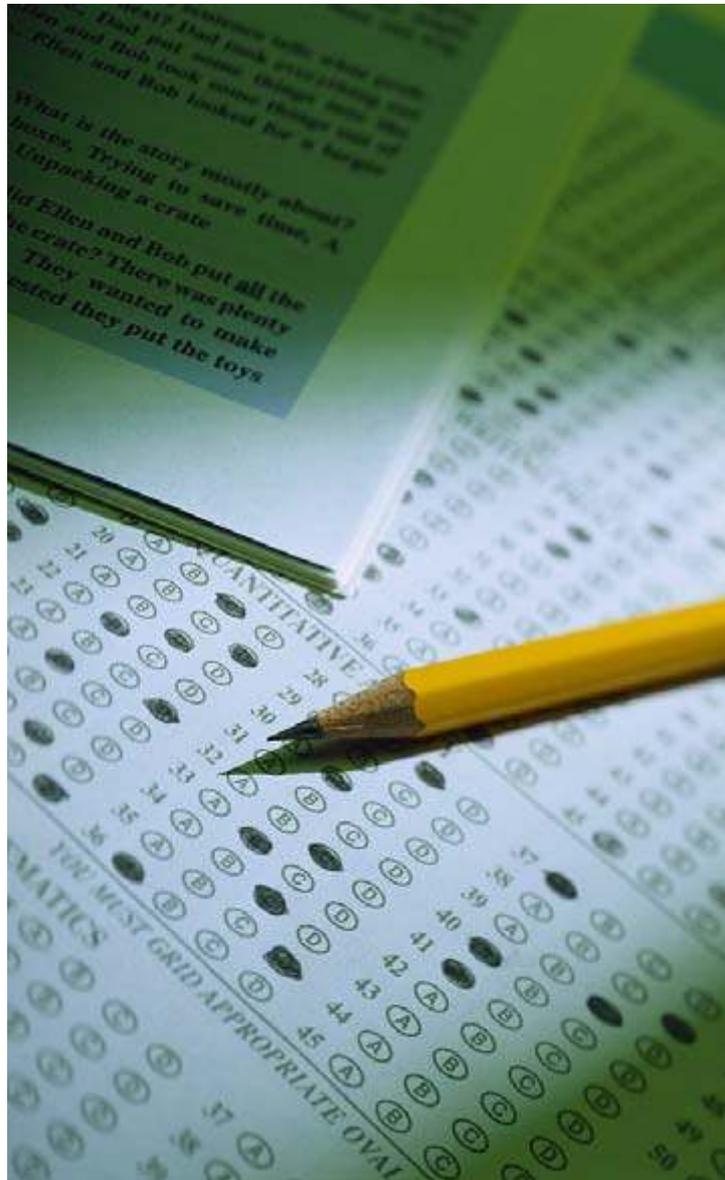




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# GMAT Practice Questions



## GMAT Critical Reasoning Practice Questions

### Question 1

In Los Angeles, a political candidate who buys saturation radio advertising will get maximum name recognition.

The statement above logically conveys which of the following?

- A. Radio advertising is the most important factor in political campaigns in Los Angeles.
- B. Maximum name recognition in Los Angeles will help a candidate to win a higher percentage of votes cast in the city.
- C. Saturation radio advertising reaches every demographically distinct sector of the voting population of Los Angeles.
- D. For maximum name recognition a candidate need not spend on media channels other than radio advertising.
- E. A candidate's record of achievement in the Los Angeles area will do little to affect his or her name recognition there.

### Answers and Explanations

**D**

An L.A. political candidate who buys saturation radio advertising will get maximum name recognition. In other words, such advertising is sufficient for maximum name recognition. If so, then it must be true that, as (D) says, a candidate can get such recognition without spending on other forms of media.

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## Question 2

The rate of violent crime in this state is up 30 percent from last year. The fault lies entirely in our court system: Recently our judges' sentences have been so lenient that criminals can now do almost anything without fear of a long prison term.

The argument above would be weakened if it were true that

- A. 85 percent of the other states in the nation have lower crime rates than does this state.
- B. White collar crime in this state has also increased by over 25 percent in the last year.
- C. 35 percent of the police in this state have been laid off in the last year due to budget cuts.
- D. Polls show that 65 percent of the population in this state opposes capital punishment.
- E. The state has hired 25 new judges in the last year to compensate for deaths and retirements.

