

Barron'S Essential Words For The Gre PDF

Philip Geer

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BARRON'S **ESSENTIAL** **WORDS** **FOR THE** **GRE®**

Philip Geer, Ed.M.

**Your Vocabulary for Success
on the GRE General Test**



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About the book

Barron's Essential Words for the GRE by Philip Geer equips test takers with the advanced vocabulary necessary for success on the GRE. This comprehensive guide covers 800 frequently encountered words, presenting their definitions alongside contextual usage to enhance retention and understanding. It features a diagnostic pretest to assess initial vocabulary skills, followed by an extensive list of words accompanied by engaging sentence-completion exercises. The book also delves into essential word roots for deeper comprehension and culminates in a detailed post-test to evaluate progress. Complete answers are provided for all exercises and the post-test, ensuring a thorough learning experience.

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About the author

Philip Geer is an accomplished educator and test preparation expert known for his comprehensive approach to helping students excel in standardized tests, particularly the GRE.

With a background in teaching and a keen understanding of the challenges faced by test-takers, Geer has authored several influential study guides, including "Barron's Essential Words for the GRE." His work is characterized by a focus on effective learning strategies, critical thinking, and vocabulary development, equipping students with the tools necessary to achieve their academic goals. Through his clear and engaging writing style, Geer has made complex concepts accessible, fostering confidence and proficiency in prospective graduate students as they prepare for one of the pivotal assessments in their academic careers.

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Chapter 1 Summary : Pretest



Section	Content
Pretest Overview	Assess preparation for graduate-level reading by testing vocabulary understanding relevant to the GRE.
Test Format	<p>Multiple Choices: Fill in blanks by selecting two answer choices that fit sentences; incorrect answers receive no credit.</p> <p>Sentence Completion: Choose one entry from provided choices to complete a sentence, ensuring grammatical and contextual fit.</p>
Key Instructions	Record all answers separately in eBook format. Only fully correct answers count towards the score.
Example Questions	Sentence completion examples covering philosophical views on art, legal implications, and relationships of ideas across various fields like sociology and mathematics.
Scoring System	<p>1-2: Very Poor</p> <p>3-5: Poor</p> <p>6-9: Below Average</p> <p>10-13: Average</p> <p>14-16: Good</p> <p>17-18: Very Good</p> <p>19-20: Excellent</p>
Conclusion	Your score will provide insight into your readiness for GRE-level reading and vocabulary challenges.



Pretest Overview

This section is designed to assess your preparation for graduate-level reading by testing your understanding of vocabulary relevant to the GRE. You will fill in blanks in sentences, ensuring that selected words match the overall meaning of each sentence.

Test Format

1.

Multiple Choices

: Fill in the blanks by selecting two answer choices that best fit the sentences. Incorrect answers will not receive credit.

2.

Sentence Completion

: Choose one entry from a list of provided choices to complete a sentence, ensuring it fits grammatically and contextually.

Key Instructions

- Record all answers separately, as this is an eBook format.



- Understand that only fully correct answers will count towards your score.

Example Questions

- Sentence completion examples include selects words that reflect philosophical views on art, legal implications, etc.
- Specific questions cover relationships of ideas and concepts across various fields including sociology and mathematics.

Scoring System

Your performance will be evaluated based on the number of correct answers:

- 1-2: Very Poor
- 3-5: Poor
- 6-9: Below Average
- 10-13: Average
- 14-16: Good
- 17-18: Very Good
- 19-20: Excellent

Conclusion



Your score will give insight into your readiness for tackling GRE-level reading and vocabulary challenges.

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Chapter 2 Summary : Suggested Study Plans



Study Plans for GRE Vocabulary

Pretest Score 1 to 9 (Very Poor to Below Average)

One-Month Study Plan

- Weeks 1-3: Learn 300 High-Frequency GRE Words (100 words per week).
- Week 4: Review all 300 High-Frequency GRE Words, focusing on trouble areas.



Three-Month Study Plan

- Weeks 1-10: Learn Essential Words (80 words per week).
- Week 11: Review Essential Words, focusing on trouble areas.
- Week 12: Study 300 High-Frequency GRE Words and review.

Six-Month Study Plan

- Weeks 1-20: Learn Essential Words (40 words per week).
- Weeks 21-23: Review Essential Words, focusing on trouble areas.
- Week 24: Review Essential Words and Posttest.
- Weeks 25-26: Study 300 High-Frequency GRE Words and review.

Pretest Score 10 to 16 (Average to Good)

One-Month Study Plan

- Weeks 1-2: Learn 300 High-Frequency GRE Words (150



words per week).

