manipulate . . natural

30. The haiku, with its -----, its reduction of natural and everyday events to their mere essence, seems to economically depict the ----- of even the simplest human experience.

- A. casualness . . destructiveness B. optimism . . barrenness E. capriciousness . . rigidity
 D. digressiveness . . precariousness E. conciseness . . poignancy

Part II: Double-Blank Sentence Completion – Answer Key

No.	Answer
1	A. Pursuit / pitfalls
2	B. haven / tolerant
3	D. tradition / income
4	A. foreboded / cataclysms
5	A. bluster / belied
6	D. vigor / exhausted
7	A. demarcation / share
8	B. detect / physiological
9	A. formidable / obviate
10	C. dejected / forsake
11	C. spartan / provided
12	B. cautiously / freely
13	A. stunned / irreconcilable
14	C. preserved / importance
15	D. disparagers / incompatible
16	D. brevity / asleep
17	E. usurped / obligated
18	D. inbred / uniformity

No.	Answer
19	C. panned / demonstrate
20	A. cajoled / benefitted
21	E. tolerated / applauded
22	A. denunciation / infidelity
23	D. unanticipated / opposed
24	E. competent / naïve
25	A. by-products / conducive
26	D. a virulent / a nuisance
27	A. inflated / weakness
28	B. excoriated / abandonment
29	D. espouse / painful
30	E. conciseness / poignancy

Chapter Six. Sequencing or Ordering Sentences

Introduction

Sequencing or ordering sentences questions measures your ability to recognize the logical flow of ideas in a text. In these items, a group of sentences is presented in a scrambled order, and your task is to rearrange them to form a coherent and meaningful paragraph or passage. Unlike numerical sequences that require identifying mathematical patterns, sentence sequencing requires you to identify relationships among ideas and reconstruct the original order of a text.

So to answer these types of questions successfully, you should focus on the logical relationships among sentences rather than on individual sentences in isolation.

Strategies for Solving Sequencing Questions

1. **Identify the opening sentence.** The first sentence usually introduces the topic and does not refer to previous information through words like *this*, *these*, *they*, *such*, or *however*.
2. **Look for pronoun references.** Pronouns like *he*, *she*, *it*, *they*, and *these* usually refer to nouns mentioned in earlier sentences.
3. **Pay attention to linking words and transitions.** Words like *however*, *therefore*, *moreover*, *consequently*, *first*, *next*, and *finally* provide important clues about sentence order.
4. **Follow the development of ideas.** Academic paragraphs often move from general ideas to specific details, causes to effects, problems to solutions, or claims to supporting evidence.
5. **Identify concluding statements.** The final sentence often summarizes, evaluates, or draws a conclusion from the preceding discussion.

Example 1. Arrange the following sentences into a coherent paragraph.

A. As a result, students become more actively involved in classroom discussions. B. Learner-centered teaching encourages students to participate in the learning process. C. This active engagement can improve critical thinking and problem-solving skills. D. Many educators therefore advocate the use of learner-centered approaches.

Correct Order. B → A → C → D

Explanation: Sentence B introduces the topic. Sentence A describes the result of learner-centered teaching. Sentence C explains the consequence of increased participation. Sentence D provides a concluding statement.

Example 2

A. Consequently, many universities now encourage the use of digital resources. B. Technology has transformed the way students access information. C. These resources enable learners to access academic materials quickly and efficiently. D. This transformation has expanded educational opportunities across the world.

Correct Order. B → D → A → C

Explanation: Sentence B introduces the topic. Sentence D elaborates on the effects of the transformation. Sentence A presents a consequence. Sentence C explains the benefits of the digital resources mentioned in Sentence A.

All in all, successful performance on sequencing questions depends on recognizing how ideas connect to form a coherent whole. Rather than reading sentences separately, so you should search for logical links, transitions, references, and patterns of argument development. Regular practice with academic texts, journal articles, and argumentative essays can substantially improve performance on this important component of the NGAT.

Sentence Sequencing Practice Tests

Instructions. Each question below consists of a group of sentences labeled with letters (A–D, A–F, or A–P) presented in a scrambled order. Your task is to determine the most logical sequence and arrange the sentences to form a coherent and meaningful paragraph or text.

Part 1. Only four sentence

1. **A.** The same applies to spacecraft that operate in places where there is no atmosphere at all. **B.** Jet airliners fly at heights of 10,000 metres or more. **C.** Such aircraft are said to be pressurized. **D.** At such heights the atmosphere is so thin that the aircraft must have its own air supply with oxygen at the normal pressure.
2. **A.** Particular finger positions or gestures of the hand, common to their age and civilization, delivered a message that was instantly recognized by those who understood the symbolism. **B.** Since ancient times hands have been used in cave paintings, drawings, sculpture and fine art as symbols of communication. **C.** European religious paintings represented the Holy Trinity by the extended thumb, index and middle fingers of a hand. **D.** Ancient Egyptian and Semitic art, for example, depicted celestial power by a hand painted in the sky.
3. **A.** Its plan to increase the amount of municipal waste we recycle to 33 per cent by 2015 has been described as ‘depressingly unambitious’ by a parliamentary committee, as most Western nations have already surpassed this level. **B.** In parts of Belgium, for example, 72 per cent of biodegradable waste is recycled or composted, compared with about 11 per cent in the UK. **C.** The government has been criticized for its laissez-faire attitude. **D.** While other countries are well on their way to meeting the EU levels by recycling and composting, the UK is lagging far behind.
4. **A.** But if the government does about the nation’s diet and level of exercise what it has done about most health risks such as smoking and drinking alcohol, which is very little or nothing, then the level of obesity will continue to rise and the health of the nation will continue to fall. **B.** In the face of such likely government inaction, the only real alternative engines for change are education and litigation, but unlike smoking and drinking there is nothing intrinsically unhealthy about eating, so it is hard to imagine how recourse to the courts could force change on the nation’s eating habits. **C.** That leaves education, and given that fast-food chains and sugar drink companies have a massive

presence in almost every campus, state school and even hospital, it is hard to imagine how the cash-starved educational institutions can alone counter the junk food movement.

D. If the government is willing to regulate to force disclosure of the content of what we eat, get junk food out of schools, make available more healthy alternatives, and install bike racks in public places to encourage more exercise, then the health of the nation will improve.

5. **A.** First, our economy is driven by expenditure on luxury goods, and because they are luxury they are non-essential and so can be avoided altogether if the price becomes too great or the spare cash we have in our pocket each month becomes too little. **B.** Second, the potential housing bubble and the difficulty being experienced by public sector workers struggling to afford a home is peculiar to the South East, so why apply a general interest rate increase in an effort to address a regional problem? **C.** I would argue that interest rates should be left unchanged, and nothing be done to the rate in order to tackle a housing problem that is not creating general inflationary pressure. **D.** The property boom and the profits people are making from it may be the only thing preventing our economy sliding into recession, so why risk it?
6. **A.** The study found that 70 per cent of children reported that their dreams reflected their viewing habits, while only 60 per cent of adults reported that television influenced their dreams. **B.** Research has found that children's dreams are influenced more by television than adults', while adults' dreams are affected most by what they are reading. **C.** Fantasy books were linked to a higher rate of nightmares amongst both children and adults, with children, for example, reporting that scary books caused nightmares. **D.** The analysis found apparent links between respondents' dreams and the subject of their reading.
7. **A.** Epidemiologists know that the virus is by far the leading cause of human disease worldwide, infecting virtually all children before the age of 5. **B.** Fortunately, research has established much and the investigation has led to the trial of a vaccine, with promising results. **C.** Unlike bacteria that spread via contaminated water, meaning that people in the poorest parts of the world suffer disproportionately, the pathogen is found to be responsible for the same level of incident of disease in advanced nations such as the United States as in poor regions, including the Asian subcontinent. **D.** The virus's

ubiquity is due to it being highly contagious and this means it is transmitted irrespective of sanitation.

8. **A.** The proportion of over-50s using the internet to shop, chat, pursue hobbies and study has doubled. **B.** Eleven per cent of the over-50s population said that they have sold something over the internet, while one in four have bought something over the net in the past six months. **C.** However, a significant number of older people risk being left behind as the digital divide grows. **D.** Older people had been slow to adopt the technology but are now fast catching up; however, a significant minority remain offline despite the falling cost of the technology. Those on the lowest incomes and with the fewest qualifications are most likely to miss out on the digital revolution.
9. **A.** The fourth assessment of global warming stated that it is unequivocal, will go on for centuries and very likely is man-made. **B.** The third assessment was produced in 2001 and stated that most of the warming over the past 50 years is likely to be due to the increase in greenhouse gas concentrations. **C.** In 1995 the third report concluded that the balance of evidence suggests a discernible human influence on global climate. **D.** And the first report in 1990, by comparison, asserted that warming is broadly consistent with current climate change models.
10. **A.** Arsine, a colourless, poisonous gas compound of arsenic and hydrogen, is used as a doping agent for semiconductors and as a military poison gas. **B.** The compounds of arsenic are mostly poisonous. **C.** Among the most important commercially are arsenious oxide (white arsenic), used in pesticides and in the manufacture of glass and the preserving of animal hides; and arsenic pentoxide, which is a major ingredient in the production of insecticides, herbicides and weed killers, and metal adhesives. **D.** Arsenic acid, lead arsenate, and calcium arsenate are all important in agriculture in sterilizing soils and controlling pests.