## Answers and Explanations

**C**

If we can show that something besides the court system may explain the increase in crime we would weaken the argument. The author assumes that there is no other cause. Tackle the choices, looking for another cause besides the allegedly lenient court sentences.

(A) Does not compare one state to another. The argument's scope is the crime rate increase in this particular state only. In (B), the fact that white collar crime is also on the rise strengthens rather than weakens the argument. (C) presents an alternative explanation for the increase in crime (reduction in police). As for (D), what if 65 percent of people in the state oppose capital punishment? This provides little insight into why crime has gone up since last year. (E) tells us that numerous judges have been replaced in the last year. It is possible that the new judges are more lenient, but this would only strengthen the author's argument.

### Question 3

3. The increase in the number of newspaper articles exposed as fabrications serves to bolster the contention that publishers are more interested in boosting circulation than in printing the truth. Even minor publications have staffs to check such obvious fraud.

The argument above assumes that

- A. Newspaper stories exposed as fabrications are a recent phenomenon.
- B. Everything a newspaper prints must be factually verifiable.
- C. Fact checking is more comprehensive for minor publications than for major ones.
- D. Only recently have newspapers admitted to publishing intentionally fraudulent stories.
- E. The publishers of newspapers are the people who decide what to print in their newspapers.

### Answers and Explanations

**E**

Evidence: more newspaper articles exposed as fabrications.

Conclusion: Publishers want to increase circulation, not print the truth.

This conclusion makes sense only if we assume (E), that the publishers are the ones who decide what to print. If (E) weren't true and this decision was up to someone other than the publisher, the argument would fall apart.

#### Question 4

Time and again it has been shown that students who attend colleges with low faculty/student ratios get the most well-rounded education. As a result, when my children are ready to attend college, I'll be sure they attend a school with a very small student population.

Which of the following, if true, identifies the greatest flaw in the reasoning above?

- A. A low faculty/student ratio is the effect of a well-rounded education, not its source.
- B. Intelligence should be considered the result of childhood environment, not advanced education.
- C. A very small student population does not by itself, ensure a low faculty/student ratio.
- D. Parental desires and preferences rarely determine a child's choice of a college or university.
- E. Students must take advantage of the low faculty/student ratio by intentionally choosing small classes.

#### Answers and Explanations

**C**

The evidence says that students who attend colleges with low faculty/student ratios get well-rounded educations, but the conclusion is that the author will send his kids to colleges with small student populations. Since colleges can have the second without necessarily having the first, (C) is correct.

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### Question 5

All German philosophers, except for Marx, are idealists.

From which of the following can the statement above be most properly inferred?

- A. Except for Marx, if someone is an idealist philosopher, then he or she is German.
- B. Marx is the only non-German philosopher who is an idealist.
- C. If a German is an idealist, then he or she is a philosopher, as long as he or she is not Marx.
- D. Marx is not an idealist German philosopher.
- E. Aside from the philosopher Marx, if someone is a German philosopher, then he or she is an idealist.

### Answers and Explanations

**E**

The question stem asks you to pick the choice from which the statement can be derived, and that's (E). If, as (E) says, anyone who is German is an idealist except for Marx, then all Germans except for Marx are idealists. That being the case, it would certainly be true that, as the stimulus says, with the exception of Marx, all German philosopher—being a subset of all Germans—are idealists. While this may sound absurd, we're concerned with strict logic here, not content.



### Question 1

Does  $x = y$ ?

- (1)  $x^2 - y^2 = 0$   
(2)  $(x - y)^2 = 0$

- A.  
B.  
C.  
D.  
E.

### Answer and Explanations

**B**

(1) **Insufficient.** It may look like the two are equal, but not necessarily. All the statement tells us is that  $x^2$  is equal to  $y^2$ . That doesn't mean that  $x$  equals  $y$ , because one could be negative and the other positive.

(2) **Sufficient.** This tells us that  $(x - y)(x - y) = 0$ . So,  $(x - y) = 0$ . The only way the difference between the two variables can be 0 is if they are the same.