- Week 3: Study Essential Words for the GRE.
- Week 4: Review High-Frequency GRE Words and Essential Words, focusing on trouble areas.

Three-Month Study Plan

- Weeks 1-8: Learn Essential Words (100 words per week).
- Weeks 9-10: Review Essential Words, focusing on trouble areas.
- Week 11: Study 300 High-Frequency Word Roots.
- Week 12: Review Essential Words and High-Frequency Words.

Six-Month Study Plan

- Weeks 1-20: Learn Essential Words (40 words per week).
- Weeks 21-22: Review Essential Words, focusing on trouble areas.
- Weeks 23-24: Study 300 High-Frequency Word Roots.
- Weeks 25-26: Review Essential Words and High-Frequency GRE Words.

Pretest Score 17 to 20 (Very Good to Excellent)



One-Month Study Plan

- Week 1: Review 300 High-Frequency GRE Words, focusing on unknown words.
- Weeks 2-3: Study Essential Words, focusing on unknown words.
- Week 4: Review Essential Words and High-Frequency Word Roots.

Three-Month Study Plan

- Weeks 1-8: Learn Essential Words (80 words per week).
- Weeks 9-10: Study 300 High-Frequency Word Roots.
- Weeks 11-12: Review Essential Words and High-Frequency GRE Words.

Six-Month Study Plan

- Weeks 1-10: Learn Essential Words (80 words per week).
- Weeks 11-16: Review Essential Words, focusing on trouble areas.
- Weeks 17-22: Study 300 High-Frequency Word Roots.



- Week 23: Review Essential Words and the Posttest.
- Weeks 24-26: Review 300 High-Frequency GRE Words.

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Example

Key Point: The importance of consistent vocabulary review throughout your GRE preparation process.

Example: Imagine you're studying for the GRE and you've been learning a set of difficult words each week. You diligently follow your study plan, but as the weeks pass, you start to forget what you've learned. To combat this, you schedule regular review sessions where you revisit those tricky terms. This consistent review not only strengthens your memory but also boosts your confidence, allowing you to effectively recognize and use these words in context, especially during the verbal section of the GRE.



Chapter 3 Summary : 300

High-Frequency GRE Words

No.	Word
1	aberrant
2	abeyance
3	abstemious
4	aesthetic
5	alacrity
6	alleviate
7	amalgamate
8	ambiguous
9	ambivalence
10	ameliorate
11	anachronism
12	analogous
13	anarchy
14	anomalous
15	antipathy
16	apathy
17	apprise
18	approbation
19	appropriate
20	arcane
21	arduous
22	artless
23	ascetic
24	aspersion
25	assiduous
26	boorish
27	burgeon



No.	Word
28	burnish
29	buttress
30	cacophonous
31	cant
32	capricious
33	castigation
34	catalyst
35	causality
36	chicanery
37	coagulate
38	commensurate
39	compendium
40	complaisant
41	conciliatory
42	concomitant
43	confound
44	contentious
45	conundrum
46	conventional
47	convoluted
48	cosmology
49	craven
50	credence
51	desiccate
52	desultory
53	diatribe
54	dichotomy
55	diffidence
56	diffuse
57	disabuse
58	discordant
59	discrepancy

No.	Word
60	discrete
61	disingenuous
62	disinterested
63	dismiss
64	disparage
65	disparate
66	dissemble
67	disseminate
68	dissolution
69	dissonance
70	doctrinaire
71	dogmatic
72	ebullient
73	eclectic
74	effete
75	efficacy
76	attenuate
77	audacious
78	austere
79	aver
80	banal
81	belie
82	beneficent
83	bombastic
84	decorum
85	deference
86	delineate
87	demotic
88	demur
89	denigrate
90	denouement
91	derivative

No.	Word
92	effrontery
93	elegy
94	elicit
95	embellish
96	empirical
97	emulate
98	endemic
99	enervate
100	ephemeral
101	equanimity
102	equivocate
103	erudite
104	esoteric
105	euphemism
106	exacerbate
107	exacting
108	exculpate
109	execrable
110	exigency
111	existential
112	extant
113	extraneous
114	extrapolation
115	facetious
116	fallacious
117	fatuous
118	felicitous
119	fledgling
120	foment
121	forestall
122	fractious
123	frugality

No.	Word
124	immutable
125	impassive
126	impermeable
127	imperturbable
128	impervious
129	implacable
130	implicit
131	inadvertently
132	inchoate
133	incongruity
134	indeterminate
135	indigence
136	indolent
137	ineluctable
138	inert
139	ingenuous
140	inherent
141	innocuous
142	insensible
143	insinuate
144	insipid
145	insularity
146	intractable
147	intransigence
148	maverick
149	mendacious
150	meretricious
151	metamorphosis
152	metaphysical
153	meticulous
154	misanthrope
155	misogynist