Sentence Sequencing Practice Tests – Answer Key with brief explanations

1. Correct Order. B → D → C → A.

Explanation:

1. **B** is the opening sentence because it introduces the topic: *jet airliners flying at high altitudes*.
2. **D** follows naturally because the phrase "**At such heights**" refers directly to the heights mentioned in B.
3. **C** comes next because "**Such aircraft**" refers to the aircraft described in B and D—those that carry their own air supply and maintain normal pressure.
4. **A** is the concluding sentence. The phrase "**The same applies**" refers back to the idea of pressurized aircraft discussed in the previous sentences and extends it to spacecraft.

2. Correct Order. B → D → C → A.

Explanation:

1. **B** is the opening sentence because it introduces the general topic: the use of hands as symbols of communication in art since ancient times.
2. **D** follows because it provides the first example of this practice. The phrase "*for example*" refers back to the general statement in B.
3. **C** comes next because it gives another specific example from European religious art, continuing the discussion of symbolic hand gestures.
4. **A** is the concluding sentence because it summarizes the function of these hand symbols, explaining that the gestures conveyed messages understood by people familiar with the symbolism.

3. Correct Order. C → A → D → B.

Explanation:

1. **C** is the opening sentence because it introduces the main issue: criticism of the government's recycling policy.

2. **A** follows because “*Its plan*” refers directly to the government mentioned in C.
3. **D** comes next because it explains why the government's target is considered inadequate, contrasting the UK with other countries.
4. **B** concludes the paragraph by providing a specific example (Belgium) that supports the claim made in D.

4. Correct Order. D → A → B → C

Explanation:

1. **D** is the opening sentence because it presents the positive possibility that government action could improve public health.
2. **A** follows because the conjunction “*But*” contrasts this optimistic scenario with the possibility of government inaction.
3. **B** comes next because “*such likely government inaction*” refers directly to the situation described in A.
4. **C** concludes the paragraph because “*That leaves education*” refers to the alternatives discussed in B and develops the final remaining option.

5. Correct Order. C → A → B → D

Explanation:

1. **C** is the topic sentence because it states the writer's main argument: interest rates should remain unchanged.
2. **A** follows because the word “*First*” introduces the first reason supporting the argument.
3. **B** comes next because the word “*Second*” introduces the second supporting reason.
4. **D** concludes the argument by reinforcing the writer's position with an additional consequence of raising interest rates.

6. Correct Order. B → A → D → C

Explanation:

1. **B** is the opening sentence because it presents the overall findings of the research.
2. **A** follows because it provides statistical evidence supporting the first finding concerning television's influence on dreams.
3. **D** comes next because it introduces the second finding regarding reading and dreams.
4. **C** concludes the paragraph by providing a specific example that supports the reading-related finding mentioned in D.

7. Correct Order. A → D → C → B

Explanation:

1. **A** is the opening sentence because it introduces the virus and its global significance.
2. **D** follows because it explains the reason for the virus's widespread occurrence ("*The virus's ubiquity*" refers to A).
3. **C** comes next because it expands on the idea of transmission irrespective of sanitation by contrasting the virus with water-borne bacteria.
4. **B** concludes the paragraph with a positive note, discussing research and vaccine development.

8. Correct Order. A → B → C → D

Explanation:

1. **A** is the opening sentence because it introduces the trend of increasing internet use among older adults.
2. **B** follows because it provides statistics supporting the trend mentioned in A.
3. **C** comes next because the word "*However*" introduces a contrasting idea.
4. **D** concludes the paragraph by explaining the nature of the digital divide and identifying the groups most affected.

9. Correct Order. D → C → B → A

Explanation:

1. **D** is the opening sentence because it refers to the **first** assessment report in 1990.
2. **C** follows because it discusses the next report chronologically (1995).
3. **B** comes next because it refers to the **third** assessment in 2001.
4. **A** concludes the sequence by discussing the **fourth** assessment, showing the progression of scientific confidence over time.

10. Correct Order. B → C → D → A

Explanation:

1. **B** is the opening sentence because it introduces the general topic of arsenic compounds.
2. **C** follows because it discusses some of the most important commercial arsenic compounds.
3. **D** comes next because it provides additional examples of arsenic compounds used in agriculture.
4. **A** concludes the paragraph by discussing arsine, another important arsenic compound with specialized applications.

Part 2. For each of the following paragraphs, choose the sentence that does not belong.

1. (1) In the summer, the northern hemisphere is slanted toward the sun, making the days longer and warmer than in winter. (2) Many religions make use of the solstices in their rites. (3) The first day of summer is called summer solstice and is also the longest day of the year. (4) However, June 21 marks the beginning of winter in the southern hemisphere, when that hemisphere is tilted away from the sun.
2. (1) The park was empty, except for a child who stood just on the other side of the fence, a little girl about seven years old, thin and pale, with dark eyes and dark hair-cut short and ragged. (2) The statistics on neglected children in our country probably fall short of the actual numbers. (3) The child wore no coat, only a brown, cotton skirt that was too big for her-pinned at the waist with a safety pin-and a soiled, long sleeved yellow blouse with rhinestone buttons. (4) Her fingernails were dirty and broken, the tips of her fingers bluish with cold.
3. (1) Members of your office staff may have talents and abilities that you are not aware of. (2) As supervisor, it is your job to identify and encourage this potential talent. (3) Employee

incentive programs are becoming increasingly common. (4) When a new project is underway, you should brainstorm with your staff to draw out their ideas and suggestions, rather than just assuming that each member is only capable of performing a very rigid role.

Part 3. For each of the following groups of four numbered sentences, choose the sentence order that would result in a coherent paragraph.

1. (1) There is no harm in putting a special treat in your child's lunchbox from time to time. (2) Usually, healthy snacks are defined as foods with low sugar and fat content. (3) Some examples include carrot and celery sticks, granola bars, yogurt drinks, and string cheese. (4) However, in general, it is a much better idea to provide healthy snacks.

- a. 2, 4, 1, 3 b. 1, 4, 2, 3 c. 1, 2, 3, 4 d. 3, 1, 2, 4

2. (1) The Constitution guarantees citizens freedom from double jeopardy in criminal proceedings. (2) It also means a person cannot be tried for a crime for which he has already been convicted; that is to say, a person convicted by a state court cannot be tried for the same offense in, for example, federal court. (3) Finally, a person cannot be punished more than once for the same crime. (4) This means that a person cannot be tried for a crime for which he has already been acquitted.

- a. 1, 4, 2, 3 b. 1, 2, 4, 3 c. 3, 2, 1, 4 d. 3, 4, 2, 1

3. (1) So far the human brain is the most mysterious and complex object on Earth. (2) It has created poetry and music, planned and executed horrific wars, devised intricate scientific theories. (3) It thinks and dreams, plots and schemes, and easily holds more information than all the libraries on Earth. (4) It weighs less than three pounds and is hardly more interesting to look at than an overly ripe cauliflower.

- a. 1, 3, 4, 2 b. 2, 1, 4, 3 c. 3, 1, 2, 4 d. 4, 1, 2, 3

Part 4. The following sentences make up a paragraph. number them 1-10 to indicate their best order.

(A) First put the water and the plants in the jar. (B) One week later check the fish. (C) The fact that the fish is still alive shows that oxygen was added. If you look carefully at a plant stem when it is in sunlight, you can see the tiny bubbles of oxygen escaping from the plant. (D) When you do this be sure to leave about an inch of empty space. (E) Keep the jar in a cool place indoors, but be sure that it receives some direct sunlight for a few hours each day. (F) When you are sure that the water in the jar is at room temperature add the fish. (G) Here is a simple science

experiment that proves that plants produce oxygen. (H) For this experiment, you will need a clean quart jar with a tight lid, some tape, a goldfish, some water and a few green plants. (I) Put the lid on as tightly as you can. (J) After that wrap the lid with several layers of tape so that you are sure that no air can pass through it.

Part 5. Order the following sentences sequentially

(A) Researchers in the automobile industry are experimenting with different types of engines and fuels as alternatives to the conventional gasoline engines. (B) A breakthrough in one of these areas will hopefully provide a means of relieving both the overstretched oil market and the environment. (C) One new type of engine, which burns diesel oil instead of gasoline, has been available for several years. (D) Finally, several automobile manufacturers are experimenting with methanol, which is a mixture of gasoline and methyl alcohol, as an automobile fuel. (E) The increasing depletion of oil reserves, along with environmental concerns, have prompted some radical developments in car design over the past few years. (F) Another type is the gas turbine engine, which can use fuels made from gasoline, diesel oil, kerosene, and other petroleum distillates.