## Question 2

If  $R$  is an integer, is  $R$  evenly divisible by 3?

- (1)  $2R$  is evenly divisible by 3
- (2)  $3R$  is evenly divisible by 3

- A.
- B.
- C.
- D.
- E.

## Answer and Explanations

**A**

(1) **Sufficient.** Since the quantity  $2R$  is divisible by 3, one of those two factors must be divisible by 3. Since 1 isn't;  $R$  must be.

(2) **Insufficient.** We know that quantity  $3R$  is evenly divisible by 3, which means that at least one of the factors must be divisible by 3. The problem, though, is that 3 is evenly divisible by 3, making it impossible for us to determine if  $R$  is.

### Question 3

If he did not stop along the way, what speed did Bill average on his 3-hour trip?

- (1) He traveled a total of 120 miles.  
(2) He traveled half the distance at 30 miles per hour, and half the distance at 60 miles per hour.

- A.  
B.  
C.  
D.  
E.

### Answer and Explanations

**D**

(1) **Sufficient.** With the distance known, we could plug it into the rate formula and compute Bill's rate.

(2) **Sufficient.** If he covered the same distance at 30 mph as he did at 60 mph, he must have been travelling at 30 mph for twice as long as he was at 60 mph. Given that he travelled for 3 hours, he travelled at 30 mph for 2 hours and 60 mph for 1 hour. That comes to 120 miles total distance, and again we solve for the rate.

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**Question 4**

Is  $x + y$  positive?

- (1)  $x - y$  is positive.  
(2)  $y - x$  is negative.

- A.  
B.  
C.  
D.  
E.

**Answer and Explanations**

**E**

(1) **Insufficient.** Pick 10 for  $x$  and 5 for  $y$ . This satisfies the statement and would allow us to answer "yes" to the question. We can't stop here though; we have to try different values to see if we can answer the question, "no." Try 5 for  $x$  and -10 for  $y$ . These values satisfy statement (1) but allow us to answer the question "no."

(2) **Insufficient.** Try the same values. Those values allow us to answer "no" to the question. But we need to consider other values. If we set  $y$  equal to -5 and  $x$  equal to 10, we can answer "yes" to the question.

You could guess between (C) and (E) or you could plug in some more numbers. As it turns out the two statements are equivalent. So they are just as insufficient together as they are separate.

**Question 5**

A shopper bought a tie and a belt during a sale. Which item did he buy at the greater dollar value?

- (1) He bought the tie at a 20 percent discount.
- (2) He bought the belt at a 25 percent discount

- A.
- B.
- C.
- D.
- E.

**Answer and Explanations**

**E**

(1) **Insufficient.** Only information about the tie is given. We know nothing about the belt.

(2) **Insufficient.** Only information about the belt is given. We know nothing about the tie.

All we can determine is that a greater percentage discount was obtained on the belt. Whether this translates into a greater dollar discount cannot be determined.



## GMAT Reading Comprehension Practice Questions

**Answer the questions after reading through the passage. Base your answers on information that is either stated or implied in the passage.**

The rich analyses of Fernand Braudel and his fellow *Annales* historians have made significant contributions to historical theory and research. In a departure from traditional historical approaches, the *Annales* historians assume (as do Marxists) that history cannot be limited to a simple recounting of conscious human actions, but must be understood in the context of forces that underlie human behavior. Braudel was the first *Annales* historian to gain widespread support for the idea that history should synthesize data from social sciences, especially economics, to provide a broader historical view of human societies over time (although Febvre and Bloch, founders of the *Annales* school, originated this approach).

Braudel conceived of history as the dynamic interaction of three temporalities. The first of these, the *evenementielle*, involved short-lived dramatic "events," such as battles, revolutions, and the actions of great men, which had preoccupied traditional historians like Carlyle. *Conjonctures* was Braudel's term for the larger, cyclical processes that might last up to half a century. The *longue duree*, a historical wave of great length, was for Braudel the most fascinating of the three temporalities. Here he focused on those aspects of everyday life that might remain relatively unchanged for centuries. What people ate, what they wore, their means and routes of travel—for Braudel these things create "structures" that define the limits of potential social change for hundreds of years at a time.