No.	Word
156	mitigate
157	mollify
158	morose
159	mundane
160	neophyte
161	obdurate
162	obsequious
163	obviate
164	occlude
165	officious
166	onerous
167	opprobrium
168	oscillate
169	ostentatious
170	paragon
171	partisan
172	fulminate
173	gainsay
174	garrulous
175	grandiloquent
176	gregarious
177	guileless
178	gullible
179	harangue
180	heterodox
181	histrionic
182	homily
183	homogeneous
184	hyperbole
185	iconoclastic
186	ideological
187	idolatry

No.	Word
188	igneous
189	inundate
190	inured
191	invective
192	irascible
193	irresolute
194	juxtapose
195	laconic
196	lassitude
197	laud
198	lethargic
199	levity
200	limpid
201	loquacious
202	lucid
203	magnanimity
204	malingering
205	malleable
206	pathological
207	paucity
208	pedantic
209	pellucid
210	penchant
211	penury
212	perfidious
213	perfunctory
214	permeable
215	pervasive
216	phlegmatic
217	piety
218	placate
219	plasticity

No.	Word
220	platitude
221	plethora
222	pragmatic
223	precarious
224	precipitate
225	precursor
226	presumptuous
227	prevaricate
228	pristine
229	probity
230	problematic
231	prodigal
232	profound
233	proliferate
234	propensity
235	propitiate
236	propriety
237	proscribe
238	repudiate
239	rescind
240	resolute
241	resolved
242	reticent
243	reverence
244	sage
245	salubrious
246	salutary
247	sanction
248	sartorial
249	satiate
250	sensual
251	sensuous

No.	Word
252	sentient
253	supersede
254	supposition
255	tacit
256	taciturn
257	tangential
258	tenuous
259	tirade
260	torpor
261	tortuous
262	tractable
263	transgression
264	truculence
265	turgid
266	untenable
267	vacillate
268	qualified
269	quiescent
270	rarefied
271	recalcitrant
272	recant
273	recondite
274	refractory
275	refute
276	relegate
277	reproach
278	reprobate
279	skeptic
280	solicitous
281	soporific
282	specious
283	sporadic

No.	Word
284	stigma
285	stipulate
286	stolid
287	striated
288	substantiate
289	subsumed
290	vapid
291	venerate
292	veracious
293	verbose
294	viable
295	viscous
296	vitiate
297	vituperative
298	volatile
299	whimsical
300	zealot

300 High-Frequency GRE Words

Key Vocabulary List

The following words are among the most frequently encountered on the GRE:

- aberrant
- abeyance



- abstemious
- aesthetic
- alacrity
- alleviate
- amalgamate
- ambiguous
- ambivalence
- ameliorate
- anachronism
- analogous
- anarchy
- anomalous
- antipathy
- apathy
- apprise
- approbation
- appropriate
- arcane

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Chapter 4 Summary : Essential Words for the GRE

Key Vocabulary Terms	Definition	Example
Abate	to decrease; reduce	NASA delayed the spacecraft launch until radiation abated.
Abdicate	to give up a position, right, or power	Romulus Augustus abdicated the throne in 476 A.D.
Aberrant	deviating from what is normal	
Abeyance	temporary suppression or suspension	A judge must hold judgment in abeyance until all facts are presented.
Abject	miserable; pitiful	John Steinbeck's novel depicts abject poverty during the Great Depression.
Abjure	to reject formally	U.S. citizens must abjure allegiance to other countries.
Abscond	to depart secretly	
Abstemious	moderate in appetite	Abstemious individuals tend to live longer.
Abstinence	giving up certain pleasures	

Chapter 4 Summary of "Barron's Essential Words For The GRE"

Key Vocabulary Terms

1.

Abate

- to decrease; reduce. Example: NASA delayed the

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spacecraft launch until radiation abated.

2.

Abdicate

- to give up a position, right, or power. Example: Romulus Augustus abdicated the throne in 476 A.D.

3.

Aberrant

- deviating from what is normal.

4.

Abeyance

- temporary suppression or suspension. Example: A judge must hold judgment in abeyance until all facts are presented.

5.

Abject

- miserable; pitiful. Example: John Steinbeck's novel depicts abject poverty during the Great Depression.

6.

Abjure

- to reject formally. Example: U.S. citizens must abjure allegiance to other countries.

7.