Part 6. The following sentences are from the biography of Gandhi, the great Indian leader. But the sentences are jumbled up. Rewrite the bio-data arranging the sentences into three paragraphs.

(A) In 1915 he found a community of people who voted to work for the removal of the cruel caste system in India, and also to work for education in the mother tongue. (B) Gandhi was recognized by everyone as a great man. (C) The great Indian leader, Mahatma Gandhi, was born in Kathiawar in 1869. (D) He was deeply shocked by the way the European treated the Africans and Asians in South Africa, and he founded a movement of non-violent resistance. (E) He had a great influence on the people of his day, and his ideas are still very influential. (F) In 1930 he started a campaign of non-violent civil disobedience against the British rulers. (G) He identified himself with the poor and the oppressed, and he spent his life in trying to overcome oppression, but the methods he used were non-violent. (I) At the age of 18, he went to London to study law. (J) In 1947 he threatened to starve himself to death unless the rioting against the British stopped. (K) He was assassinated by a fanatic in 1948 while he was on his way to a prayer meeting. (L) When he was twelve, he married a girl named Kasturabi, by whom he had four children. (N)

After three years in England, he returned to India, but he was not very successful as a lawyer in Bombay and after two years he went to South Africa. (P) Gandhi was a practical idealist.

Clue: The completed text should be like this.

Paragraph one

1. Event in Gandhi's life.
2. Event in Gandhi's life.
3. Event in Gandhi's life.
4. Event in Gandhi's life.
5. Event in Gandhi's life.

Paragraph two

6. General statement about Gandhi
7. Development of general statement
8. Example of statement
9. Example of statement
10. Example of statement

Paragraph three

1. General statement about Gandhi
2. General statement about Gandhi
3. Final event: Gandhi's death

Part 7. Read the following essay carefully and answer the analysis questions that follow it

Women in Britain

(1) In Britain today, women are still economically inferior to men, although reforms carried out over the last fifty years have gone some way towards improving their position. (2) Their underprivileged economic situation is a controversial subject. (3) Many people, mostly men, claim that 'the woman's place is the home' and those women should not compete with men on equal terms in the working world. (4) Others, mostly women, maintain that women have a right to economic independence and equality with men.

(6) In some cases, women in Britain still work for lower wages than men. (7) They may work for the same number of hours, and complete the same amount of work, but the pay might be

considerably less. (8) This, they feel, is unfair, and many have attempted to claim equal pay for equal work. (9) Some people, however, argue that it is not unfair to pay for women less. (10) They point out that women are usually supported by their husbands, so they may not need the extra money, and that anyway they are likely to take more time off work for their family duties, when a child is born, for example, or another child falls sick. (11) In reply to these arguments, women say that many of them are not supported by their husbands; that if they are widowed or divorced they may be trying to bring up a number of children on their own earnings, and that the amount of time they need to take off work for their family duties is not enough to justify their lower wages.

(12) Perhaps an even greater difference between women and men in Britain is that women have very little chance of getting the higher paid jobs, which are mostly reserved for men. (13) Banking, business, the upper grades of the civil service and the best professional posts are usually closed to them. (14) Only a handful of exceptionally gifted women get to the top. (15) Many women maintain that this is because men deliberately keep them out of the best positions by denying them equal educational opportunities. (16) Men, on the other hand, say that women do not have the intelligence, strength and personality for the best jobs, and that too much of their time is spent on family concerns.

Analysis

Paragraph one introduces the subject of the essay with some background facts and then briefly outlines the two opposing points of view. The following statements represent the information given in paragraph one.

List which sentence(s) fit in to the following Questions. Write Only the Number of the Sentence(s)

1. Introductory statement with background facts
2. Argument 1 against equality for women
3. Argument 2 in favor of equality for women

Paragraph two deals with the question of women's wages. First arguments for women are given then the arguments against women and finally the answers to the arguments against women. List which sentence(s) in paragraph two fit into the following information

Background fact

4. Arguments for women
5. Arguments against women
6. Arguments for women (answers to the arguments against)

Paragraph three discusses women's opportunities in comparison with men's. List sentence(s) in paragraph three which fit into the appropriate information.

7. Women's arguments
 8. Background facts
 9. Men's arguments
 10. Indicate the thesis statement if it is stated in the essay or write in your own words if it is implied
-

Answer Key

Part 2: Choose the Sentence That Does Not Belong

1. **(2)** – Religious rites are unrelated to the paragraph's focus on solstices and seasons.
2. **(2)** – Statistics on neglected children interrupt the physical description of the child.
3. **(3)** – Employee incentive programs do not fit the discussion about identifying staff talents.

Part 3: Choose the Correct Sentence Order

1. Correct Answer: **b. 1, 4, 2, 3**

Reason: General statement → contrast → definition → examples.

2. Correct Answer: **a. 1, 4, 2, 3**

Reason: Introduce double jeopardy → first implication → second implication → final implication.

3. Correct Answer: **d. 4, 1, 2, 3**

Reason: Physical description → general statement → examples of achievements → additional examples.

Part 4: Science Experiment Paragraph (1–10)

Order sentence

1. **G** 2. **H** 3. **A** 4. **D** 5. **F** 6. **I** 7. **J** 8. **E** 9. **B** 10. **C**

Part 5. Automobile Industry Paragraph

Correct Order. E – A – C – F – D – B

Explanation:

- Problem introduced (E)
- Research response (A)
- First example (C)
- Second example (F)
- Third example (D)
- Concluding hope (B)

Part 6. Gandhi Biography (Three Paragraphs)

Paragraph One. Events in Gandhi's Life

1. **C** – Gandhi was born in Kathiawar in 1869.
2. **L** – Married Kasturabi at age twelve.
3. **I** – Went to London to study law.
4. **N** – Returned to India and later went to South Africa.
5. **D** – Founded non-violent resistance movement in South Africa.

Paragraph Two. Gandhi's Work and Achievements

6. **A** – Founded a reform community in India.
7. **G** – Identified with the poor and oppressed.
8. **F** – Started civil disobedience campaign in 1930.
9. **J** – Threatened to fast in 1947.
10. **P** – Gandhi was a practical idealist.

Paragraph Three. Evaluation and Death

11. **B** – Gandhi was recognized as a great man.
12. **E** – His influence continues today.
13. **K** – Assassinated in 1948.

Part 7. Essay Analysis – Women in Britain

Paragraph One

1. Introductory statement with background facts; Sentences 1, 2
2. Argument against equality for women; Sentence 3

3. Argument in favor of equality for women; Sentence 4

Paragraph Two

4. Background fact; Sentences 6, 7

5. Arguments for women; Sentence 8

6. Arguments against women; Sentences 9, 10

7. Arguments for women (answers to the arguments against); Sentence 11

Paragraph Three

8. Women's arguments; Sentence 15

9. Background facts; Sentences 12, 13, 14

10. Men's arguments; Sentence 16

Thesis Statement

Stated Thesis. Sentence 1: "In Britain today, women are still economically inferior to men, although reforms carried out over the last fifty years have gone some way towards improving their position."

Alternative Thesis (in your own words)

Women in Britain continue to face economic inequality despite social reforms, and there is ongoing debate about whether women should enjoy the same economic opportunities as men.

Chapter Seven . Reading Comprehension

Introduction

Reading Comprehension is one of the most important parts of the NGAT. Success in graduate study requires the ability to read academic texts critically, identify key ideas, analyze evidence, draw logical conclusions, and evaluate arguments. Accordingly, the NGAT Reading Comprehension section is designed to test these essential skills among applicants seeking admission to Master's and PhD programs across various disciplines as mentioned before.

Graduate students spend a substantial portion of their academic lives reading journal articles, research reports, policy documents, textbooks, theoretical papers, and scholarly reviews. Merely understanding individual words is not sufficient. Effective readers must be able to determine what an author is saying, why the author is saying it, how ideas are developed, and what conclusions can reasonably be drawn from the information presented.

The NGAT Reading Comprehension section therefore evaluates your ability to:

- Identify the main idea of a passage.
- Recognize important supporting details.
- Understand the author's purpose.
- Distinguish facts from opinions.
- Interpret vocabulary from context.
- Analyze relationships among ideas.
- Draw logical inferences.
- Evaluate arguments and evidence.
- Compare different viewpoints.
- Read beyond what is explicitly stated.

Unlike knowledge-based questions, reading comprehension items do not primarily test what you already know about a topic. Rather, they assess how effectively you can understand and reason

from the information provided in the passage itself. Therefore, every answer must be supported directly or indirectly by evidence found in the passage.

What Does "Reading Between the Lines" Mean?

One of the most important skills tested in the NGAT reading is the ability to read between the lines. Authors do not always state their ideas explicitly. Instead, they often imply meanings through examples, evidence, comparisons, tone, and word choice. Reading between the lines means identifying conclusions that are logically supported by the passage even when they are not directly stated.

Example. Text: *"Although the policy was introduced with great optimism, several institutions struggled to implement it because of inadequate funding and limited professional training."*

Which conclusion can reasonably be inferred?