Braudel's concept of the *longue duree* extended the perspective of historical space as well as time. Until the *Annales* school, historians had taken the juridical political unit—the nation-state, duchy, or whatever—as their starting point. Yet, when such enormous time spans are considered, geographical features may have more significance for human populations than national borders. In his doctoral thesis, a seminal work on the Mediterranean during the reign of Philip II, Braudel treated the

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geohistory of the entire region as a "structure" that exerted myriad influences on human lifeways since the first settlements on the shores of the Mediterranean Sea.

And so the reader is given such arcane information as the list of products that came to Spanish shores from North Africa, the seasonal routes followed by Mediterranean sheep and their shepherds, and the cities where the best ship timber could be bought.

Braudel has been faulted for the imprecision of his approach. With his Rabelaisian delight in concrete detail, Braudel vastly extended the realm of relevant phenomena; but this very achievement made it difficult to delimit the boundaries of observation, a task necessary to beginning any social investigation. Further, Braudel and other *Annales* historians minimize the differences among the social sciences. Nevertheless, the many similarly designed studies aimed at both professional and popular audiences indicate that Braudel asked significant questions which traditional historians had overlooked.

### Question 1

The primary purpose of the passage is to

- A. show how Braudel's work changed the conception of Mediterranean life held by previous historians.
- B. evaluate Braudel's criticisms of traditional and Marxist historiography
- C. contrast the perspective of the *longue duree* with the actions of major historical figures
- D. illustrate the relevance of Braudel's concepts to other social sciences
- E. outline some of Braudel's influential conceptions and distinguish them from conventional approaches

### Answers and Explanations

**E**

The purpose, or main idea, of this passage is to explain Braudel's ideas and discuss how they differ from those of traditional historians. Choices (A) and (D) focus on details, and (B) and (C) focus on inaccurately stated details.

## Question 2

The author refers to the work of Febvre and Bloch in order to

- A. illustrate the limitations of the *Annales* tradition of historical investigation
- B. suggest the relevance of economics to historical investigation
- C. debate the need for combining various sociological approaches
- D. show that previous *Annales* historians anticipated Braudel's focus on economics
- E. demonstrate that historical studies provide broad structures necessary for economic analysis

## Answers and Explanations

**D**

Febvre and Bloch are mentioned only in the first paragraph. There, it's said that they "anticipated [Braudel's] approach."

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### Question 3

According to the passage, all of the following are aspects of Braudel's approach to history EXCEPT that he

- A. attempted to unify various social sciences
- B. studied social and economic activities that occurred across national boundaries
- C. pointed out the link between increased economic activity and the rise of nationalism
- D. examined seemingly unexciting aspects of everyday life
- E. visualized history as involving several different time frames

### Answers and Explanations

**C**

Here, you have to find which detail is not mentioned in the passage. Choice (A) is mentioned in the first paragraph, (D) and (E) in the second, and (B) in the third.

#### Question 4

The passage suggests that, compared to traditional historians, *Annales* historians are

- A. more interested in other social sciences than in history
- B. more critical of the achievements of famous historical figures
- C. more skeptical of the validity of most economic research
- D. more interested in the underlying context of human behavior provided by social structure
- E. more inclined to be dogmatic in their approach to history

#### Answers and Explanations

**D**

Choice (A) is wrong because there's no indication that the *Annales* historians were more interested in other social sciences than in history. Choice (E) is wrong because, although it's clear that the *Annales* historians had a dogma of their own, there's no indication that they were any more dogmatic than anyone else.

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**Question 5**

The author is critical of Braudel's perspective for which of the following reasons?

- A. It seeks structures that underlie all forms of social activity.
- B. It assumes a greater similarity among the social sciences than actually exists.
- C. It fails to consider the relationship between short-term events and long-term social activity.
- D. It clearly defines boundaries for social analysis.
- E. It attributes too much significance to conscious human actions.

**Answers and Explanations**

**B**

Choices (C), (D), and (E) are contradicted by the passage. Choice (A) is correct, but it's not really a criticism. Choice (B) is the best answer.