Abscond

- to depart secretly.

8.



Abstemious

- moderate in appetite. Example: Abstemious individuals tend to live longer.

9.

Abstinence

- giving up certain pleasures.

Review Section

- Matching definitions with vocabulary:

1. abate - to decrease
2. abdicate - to give up a position
3. aberrant - deviating from normal
4. abeyance - temporary suppression
5. abject - miserable
6. abjure - to reject formally
7. abscond - to depart secretly
8. abstemious - moderate in appetite
9. abstinence - the giving up of certain pleasures

Fill-in-the-Blanks:

1. The 90-year-old monarch
abandoned



the throne.

2. The judge remained in

abeyance

pending investigation.

3. Gloomy conditions depict

abject

poverty.

Additional Vocabulary in Units:

-

Abyssal

- very bad.

-

Alacrity

- cheerful willingness.

-

Ambivalence

- conflicting emotional attitudes.

-

Benevolent

- kindly; charitable.

In these units, numerous words, including “abate,” “abjure,” and others, are key to understanding and effectively



communicating various concepts, particularly in the context of the GRE. The text emphasizes comprehension through example usage and context for topics including law, social sciences, emotions, and moral dilemmas.

Conclusion

This mastery of these essential words will assist GRE test-takers in achieving higher scores on verbal assessments by bolstering their vocabulary and comprehension capabilities; elucidating nuanced meanings and fostering a stronger grasp of complex constructs within academic and professional domains.



Example

Key Point: Mastering essential vocabulary is crucial for success on the GRE, as it enhances communication skills.

Example: Imagine you are in a critical moment of your GRE exam, faced with a reading comprehension passage filled with complex ideas and vocabulary. As you read, terms like 'abate' and 'abject' not only deepen your understanding of the text but also empower you to express your thoughts clearly in the essay section, demonstrating your command of nuanced language. By knowing the meanings and contexts of these words, you can convey your points effectively, engage with the material on a deeper level, and ultimately achieve a better score.



Critical Thinking

Key Point: The emphasis on vocabulary mastery as a tool for GRE success may overlook other critical skills.

Critical Interpretation: While the author argues that expanding vocabulary like words such as 'abate' and 'abjure' is essential for GRE performance, it's crucial to note that success on standardized tests also heavily relies on critical thinking, analytical abilities, and effective test-taking strategies. Critics might argue that focusing solely on vocabulary can lead students to neglect these other vital skills (Willingham, D. T. (2009). 'Why Don't Students Like School?'). Thus, while improving vocabulary is undeniably beneficial, it should not eclipse comprehensive preparation that includes diverse cognitive skills.



Chapter 5 Summary : Review: 300

High-Frequency GRE Words

Review: High-Frequency GRE Words

Part A: Vocabulary Matching

1. aberrant - (G) deviating from what is normal
2. aesthetics - (D) the conception of what is beautiful
3. anomaly - (C) irregularity
4. arcane - (B) known only to a few
5. bombastic - (H) using inflated language
6. contentious - (A) causing quarrels
7. demotic - (E) pertaining to people
8. disparage - (I) belittle
9. equivocate - (J) intentionally use vague language
10. iconoclastic - (F) attacking cherished traditions

Part B: Vocabulary Matching

11. immutable - (I) unchangeable



- 12. implacable - (D) incapable of being pleased
- 13. intractable - (G) not easily managed
- 14. juxtapose - (J) place side by side
- 15. laconic - (B) using few words
- 16. laudable - (H) praiseworthy
- 17. loquacious - (A) talkative
- 18. officious - (E) too helpful
- 19. opprobrium - (C) disgrace
- 20. pellucid - (F) transparent

Part C: Vocabulary Matching

- 21. plethora - (B) excess
- 22. prevaricate - (E) evade the truth
- 23. propitiate - (I) appease
- 24. quiescent - (C) inactive
- 25. reprobate - (G) morally unprincipled person
- 26. salubrious - (J) healthful
- 27. taciturn - (F) not inclined to speak much
- 28. recalcitrant - (D) resisting control
- 29. verbose - (A) wordy
- 30. vituperative - (H) containing harsh censure

Sense or Nonsense



Indicate if the following sentences make sense (S) or nonsense (N):

31. S

32. N

33. S

34. N

35. S

36. S

37. S

38. S

39. S

40. N

Fill-in-the-Blank Exercises

41. Perusing

42. Phlegmatic

43. Sanctioned

44. Untenable

45. Pragmatic

46. Adherence to...conventions

47. Tempers...inherent

48. Exacerbate...disparity



49. Tenuous...specious

50. Obviated...conventional...attenuated

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Chapter 6 Summary : Review: Essential Words for the GRE