- A. The policy was universally successful.
- B. The policy was abandoned immediately.
- C. Implementation challenges affected the policy's effectiveness.
- D. Funding was unnecessary for implementation.
- E. All institutions opposed the policy.

Answer: C. Explanation: The passage implies that insufficient resources hindered implementation. The author does not explicitly state that the policy was ineffective, but this conclusion can reasonably be inferred.

Major Types of Reading Comprehension Questions

1. Main Idea Questions

These questions test your ability to identify the central message of the passage. Typical questions include:

- What is the main idea of the passage?
- What is the author's primary argument?
- Which title best summarizes the passage?

Strategy

Ask yourself: "What is the passage mainly about?" Do not focus on individual details. Rather, identify the broader point that unifies all parts of the text. Example. If a passage discusses the causes, effects, and solutions of climate change, the main idea is not one specific cause or effect but the broader discussion of climate change and its implications.

2. Questions on Supporting Details

These questions test your ability to locate specific information in the passage. Typical questions include:

- According to the passage...
- The author states that...
- Which of the following is mentioned?

Strategy

Return to the relevant section of the passage and verify your answer directly from the text. Avoid choosing answers based on prior knowledge. Example. Passage: *"Ethiopia's higher education sector has expanded significantly over the past two decades."* Question. According to the passage, what has happened to Ethiopia's higher education sector? Answer. It has expanded significantly.

3. Inference Questions

Inference questions require you to draw conclusions based on evidence. Typical questions include:

- It can be inferred that...
- The passage suggests that...
- The author would most likely agree that...

Strategy

Remember. **Inference** = **Evidence** + **Reasoning**. An inference must be supported by information in the passage. Avoid extreme answer choices containing words such as:

- Always; never; completely; entirely; all

unless the passage explicitly supports them. Example. Passage: *"The researcher recommends additional studies before policymakers adopt the proposed intervention."* **Inference**. The researcher believes the current evidence is not yet sufficient.

4. Author's Purpose Questions

These questions ask why the passage was written. Common purposes include:

- To inform; To explain; To argue; To persuade; To compare; To criticize; To evaluate

Example. If a passage presents evidence supporting renewable energy adoption, the author's purpose may be to *persuade* readers of its benefits.

5. Tone and Attitude Questions

Tone refers to the author's attitude toward the subject. Common academic tones include:

- Objective; Analytical; Critical; Skeptical; Optimistic; Concerned; Supportive

Example. Passage: "*Despite notable achievements, the program continues to face significant operational challenges.*" Here, the author's tone is best described as: **Analytical** and cautious.

6. Vocabulary-in-Context Questions

These questions ask for the meaning of a word as used in the passage.

Strategy. Do not rely solely on dictionary meanings. Instead:

- Read the surrounding sentences.
- Examine context clues.
- Substitute possible meanings.

Example. "The findings were robust despite methodological limitations." In this context, *robust* most nearly means: strong or reliable.

7. Argument and Evidence Questions

Graduate-level reading often involves evaluating arguments. You may be asked to identify:

- Claims; Evidence; Assumptions; Strengths; Weaknesses

Example. If an author claims that online learning improves educational access, ask:

- What evidence supports this claim?
- Is the evidence sufficient?
- Are alternative explanations considered?

Strategies for Attacking Reading Comprehension Questions

Strategy 1. Read Actively

Do not passively move through the text. While reading, ask:

- What is the author saying?
- Why is this point important?

- How does this paragraph connect to the previous one?

Active readers understand more and remember more.

Strategy 2. Identify the Main Idea Early

After each paragraph, summarize it in a few words. Example:

Paragraph 1 → Problem

Paragraph 2 → Causes

Paragraph 3 → Solutions

This creates a mental map of the passage.

Strategy 3. Focus on Structure

Pay attention to how ideas are organized. Common structures include:

- Cause and effect
- Problem and solution
- Comparison and contrast
- Chronological order
- Argument and evidence

Understanding structure makes comprehension easier.

Strategy 4. Watch for Signal Words

Signal words reveal relationships among ideas.

Addition

- Furthermore; moreover; additionally

Contrast

- However; although; nevertheless; despite

Cause and Effect

- Therefore; consequently; thus; as a result

Examples

- for example; for instance; such as

These words often indicate where important information is located.

Strategy 5. Distinguish Main Ideas from Details

Many incorrect answers focus on minor details.

Always ask: "Is this the central point or merely supporting information?"

Graduate-level reading requires prioritizing ideas.

Strategy 6. Base Answers on the Passage

Do not answer using personal experience or prior knowledge. Even if an answer seems true in real life, it is incorrect unless supported by the evidence from passage.

Strategy 7. Eliminate Wrong Answers Systematically

Often several options appear plausible. Eliminate answers that:

- Contradict the passage.
- Exaggerate the author's claims.
- Introduce information not found in the passage.
- Distort the author's position.

Strategy 8. Support Every Inference with Evidence

Whenever making an inference, ask: "What evidence in the passage supports this conclusion?"

If no evidence exists, the inference is invalid.

Strategy 9. Compare and Evaluate Multiple Perspectives

In paired passages, identify:

- Areas of agreement.
- Areas of disagreement.
- Differences in evidence.
- Differences in tone and purpose.

This is particularly important for graduate-level reasoning.

Strategy 10. Read Like a Researcher

Graduate study requires critical reading. So, as you read, consider:

- What is the author's claim?
- What evidence is provided?
- Are there assumptions?
- Is the argument convincing?

Developing this habit will help both in the NGAT and in future academic work.

Common Mistakes to Avoid

1. Reading too quickly and missing key details.
2. Selecting an answer based on prior knowledge.
3. Ignoring transition words.
4. Confusing details with the main idea.

5. Making unsupported inferences.
6. Choosing an answer because it sounds familiar.
7. Failing to verify answers in the passage.
8. Overlooking qualifying words such as *some*, *many*, *often*, or *generally*.

Tips. The strongest readers are not necessarily those who read the fastest; they are those who read purposefully and critically. Focus on understanding how ideas are connected, why evidence is presented, and what conclusions logically follow from the text. As you practice, frequently ask:

- What is the main idea?
- What evidence supports it?
- What can I infer?
- Why did the author write this?
- How does each paragraph contribute to the whole?

Mastering these questions will significantly improve your performance on the NGAT Reading Comprehension section and prepare you for the rigorous reading demands of Master's and PhD study.

Instructions: The passages below are followed by questions based on their content. Answer each question on the basis of what is stated or reasonably implied in the passages. Consider the author's main idea, supporting evidence, purpose, tone, and any logical inferences that can be drawn from the texts. Choose the best answer for each question.

Passage 1

A metaphor is a poetic device that deals with comparison. It compares similar qualities of two dissimilar objects. With a simple metaphor, one object becomes the other: Love is a rose. Although this does not sound like a particularly rich image, a metaphor can communicate so much about a particular image that poets use them more than any other type of figurative language. The reason for this is that poets compose their poetry to express what they are experiencing emotionally at that moment. Consequently, what the poet imagines love to be may or may not be our perception of love. Therefore, the poet's job is to enable us to experience it, to feel it the same way that the poet does. We should be able to nod in agreement and say, "Yes, that's it! I understand precisely where this person is coming from."

Let's analyze this remarkably unsophisticated metaphor concerning love and the rose to see what it offers. Because the poet uses a comparison with a rose, first we must examine the characteristics of that flower. A rose is spectacular in its beauty, its petals are velvety soft, and its aroma is soothing and pleasing. It's possible to say that a rose is actually a veritable feast to the senses: the visual, the tactile, and the aural [more commonly known as the senses of sight, touch, and sound]. The rose's appearance seems to border on perfection, each petal seemingly symmetrical in form. Isn't this the way one's love should be? A loved one should be a delight to one's senses and seem perfect. However, there is another dimension added to the comparison by using a rose. Roses have thorns. This is the comprehensive image the poet wants to communicate; otherwise, a daisy or a mum would have been presented to the audience as the ultimate representation of love—but the poet didn't, instead conveying the idea that roses can be treacherous. So can love, the metaphor tells us. When one reaches out with absolute trust to touch the object of his or her affection, ouch, a thorn can cause great harm! "Be careful," the metaphor admonishes: Love is a feast to the senses, but it can overwhelm us, and it can also hurt us. It can prick us and cause acute suffering. This is the poet's perception of love—an admonition. What is the point? Just this: It took almost 14 sentences to clarify what a simple metaphor communicates in only five words! That is the artistry and the joy of the simple metaphor.

1. The main idea of this passage is

- A. poetic devices are necessary for poets. B. poetry must never cater to the senses.
- C. always use words that create one specific image. D. the metaphor is a great poetic device.

2. It can be inferred that a metaphor is

- A. a type of figurative language. B. the only poetic device.
- C. not precise enough. D. a type of flower in a poem.

3. According to the passage, thorns

- A. protect the rose from harm. B. reduce the ability to love another.
- C. add a new element to the image of love. D. are just more images to compare to a rose.