## GMAT Practice Questions – Answers and Explanations

*Directions: Choose the best answer from the five answer choices.*

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### Question 1

A family pays \$800 per year for an insurance plan that pays 80 percent of the first \$1,000 in expenses and 100 percent of all medical expenses thereafter. In any given year, the total amount paid by the family will equal the amount paid by the plan when the family's medical expenses total.

- A. \$1,000
- B. \$1,200
- C. \$1,400
- D. \$1,800
- E. \$2,200

### Answer and Explanation

**B**

The family pays \$800 per year for the plan, plus (100 percent minus 80 percent) or 20 percent of the first \$1,000 in medical expenses, while the insurance company pays 80 percent of the first \$1,000, or \$800. It must pay an additional \$200 to match what the family pays out. Since the \$200 comes after the first \$1,000 in expenses, it must represent 100 percent of additional expenses. Therefore, there must have been \$1,000 plus \$200 or \$1,200 in medical expenses altogether.

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## Question 2

Cheese, bologna, and peanut butter sandwiches were made for a picnic in a ratio of 5 to 7 to 8. If a total of 120 sandwiches were made, how many bologna sandwiches were made?

- A. 15
- B. 30
- C. 38
- D. 42
- E. 48

## Answer and Explanation

**D**

We're told that cheese, bologna, and peanut butter sandwiches are made in the ratio of 5 to 7 to 8. Every time they make 5 cheese sandwiches, they also have to make 7 bologna and 8 peanut butter. So there must be  $5x$  cheese sandwiches (and we don't know what  $x$  is at this point),  $7x$  bologna sandwiches, and  $8x$  peanut butter. How many bologna sandwiches were made? Well, the number of bologna sandwiches must be a multiple of 7. But only choice D is a multiple of 7.

In other words:

$$\begin{aligned}5x + 7x + 8x &= 120 \\20x &= 120 \\x &= 6 \\7(6) &= 42\end{aligned}$$

**Question 3**

A sink contains exactly 12 liters of water. If water is drained from the sink until it holds exactly 6 liters of water less than the quantity drained away, how many liters of water were drained away?

- A. 2
- B. 3
- C. 4.5
- D. 6
- E. 9

**Answer and Explanation**

**E**

The key to solving this one is to focus on the quantity of water drained away, which we will call  $x$ . We're told that  $x$  liters of water are drained away, and  $x - 6$  liters are left. So  $x$  (liters taken away) plus  $x - 6$  (liters left) equals 12 (total liters in the sink). Therefore  $2x - 6 = 12$ , and  $x = 9$ .

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## Question 4

Company C sells a line of 25 products with an average retail price of \$1,200. If none of these products sells for less than \$420, and exactly 10 of the products sell for less than \$1,000, what is the greatest possible selling price of the most expensive product?

- A. \$2,600
- B. \$3,900
- C. \$7,800
- D. \$11,800
- E. \$18,200

## Answers and Explanations

**D**

Since 25 products sell at an average of \$1,200, to buy one of each we'd have to spend  $25 \times \$1,200 = \$30,000$ . We want to find the greatest possible selling price of the most expensive product. The way to maximize this price is to minimize the prices of the other 24 products. Ten of these products sell for less than \$1,000, but all sell for at least \$420. This means that we can have 10 sell at \$420. That leaves 14 more that sell for \$1,000 or more. So, in order to minimize the prices of these 14 products, we would want to price each at \$1,000. That means that, out of the \$30,000 total that it will take to purchase one of each item, only  $10(\$420) + 14(\$1,000) = \$18,200$  is needed in order to purchase the 24 cheapest items. The greatest selling price of the most expensive item can thus be calculated as  $\$30,000 - \$18,200 = \$11,800$ .

**Question 5**

In a certain game, each player scores either 2 points or 5 points. If  $n$  players score 2 points and  $m$  players score 5 points, and the total number of points scored is 50, what is the least possible positive difference between  $n$  and  $m$ ?

- A. 1
- B. 3
- C. 5
- D. 7
- E. 9

**Answers & Explanations**

**B**

The quickest solution is to pick numbers for  $n$  and  $m$ . Since  $n = 1$  and  $m = 1$  would amount to 7 points, and since we want to minimize the difference between  $n$  and  $m$ , and since  $50/7$  is just a bit more than 7, we'll start with values near 7.