4. It can be inferred that the true meaning of the love is a rose metaphor is that

- A. love is a true joy. B. love comes only once in a lifetime.
- C. love is never permanent. D. love is a combination of good and bad experiences.

5. According to the passage, the poet's intention is

- A. to release anger. B. to announce heartache.
C. to enable you to experience the poet's point of view. D. to reward the senses.

Passage 1: Answer Key and Explanations

1. The main idea of this passage is Answer: D.

the metaphor is a great poetic device.

Explanation: The passage explains what a metaphor is, why poets use it, and demonstrates how a simple metaphor ("Love is a rose") can communicate a rich and complex meaning. The entire passage is devoted to showing the power and effectiveness of metaphors in poetry.

Why the others are incorrect:

- A: The passage discusses metaphors, not all poetic devices.
B: The passage actually emphasizes sensory imagery.
C: The passage does not argue for creating only one specific image.

2. It can be inferred that a metaphor is Answer: A.

A type of figurative language.

Explanation: The passage states that poets use metaphors "more than any other type of figurative language." This directly implies that a metaphor itself is a type of figurative language.

Why the others are incorrect:

- B: The passage never says it is the only poetic device.
C: The passage argues the opposite—that metaphors communicate meaning effectively.
D: A metaphor is a literary device, not a flower.

3. According to the passage, thorns Answer: C.

Add a new element to the image of love.

Explanation: The author explains that roses have thorns, which contribute an additional meaning to the metaphor. The thorns symbolize the painful and potentially harmful aspects of love, adding complexity to the image.

Why the others are incorrect:

- A: Protection is never discussed.
B: The passage does not suggest thorns reduce one's ability to love.
D: The thorns are not merely another image; they symbolize the dangers and pain associated with love.

4. It can be inferred that the true meaning of the "love is a rose" metaphor is that Answer: **D**.

Love is a combination of good and bad experiences.

Explanation: The rose symbolizes beauty, pleasure, softness, and delight, while the thorns symbolize pain, danger, and suffering. Together they suggest that love brings both joy and hurt.

Why the others are incorrect:

A: This captures only the positive side of the metaphor.

B: The passage says nothing about love occurring only once.

C: The passage does not discuss permanence.

5. According to the passage, the poet's intention is Answer: **C**.

To enable you to experience the poet's point of view.

Explanation: The passage explicitly states that the poet's job is to allow readers to experience and feel emotions in the same way the poet experiences them. Readers should be able to understand precisely what the poet means.

Why the others are incorrect:

A: Releasing anger is never mentioned.

B: Heartache is only one possible aspect of love, not the poet's primary purpose.

D: While sensory imagery is important, the poet's broader goal is to communicate an emotional perspective.

Passage 2

The composer Wolfgang Amadeus Mozart's remarkable musical talent was apparent even before most children can sing a simple nursery rhyme. Wolfgang's older sister Maria Anna (who the family called Nannerl) was learning the clavier, an early keyboard instrument, when her three-year-old brother took an interest in playing. As Nannerl later recalled, Wolfgang "often spent much time at the clavier picking out thirds, which he was always striking, and his pleasure showed that it sounded good." Their father Leopold, an assistant concertmaster at the Salzburg Court, recognized his children's unique gifts and soon devoted himself to their musical education.

Born in Salzburg, Austria, on January 27, 1756, Wolfgang had composed his first original work by age five. Leopold planned to take Nannerl and Wolfgang on tour to play before the European

courts. Their first venture was to nearby Munich where the children played for Maximillian III Joseph, elector of Bavaria. Leopold soon set his sights on the capital of the Hapsburg Empire, Vienna. On their way to Vienna, the family stopped in Linz, where Wolfgang gave his first public concert. By this time, Wolfgang was not only a virtuoso harpsichord player, but he had also mastered the violin. The audience at Linz was stunned by the six-year-old, and word of his genius soon traveled to Vienna. In a much anticipated concert, the Mozart children appeared at the Schonbrunn Palace on October 13, 1762. They utterly charmed the emperor and empress.

Following this success, Leopold was inundated with invitations for the children to play, for a fee. Leopold seized the opportunity and booked as many concerts as possible at courts throughout Europe. A concert could last three hours, and the children played at least two per a day. Today, Leopold might be considered the worst kind of stage parent, but at the time, it was not uncommon for prodigies to make extensive concert tours. Even so, it was an exhausting schedule for a child who was just past the age of needing an afternoon nap.

6. A good title for this passage would be

- A. Classical Music in the Eighteenth Century: An Overview.
- B. Stage Parents: A Historical Perspective.
- C. Mozart: The Early Life of a Musical Prodigy.
- D. Mozart: The Short Career of a Musical Genius.

7. According to the passage, Wolfgang became interested in music because

- A. his father thought it would be profitable.
- B. he had a natural talent.
- C. he saw his sister learning to play an instrument.
- D. he came from a musical family

8. What was the consequence of Wolfgang's first public appearance?

- A. He charmed the emperor and empress of Hapsburg.
- B. Word of Wolfgang's genius spread to the capital.
- C. Leopold set his sights on Vienna.
- D. Invitations for the miracle children to play poured in.

9. Each of the following statements about Wolfgang Mozart is directly supported by the passage EXCEPT

- A. Mozart's father, Leopold, was instrumental in shaping his career.
- B. Maria Anna was a talented musician in her own right.
- C. Wolfgang's childhood was devoted to his musical career.
- D. Wolfgang preferred the violin to other instruments.

10. According to the passage, during Wolfgang's early years, child prodigies were

- A. few and far between.
- B. accustomed to extensive concert tours.
- C. expected to spend at least six hours per a day practicing their music.
- D. expected to play for courts throughout Europe.

11. Based on information found in the passage, Mozart can best be described as

- A. a child prodigy.
- B. a workaholic.
- C. the greatest composer of the eighteenth century.
- D. a victim of his father's ambition.

Passage 2: Answer Key and Explanations

6. A good title for this passage would be. Answer: **C.**

Mozart: The Early Life of a Musical Prodigy. Explanation: The passage focuses on Mozart's childhood, his extraordinary musical abilities, his early training, and his concert tours as a young child. The central theme is his development as a gifted child musician.

Why the others are incorrect:

- A: The passage is about Mozart, not eighteenth-century classical music generally.
- B: Leopold's parenting is only a minor point.
- D: The passage discusses only Mozart's early life, not his entire career.

Skill: Main Idea / Best Title

7. According to the passage, Wolfgang became interested in music because Answer: **C.**

He saw his sister learning to play an instrument. Explanation: The passage states that Wolfgang became interested in playing when his sister Nannerl was learning the clavier. This is the direct cause mentioned in the text.

Why the others are incorrect:

A: Leopold later recognized the opportunity, but this was not the reason Wolfgang became interested.

B: He certainly had natural talent, but the question asks what sparked his interest.

D: Although he came from a musical family, the passage specifically identifies his sister's lessons as the immediate influence.

Skill: Literal Detail

8. What was the consequence of Wolfgang's first public appearance? Answer: **B.**

Word of Wolfgang's genius spread to the capital. Explanation: After Wolfgang's first public concert in Linz, the passage states that "word of his genius soon traveled to Vienna."

Why the others are incorrect:

A: This occurred later at Schonbrunn Palace.

C: Leopold had already planned to travel to Vienna.

D: The invitations came after the successful Vienna performances.

Skill: Cause and Effect

9. Each of the following statements about Wolfgang Mozart is directly supported by the passage EXCEPT Answer: **D.**

Wolfgang preferred the violin to other instruments. Explanation: The passage states that Wolfgang mastered the violin, but nowhere does it say that he preferred it over other instruments.

Why the others are supported:

A: Leopold devoted himself to his children's musical education and organized tours.

B: Nannerl was learning the clavier and performed on tours, indicating musical talent.

C: Much of Wolfgang's childhood was devoted to performing and touring.

Skill: Identifying Unsupported Information

10. According to the passage, during Wolfgang's early years, child prodigies were Answer: **B.** Accustomed to extensive concert tours. Explanation: The passage explicitly states that "it was not uncommon for prodigies to make extensive concert tours."

Why the others are incorrect:

A: The passage does not discuss how common prodigies were.

C: No information is given about practice schedules.

D: Some prodigies may have played for courts, but the passage specifically emphasizes extensive tours. Skill: Literal Comprehension

11. Based on information found in the passage, Mozart can best be described as Answer: **A.**

A child prodigy. Explanation: Throughout the passage Mozart is portrayed as an exceptionally gifted child who composed music at age five, mastered multiple instruments, and performed before royalty. These characteristics define a child prodigy.

Why the others are incorrect:

B: The passage never suggests Mozart himself was a workaholic.

C: The passage does not compare him with other composers.

D: Although Leopold was ambitious, the passage does not portray Mozart primarily as a victim.

Passage 3

The sentences are numbered in the following passage to help you answer the questions. 1) The Woodstock Music and Art Fair-better known to its participants and to history simply as "Woodstock"-should have been a colossal failure. 2) Just a month prior to its August 15, 1969 opening, the fair's organizers were informed by the council of Wallkill, New York, that permission to hold the festival was withdrawn. 3) Amazingly, not only was a new site found, but word spread to the public of the fair's new location. 4) At the new site, fences that were supposed to facilitate ticket collection never materialized, and all attempts at gathering tickets were abandoned. 5) Crowd estimates of 30,000 kept rising; by the end of the three days, some

estimated the crowd at 500,000. 6) Then, on opening night, it began to rain. 7) Off and on, throughout all three days, huge summer storms rolled over the gathering. 8) In spite of these problems, most people think of Woodstock not only as a fond memory but as the defining moment for an entire generation.

12. Which of the following would be the most appropriate title for this passage?

- A. Backstage at Woodstock
- B. Woodstock: From The Band to The Who
- C. Remembering Woodstock
- D. Woodstock: The Untold Story

13. Which of the following numbered sentences of the passage best represents an opinion rather than a fact?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

14. Why is the word amazingly used in sentence 3?

- A. The time in which the site move was made and the word sent out was so short.
- B. The fair drew such an unexpectedly enormous crowd.
- C. There was such pressure by New York officials against holding the fair.
- D. The stormy weather was so unfavorable.

Passage 3: Answer Key and Explanations

12. Which of the following would be the most appropriate title for this passage? Answer: **C.** Remembering Woodstock. Explanation: The passage briefly recounts the major difficulties facing Woodstock and concludes by noting that, despite these problems, people remember it fondly as a defining event for a generation. The focus is on how Woodstock is remembered rather than on specific performers or hidden details.

Why the others are incorrect:

- A. Backstage at Woodstock – The passage does not discuss behind-the-scenes activities.
- B. Woodstock: From The Band to The Who – No performers are discussed.

D. Woodstock: The Untold Story – The passage presents well-known facts rather than previously unknown information.

Skill: Main Idea / Best Title

13. Which of the following numbered sentences of the passage best represents an opinion rather than a fact? Answer: **A**.

Sentence 1 Explanation: Sentence 1 states that Woodstock "should have been a colossal failure." This is a judgment or evaluation rather than a verifiable fact. Different people might disagree about whether the event should have failed. Why the others are incorrect:

- Sentence 2: Reports a specific historical event.
- Sentence 3: States that a new site was found and information spread to the public.
- Sentence 4: Reports what happened regarding ticket collection.

These statements can be verified and are therefore factual. Skill: Fact vs. Opinion

15. Why is the word *amazingly* used in sentence 3? Answer: **A**.

The time in which the site move was made and the word sent out was so short. Explanation: Sentence 2 explains that permission for the original location was withdrawn only one month before the festival. Sentence 3 then notes that a new site was found and that information about the new location successfully reached the public. The author uses *amazingly* because accomplishing both tasks in such a short period was unexpected and impressive.

Why the others are incorrect:

B: The enormous crowd is discussed later in the passage.

C: The passage does not emphasize government pressure as the reason for the author's surprise.

D: The storms occurred after the festival began and are unrelated to sentence 3.

Skill: Vocabulary in Context / Author's Purpose

Passage 4

Firefighters are often asked to speak to school and community groups about the importance of fire safety, particularly fire prevention and detection. Because smoke detectors reduce the risk of

dying in a fire by half, firefighters often provide audiences with information on how to install these protective devices in their homes.

Specifically, they tell them these things: A smoke detector should be placed on each floor of a home. While sleeping, people are in particular danger of an emergent fire, and there must be a detector outside each sleeping area. A good site for a detector would be a hallway that runs between living spaces and bedrooms.

Because of the dead-air space that might be missed by turbulent hot air bouncing around above a fire, smoke detectors should be installed either on the ceiling at least four inches from the nearest wall, or high on a wall at least four, but no further than twelve, inches from the ceiling.

Detectors should not be mounted near windows, exterior doors, or other places where drafts might direct the smoke away from the unit. Nor should they be placed in kitchens and garages, where cooking and gas fumes are likely to cause false alarms.

16. Which organizational scheme does this list of instructions follow?

- A. hierarchical order
- B. comparison-contrast
- C. cause-and-effect
- D. chronological order by topic

17. What is the main focus of this passage?

- A. how firefighters carry out their responsibilities
- B. the proper installation of home smoke detectors
- C. the detection of dead-air space on walls and ceilings
- D. how smoke detectors prevent fires in homes

18. The passage implies that dead-air space is most likely to be found

- A. on a ceiling, between four and twelve inches from a wall.
- B. close to where a wall meets a ceiling.
- C. near an open window.
- D. in kitchens and garages.

19. The passage states that, compared with people who do not have smoke detectors, persons who live in homes with smoke detectors have a

- A. 50% better chance of surviving a fire.

- B. 50% better chance of preventing a fire.
- C. 75% better chance of detecting a hidden fire.
- D. 100% better chance of not being injured in a fire.

20. A smoke detector should NOT be installed near a window because

- A. outside fumes may trigger a false alarm.
- B. a draft may create dead-air space.
- C. a draft may pull smoke away from the detector.
- D. outside noises may muffle the sound of the detector

21. The passage indicates that one responsibility of a firefighter is to

- A. install smoke detectors in the homes of residents in the community.
- B. check homes to see if smoke detectors have been properly installed.
- C. develop fire safety programs for community leaders and school teachers.
- D. speak to school children about the importance of preventing fires.

22. A smoke detector must always be placed

- A. outside at least one of the bedrooms on any level of the home.
- B. outside all bedrooms in a home.
- C. in all hallways of a home.
- D. in kitchens where fires are most likely to start.

Passage 4: Answer Key and Explanations

15. Which organizational scheme does this list of instructions follow? Answer: D. chronological order by topic

Explanation: The passage presents information step-by-step, moving from the general purpose of smoke detectors to specific instructions about where they should and should not be installed. The instructions are organized sequentially by topic rather than by importance or comparison.

Why the others are incorrect:

- A. Hierarchical order – The information is not arranged from most important to least important.
- B. Comparison-contrast – The passage does not compare two things.

C. Cause-and-effect – Some causes and effects are mentioned, but this is not the overall organizational pattern.

Skill: Organization of Ideas

16. What is the main focus of this passage?

Answer: B. the proper installation of home smoke detectors

Explanation: Most of the passage explains where smoke detectors should be installed and where they should not be placed. The central purpose is to provide installation guidelines.

Why the others are incorrect:

A: Firefighters are mentioned only briefly.

C: Dead-air space is only one detail.

D: The passage discusses detection rather than prevention of fires.

Skill: Main Idea

17. The passage implies that dead-air space is most likely to be found

Answer: B. close to where a wall meets a ceiling.

Explanation: The passage states that detectors should be placed at least four inches away from the nearest wall when mounted on a ceiling. This implies that dead-air space exists near the junction of the wall and ceiling where smoke may not easily reach.

Why the others are incorrect:

A: The passage does not specify that dead-air space extends twelve inches from a wall.

C: Open windows are associated with drafts, not dead-air space.

D: Kitchens and garages are avoided because of false alarms.

Skill: Inference

18. The passage states that, compared with people who do not have smoke detectors, persons who live in homes with smoke detectors have a
Answer: A. 50% better chance of surviving a fire.

Explanation: The passage states that smoke detectors "reduce the risk of dying in a fire by half." Therefore, people with smoke detectors have a substantially greater chance of surviving a fire.

Why the others are incorrect:

B: The passage discusses survival, not fire prevention.

C: No percentage concerning hidden fires is given.

D: The passage does not claim complete protection from injury.

Skill: Literal Detail

19. A smoke detector should NOT be installed near a window because

Answer: C. a draft may pull smoke away from the detector.

Explanation: The passage directly states that smoke detectors should not be mounted near windows because drafts might direct smoke away from the unit, preventing proper detection.

Why the others are incorrect:

A: Outside fumes are not mentioned.

B: Drafts do not create dead-air space.

D: Noise is not discussed.

Skill: Literal Detail / Cause and Effect

20. The passage indicates that one responsibility of a firefighter is to Answer: D.

Speak to school children about the importance of preventing fires.

Explanation: The first paragraph states that firefighters are often asked to speak to school and community groups about fire safety and fire prevention.

Why the others are incorrect:

A: Firefighters provide information, not installation services.

B: Home inspections are not mentioned.

C: Developing programs is not discussed.

Skill: Supporting Detail

21. A smoke detector must always be placed

Answer: A. outside at least one of the bedrooms on any level of the home.

Explanation: The passage states that there must be a detector outside each sleeping area because people are especially vulnerable while sleeping.

Why the others are incorrect:

B: The passage refers to sleeping areas, not necessarily every bedroom.

C: Not all hallways require detectors.

D: Kitchens are specifically listed as places to avoid because they may trigger false alarms.

Skill: Literal Detail

Passage 5

During those barren winter months, with windows overlooking long-dead gardens, leafless trees, and lawns that seem to have an ashy look about them, nothing soothes the jangled nerves more than the vibrant green of plants surrounding the living spaces of one's home. People browse through garden stores just to get a whiff of chlorophyll and to choose a plant or two to bring spring back into their winter-gray lives.