The key is to discover what values for  $n$ , when multiplied by 2 points, will leave a multiple of 5 as the remaining points. The solution turns out to be 5 for  $n$  (10 points), which allows for 8 for  $m$  (40 points). That's a total of 50 points, and the positive difference between the two values is only 3.

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## GMAT Sentence Correction Practice Questions

*Directions: The following questions consist of sentences that are either partly or entirely underlined.*

*Select the answer choice that represents the best revision of the underlined text. Choice A duplicates the original version. If the original seems better than any of the revisions, then select it.*

### Question 1

The concert this weekend promises to attract an even greater amount of people than attended the last one.

- A. an even greater amount of people
- B. an ever larger amount of people
- C. an amount of people even greater
- D. a number of people even larger
- E. an even greater number of people

### Answers and Explanations

**E**  
Notice that three choices contain the word *amount* and two choices contain *number*. People, because they can be counted, come in numbers rather than amounts. (E) is best because of the remaining two because the phrase *an even greater amount of people* clearly refers to more people, while a *number of people even larger* could be referring to bigger people.

## Question 2

Records of the first 736 British convicts deported to Australia reveal convictions for crimes against property in all cases and they ranged from highway robbery to forgery.

- A. convictions for crimes against property in all cases and they ranged
- B. convictions in all cases were crimes against property and ranging
- C. the ranging of convictions for crimes against property in all cases
- D. that all were convicted of crimes against property ranging
- E. that all of them had convictions for crimes that were against property; the range was

## Answers and Explanations

**D**

(A) is awkwardly worded and the pronoun *they* has more than one possible antecedent. In (B) the two verbs linked by *and* aren't parallel; "were convicted" doesn't match "ranging." In choice (C), "the ranging of convictions" is awkward and unidiomatic. Choice (E) is wordy. (D) is the best choice.

### Question 3

Scoliosis, a condition when the spine curves abnormally and throws the body out of line, can cause heart and lung problems as well as physical deformity.

- A. a condition when the spine curves abnormally and throws the body out of line
- B. an abnormal curvature of the spine that throws the body out of line
- C. a condition of the spine curving abnormally and in which the body is thrown out of line
- D. where the body is thrown out of line by an abnormal curvature of the spine
- E. a condition of an abnormal curvature of the spine throwing the body out of line

### Answers and Explanations

**B**

Choices (A) and (D) are wrong because *when* should be used only to refer to a time, and *where* should be used only to refer to a place. Choices (C) and (E) are wordy and awkward.

#### Question 4

Many of the thousands of students currently enrolled in night courses hope for the exchanging of their drab jobs for new careers that are challenging.

- A. for the exchanging of their drab jobs for new careers that are challenging
- B. for exchanging drab jobs for new careers that will challenge them
- C. to exchange their drab jobs with new careers that will be new and challenging
- D. to exchange their drab jobs for new and challenging careers
- E. to exchanging their drab jobs and find careers that will be new and challenging.

#### Answers and Explanations

**C**

In this sentence, the students want to do something (change careers); the proper idiom is *hope to* instead of *hope for*. So eliminate (A) and (B). The use of *exchange for* is incorrect in choice (D). In choice (E), something's missing; this version of the sentence doesn't specify what the "drab jobs" are being exchanged for. Choice (C) is correct.

### Question 5

The public's widespread belief in the existence of UFOs and their general curiosity about extraterrestrial life has generated considerable interest in science fiction.

- A. UFOs and their general curiosity about extraterrestrial life has
- B. UFOs and they are generally curious about extraterrestrial life which has
- C. UFOs, as well as their general curiosity about extraterrestrial life, have
- D. UFOs, as well as its general curiosity about extraterrestrial life, has
- E. UFOs, as well as general curiosity about extraterrestrial life, have

### Answers and Explanations

**D**

The original has two mistakes. First, there's a problem with subject/verb agreement. It's also unclear what the word *their* refers to—*public* or *UFOs*. Logically, it would seem the reference is to the public, but *public* is singular; so we would have to use *its*, not *their*. Choice (B) is awkward. Choices (C), (D), and (E) change the sentence's structure so that the word *belief* becomes the only subject—now we need a singular verb. Only (D) contains the singular verb *has*.