Now there is even more of a need for "the green," in light of recent articles warning us of the hazards of chemicals that we, ourselves, introduce into our homes. Each time we bring clothes home from the cleaners, we release those chemicals into the closed-in air of our dwellings. Every cleanser releases its own assortment of fumes. Some of the chemicals are formaldehyde, chlorine, benzene, styrene, etc. Read the labels on many home products, the ingredients aren't even listed! During the winter, when those same windows are shut tight, we breathe in these chemicals—causing symptoms much like allergies. In fact, most people probably dismiss the effects of these chemicals simply as a flare up of some allergy or other. The truth is that we are experiencing a syndrome that is called Multiple Chemical Sensitivity. Now, what has this got to do with green plants? Everything healthy! Research has been conducted with two types of plants that have actually removed much of these harmful chemicals from the air.

The two plants that seem to be the best bet for ridding one's home of such chemicals are ferns and palms. These plants release moisture as part of photosynthesis and, as they do, pull

chemicals from the air into their leaves. Even NASA has conducted some greenhouse experiments for long-term space exploration. Within hours, their plants [palms] had removed almost all traces of formaldehyde in the room. Both species of plants are ancient, dating back more than a hundred million years. Another trait they share is that they both live long lives, 100 years or more. This we expect from trees, but ferns and palms are plants; plants that can grow to 65 feet in the proper setting! Even their individual leaves live for one to two years [ferns] and one to nine years [palms]. Perhaps it is their primal qualities that have contributed to their ability to purify their environment.

23. What is the main idea of the passage?

- A. Our homes are full of contaminants.
- B. Our allergies are caused by chemicals found in the home.
- C. All plants release moisture in the home.
- D. Certain plants can purify the home of many harmful chemicals

24. According to the passage, when a few harmful chemicals combine, they can

- A. cause us to experience allergies.
- B. cause a monumental task for homeowners.
- C. contribute to a syndrome called Multiple Chemical Sensitivity.
- D. contribute to photosynthesis in plants.

25. The passage indicates that research

- A. has only been conducted using specific plants.
- B. has only been conducted by NASA.
- C. has not identified the sources of these chemical impurities.
- D. has only benefited long term space exploration.

26. The passage infers a relationship between the antiquity of ferns and palms and their ability to

- A. live long.
- B. purify the air.
- C. grow leaves that live long.
- D. react successfully in research experiments.

27. A good title for this passage is

- A. Research in the New Millennium.

- B. Home Dangers.
- C. Common Houseplants May Purify Your Home.
- D. NASA Experiment Finds the Cure.

Passage 5: Answer Key and Explanations

22. What is the main idea of the passage? Answer: D.

Certain plants can purify the home of many harmful chemicals.

Explanation: Although the passage discusses indoor air pollution and harmful chemicals, its primary purpose is to explain how certain plants—particularly ferns and palms—can remove these pollutants from indoor air. The discussion of chemicals serves as background for the main point.

Why the others are incorrect:

- A: This is supporting information, not the central idea.
- B: The passage does not claim that all allergies are caused by chemicals.
- C: The passage focuses specifically on ferns and palms, not all plants.

Skill: Main Idea

23. According to the passage, when a few harmful chemicals combine, they can Answer: C.
Contribute to a syndrome called Multiple Chemical Sensitivity.

Explanation: The passage states that exposure to chemicals commonly found in homes may produce symptoms associated with a condition known as Multiple Chemical Sensitivity (MCS).

Why the others are incorrect:

- A: The passage says the symptoms may resemble allergies, but they are actually linked to MCS.
- B: This idea is never mentioned.
- D: Chemicals do not contribute to photosynthesis.

Skill: Literal Detail

24. The passage indicates that research Answer: A. has only been conducted using specific plants.

Explanation: The passage refers to research conducted on two specific types of plants—ferns and palms—which were found to remove harmful chemicals from the air.

Why the others are incorrect:

B: NASA conducted some research, but the passage also mentions research more generally.

C: The sources of the chemicals are clearly identified (cleaners, household products, etc.).

D: The research has implications beyond space exploration, including home environments.

Skill: Supporting Detail

25. The passage infers a relationship between the antiquity of ferns and palms and their ability to

Answer: B. purify the air.

Explanation: The author concludes by suggesting, "Perhaps it is their primal qualities that have contributed to their ability to purify their environment." This implies a connection between their ancient origins and their effectiveness in removing pollutants.

Why the others are incorrect:

A: Longevity is mentioned as a separate characteristic.

C: Long-lasting leaves are described but not linked to antiquity.

D: The passage does not connect antiquity with experimental success.

Skill: Inference

26. A good title for this passage is Answer: C. Common Houseplants May Purify Your Home.

Explanation: This title accurately captures the central theme of the passage: certain household plants can help improve indoor air quality by removing harmful chemicals.

Why the others are incorrect:

A: Research is discussed, but it is not the primary focus.

B: Home dangers are only background information.

D: NASA's experiment is merely one piece of supporting evidence and did not find a cure.

Skill: Main Idea / Best Title

Passage 6

The Seven Ages of Man

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts.
His acts being seven ages. At first the infant,
Mewling . . . in the nurse's arms.
And then the whining schoolboy, with his satchel
And shining morning face . . . And then the lover,
Sighing like a furnace . . . Then a soldier
Full of strange oaths . . . Jealous of honor,
Sudden and quick in quarrel . . . And then the justice . . .
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon.
With spectacles on nose and pouch on side.
. . . and his big manly voice, Turning again toward
Childish treble, pipes and whistles in his sound.
Last scene of all,
That ends this strange eventful history,
Is second childishness, and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything. -- William Shakespeare

28. What attitude does the speaker reveal by using the word *merely* in the second line?

- A. Sorrow
- B. Anger
- C. Amusement
- D. Indifference

29. What characterizes the period of life represented by the soldier?

- A. brash behavior
- B. his sense of honor
- C. his dedication to duty
- D. his fear of cowardice

30. What is the main idea of this poem?

- A. Life is a misery that never gets any better at any time.
- B. Life is what each of us makes of it during our journey down the river of eternity.
- C. Life is a play and it follows a specific script, none of which should cause anguish or sorrow.
- D. Life is a comedy, and we are all buffoons in pantaloons no matter what we do.

31. What is the theme of the poem?

- A. Death is to be feared.
- B. Life is a circle that brings us back to the beginning.
- C. The male of the species is the only true measure of the stages of life.
- D. The stages of life are unrelated and can be altered by each individual's free will.

32. The poet uses the words *merely* (line 2) and *mere* (line 20)

- A. to soften the effect of the strong images he presents to us in those lines.
- B. to tie together his theme of the cycle of life.
- C. convey his tone to the reader.
- D. all of the above.

Passage 6: Answer Key and Explanations

27. What attitude does the speaker reveal by using the word *merely* in the second line?

Answer: C. Amusement

Explanation: In the line, "*And all the men and women merely players*," Shakespeare suggests that people are simply actors playing temporary roles on life's stage. The word *merely* downplays human importance and reflects a detached, somewhat amused observation about human existence.

Why the others are incorrect:

A. Sorrow – The speaker is reflective rather than sad.

B. Anger – No anger is expressed.

D. Indifference – The speaker is engaged in commenting on life, not indifferent to it.

Skill: Tone and Attitude

28. What characterizes the period of life represented by the soldier?

Answer: A. brash behavior

Explanation: The soldier is described as: "Full of strange oaths ... Jealous of honor, Sudden and quick in quarrel". These descriptions emphasize impulsiveness, aggressiveness, and rash behavior—qualities associated with youthful bravado.

Why the others are incorrect:

B. his sense of honor – Honor is mentioned, but it is only one characteristic.

C. his dedication to duty – Duty is never discussed.

D. his fear of cowardice – This idea is not mentioned.

Skill: Character Interpretation

29. What is the main idea of this poem?

Answer: C. Life is a play and it follows a specific script, none of which should cause anguish or sorrow.

Explanation: The central metaphor of the poem is that the world is a stage and human beings are actors who pass through predictable stages of life. The poem describes these stages as natural and inevitable parts of existence.

Why the others are incorrect:

A: The poem does not portray life as entirely miserable.

B: The "river of eternity" idea is not presented.

D: The poem is not primarily a comedy, nor are people portrayed as buffoons.

Skill: Main Idea

30. What is the theme of the poem?

Answer: B. Life is a circle that brings us back to the beginning.

Explanation: The poem begins with infancy and ends with "second childishness." This suggests that life follows a cycle, with old age resembling childhood in dependency and vulnerability.

Why the others are incorrect:

A: Death is presented as inevitable, not something to be feared.

C: Although Shakespeare describes a man's life, the broader theme concerns the human life cycle.

D: The poem emphasizes fixed stages rather than individual freedom to alter them.

Skill: Theme

31. The poet uses the words *merely* (line 2) and *mere* (line 20)

Answer: D. all of the above.

Explanation: The words *merely* and *mere* serve several functions:

1. They soften the effect of strong images by reducing human grandeur and emphasizing simplicity.
2. They reinforce the poem's theme by reminding readers that human roles and possessions are temporary and limited.
3. They help establish the poet's tone, which is reflective, philosophical, and slightly detached.

Because all three functions are present, the best answer is D.

Skill: Literary Analysis / Diction

Instructions: The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is *stated* or *implied* in the passages and in any introductory material that may be provided.

Questions 1–10 are Based on the Following Passages.

Passage 1

We love, we dearly love our country, and it is due to your honorable bodies, as well as to us, to make known why we think the country is ours, and why we wish to remain in peace where we are. The land on which we stand we have received as an inheritance from our fathers, who possessed it from time immemorial, as a gift from our common Father in Heaven. We have already said, that, when the white man came to the shore of America, our ancestors were found in peaceable possession of this very land. They bequeathed it to us as their children, and we have sacredly kept it, as containing the remains of our beloved men. This right of inheritance we have *never ceded*, nor ever *forfeited*. Permit us to ask, what better right can the people have to a country, than the right of *inheritance* and *immemorial peaceable possession*? We know it is said of late by the State of Georgia, and the Executive of the United States that we have forfeited this right but we think this is said gratuitously. At what time have we made the forfeit? What great crime have we committed, whereby we must forever be divested of our country and rights?

Passage 2

When centuries hence, (as it must, in my opinion, be centuries hence before the life of these States, or of Democracy, can be really written and illustrated) the leading historians and dramatists seek for some personage, some special event, incisive enough to mark with deepest cut, and mnemonize, this turbulent nineteenth century of ours, (not only these States, but all over the political and social world)-something, perhaps, to close that gorgeous procession of European feudalism, with all its pomp and caste prejudices, (of whose long train we in America are yet so inextricably the heirs)-something to identify with terrible identification, by far the greatest revolutionary step in the history of the United States, (perhaps the greatest of the world, our century)—the absolute extirpation and erasure of slavery from the States—those historians will seek in vain for any point to serve more thoroughly their purpose, , than Abraham Lincoln’s death.

1. Which of the following best describes the position of the author in Passage 1?

- A. Entreating
- B. Placating
- C. Placid
- D. Demonstrative
- E. Indifferent

2. What does the author mean in the phrase, “and it is due to your honorable bodies”

Passage 1, line (1)?

- A. because of your government
- B. creates an obligation to discuss
- C. is a question of ownership
- D. qualifies a division of two sides
- E. presents an individual perspective

3. The reference to “our common Father in Heaven” Passage 1 line (4) is used to

- A. declare the false claims of the authorities
- B. establish a common basis point of reference
- C. present a position of civilization instead of savagery
- D. confirm their belief in a supreme being
- E. disavow any rights predicated upon a universal being

4. What is the significance of the phrase, “sacredly kept it” Passage 1 line (6)?

- A. suggests the white man only had interest in the land for commerce
- B. creates a relationship to the earlier reference to “Father in Heaven”
- C. qualifies the relationship of nature to Indians
- D. alleviates the common belief that Indians were only savage creatures
- E. established the importance of the land as containing remains of ancestors

5. The purpose of Passage 2 is to

- A. establish the general understanding and need for slavery.
- B. expose the faults of Europe and the relationship to America.
- C. qualify the use of slavery as a stepping stone in the history of America.
- D. establish the errant ways of early America as it relates to enslaving men.
- E. compare the ills of Europe with the feudal methods employed in early America.

6. What best describes the author's position on slavery in Passage 2?

- A. Slavery was an extension of European feudalism and necessary for the development of early America.
- B. America was developed in the pattern of European feudalism and slavery was simply a byproduct of that development.
- C. Slavery was a complete and total ill and the eradication of this practice sets America apart from European ideology.
- D. America tolerated slavery only as long as necessary for development and growth.
- E. From a historical perspective, slavery was a dark period, albeit justified predicated upon ancestry.

7. The author of Passage 2 suggests which event was responsible for the growth beyond feudalism in early America?

- A. the passage of time away from the control of European alliance
- B. the recognition that the feudalistic way of life was a historical blight
- C. the demarcation of abolishment of slavery historically tied to Lincoln's death
- D. the realization that Democracy could not be realized so long as slavery was existent
- E. the understanding that historical alliances with European feudalism could not prevail

8. Which of the following best describes the author's feeling about European feudalism in Passage 2?

- A. full of arrogance and segregation of classes
- B. matured as a society but unfit for early America
- C. hierarchical governance with appreciable maintenance of class separations
- D. dominantly appropriate for an established and mature society
- E. a natural procession beginning with feudalism and progressing to Democracy

9. How would the author of Passage 1 most likely align with the position of Passage 2?

- A. appreciation for the change of heart evidenced by a country to free slaves and an appreciation that their plight was sufficiently different to warrant dissimilar actions
- B. understanding that the times had changed and the hearts of men opened to the acceptance of the full development of a Democracy
- C. disdain that slaves should be freed then their people were still kept in a kind of slavery by being ostracized

- D. discontentment that the government would not see the red man at least equal to the black man as opposed to the red man being a savage and the black man being worthy of freedom
 - E. disbelief that the governance who had the compassion to free slaves had the cruelty to take the land of their forefathers, the land of their birthright
10. Which of the following statements best represents the position of Passage 1 and Passage 2, respectively?
- A. Passage 1 is presenting a case for retaining land and Passage 2 is celebrating freed slaves being able to acquire land.
 - B. Passage 1 seeks justification for the rights of Ownership of someone else's land wherein Passage 2 questions the ownership rights of another individual.
 - C. Passage 1 represents that man cannot be separated from his land and therefore taking one is to enslave the other where Passage 2 separates the freed slave and provides for him the opportunity to join with land.
 - D. Passage 1 presents freedoms lost and Passage 2 presents freedoms won.
 - E. Passage 1 presents questions for justification of the acts of the government and Passage 2 condemns the government for their acts albeit regarding separate issues.

Answers keys and Explanations

1. The correct choice is **A**.

Explanation: Although Choice D, “demonstrative,” would have been generally understood, the position of the author is best identified with Choice A, “entreating,” as they were asking for help in understanding the actions of the government as it related to the taking of their heritage, their land.

2. The correct choice is **B**.

Explanation: The author is basically saying we owe it to you and to ourselves to tell you why we believe the land, this country, is rightly ours, making Choice B, “creates an obligation to discuss,” correct.

3. The correct choice is **B**.

Explanation: Choices C and D, “present a position of civilization instead of savagery” and “confirm their belief in a supreme being,” sound feasible. This would do little to further the

position of rightful ownership as it creates no common ground or set of rules by which to engage. By establishing a common basis point of reference that gives specific direction regarding proper behavior, that being a supreme being, the presenters of the argument act from a logical position of strength. If we share the same God, wouldn't He want what is best for both of us? Further, if we share the same God, we can't be the savage and deserve to be treated as equal men in the sight of our common God. Choice B is correct.

4. The correct choice is **E**.

Explanation: Burial grounds are sacred grounds in effectively all civilizations. By including the land as ancestral burial grounds of forefathers since the beginning of time, the land becomes sacred and hallowed. The understood argument is that if it is taken, those who take it desecrate the land and offend the common God. Choice E presents this position.

5. The correct choice is **D**.

Explanation: Passage 2 chastises the country for her actions collectively as it relates to condoning slavery and praises Lincoln's commitment and sacrifice in order to abolish same, making Choice D correct.

6. The correct choice is **C**.

Explanation: Criticism of early America following European feudalism was a common theme throughout the passage. This led to the adoption of slavery and not until the final abolishment of this practice did America gain separation from the misguided practices of Europe, making Choice C correct.

7. The correct choice is **C**.

Explanation: Passage 2 states, ". . .the absolute extirpation and erasure of slavery from the States—those historians will seek in vain for any point to serve more thoroughly their purpose, that Abraham Lincoln's death" thus praising the and directly relating the abolishment of slavery to Lincoln, making Choice C correct.

8. The correct choice is **A**.

Explanation: The author has nothing positive or even neutral to say about this type governance, effectively alleviating all choices but A.

9. The correct choice is **E**.

Explanation: This is a question calling for speculation but based on facts as presented in the respective passages. On the one hand, the government is set on taking ownership of land

tantamount to invasion and conquering whereas on the other hand, a government accepts that slavery is inappropriate and rights this wrong. Surely, the question of why one and not the other must arise as disbelief; therefore, Choice E.

10. The correct choice is **E**.

Explanation: Nowhere in Passage 2 does it present the ability or right of freed slaves to acquire land so Choice A is wrong. Passage 2 doesn't actually question the rights of ownership of another individual; it condemns the practice and praises the overturning of it, making Choice B incorrect. Like Choice A, Choice C indicates that Passage 2 provides for the freed slave to acquire land making it an incorrect choice. Choice D is too simplistic to be the best answer. Although it is accurate, Choice E more fully reflects the comparison between the two passages.

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