Summary of Chapter 6 - Barron'S Essential Words For The GRE

Word Matching

- A series of vocabulary words are provided, along with definitions, split into two parts (A and B). Examples include:

-

Desuetude

(H) - state of disuse

-

Bifurcate

(D) - divide into two parts

-

Impervious

(H) - impossible to appease

Sense or Nonsense



- Participants determine the sensibility of sentences by marking them as either S (sense) or N (nonsense).
 - Example Sentences:
 - Artwork can seem austere but is meaningful to a discerning audience. (S)
 - D.H. Lawrence had an enervation for writing verse. (N)

Fill-in-the-Blanks

- Numerous sentences are provided where participants fill in the blanks with the correct word or phrase that best fits the context.
 - For example:
 - The Hubble Space Telescope offers observations not **mitigated** by Earth's atmosphere.
 - "Taste has no svstem"—an

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Beautiful App



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on, and the mind maps help reinforce wh
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Alex Walk

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Chapter 7 Summary : 300 High-Frequency Word Roots

Chapter 7: Mastering High-Frequency Word Roots

Introduction to Word Roots

The chapter focuses on expanding vocabulary by learning important root words and prefixes, totaling 300 high-frequency roots and their derivative words. Using this root-based approach enhances understanding and ability to comprehend tens of thousands of academic words relevant to the GRE.

Understanding Roots

English vocabulary largely derives from various languages, predominantly Latin and Greek. Knowledge of these roots facilitates comprehension of word meanings and etymologies.



Roots in Action

The chapter provides several examples of words formed from specific roots, offering exercises to help readers deduce meanings of advanced vocabulary. Correct answers in these exercises reflect proficiency in understanding word components.

Root Roundups and Their Meanings

The chapter includes organized 'Root Roundups' that categorize roots along with their definitions:

-

A/AN (Without)

: E.g., "atheist," "anarchy."

-

AB/ABS (From)

: E.g., "abduct," "aberrant."

-

ACER/ACID/ACRI (Harsh)

: E.g., "acrid," "exacerbate."

-

ACU (Sharp)

: E.g., "acuity," "acute."



-

AD (To)

: E.g., "advent," "adapt."

-

AUD/AUDI (Hear)

: E.g., "audible," "audacious."

Further roundups cover various roots like *ALTER, AM*, *AQUA*, etc., alongside exercises for practice.

Comprehensive Learning

The chapter advocates continuous learning, encouraging readers to consult dictionaries for new words and their etymologies.

Final Review

The review sections at the end consolidate learning by matching roots to their meanings and reinforcing exercises covering definitions and true/false statements about the vocabulary trends discussed.

This structured approach allows for in-depth vocabulary enhancement suitable for academic pursuits, particularly preparing for the GRE, where advanced vocabulary knowledge is essential.



Critical Thinking

Key Point: The effectiveness of a root-based vocabulary learning strategy

Critical Interpretation: While the chapter emphasizes that mastering word roots can significantly enhance vocabulary comprehension for GRE preparation, one must consider that this approach may not suit every learner. Critics argue that vocabulary acquisition is often context-dependent and can be more effectively achieved through exposure to language in real-world settings, as supported by research from linguists like The New London Group (1996), which advocates for a more holistic approach to language learning that includes social context and communicative competence.



Chapter 8 Summary : Common Suffixes

Common Suffixes

This section provides a comprehensive list of common suffixes in the English language, detailing their meanings and offering examples for better understanding.

1. Suffixes and Their Meanings

-

-able, -ible

: capable of, subject to

- Examples: impeccable, incorrigible

-

-ac

: relating to

- Examples: cardiac, hypochondriac

-

-age

: relationship; condition

- Examples: parentage, bondage

-



-al

: pertaining to

- Examples: logical, whimsical

-

-an, -ian

: belonging to; characteristic of

- Examples: civilian, reptilian

-

-ance, -ence

: action or process; state of being

- Examples: emergence, compliance

-

-ant, -ent

: causing/performing; state of being

- Examples: contestant, benevolent

-

-ar, -ary

: relating to

- Examples: solar, exemplary

-

-ate

: act upon; characterized by

- Examples: facilitate, perpetuate

-



-cy

: state of being

- Examples: bankruptcy, lunacy

-

-dom

: domain; state of being

- Examples: martyrdom, boredom

-

-eer, -er, -or

: person who does something

- Examples: engineer, auctioneer

-

-ery

: a place for; the act of

- Examples: bakery, slavery

-

-escent

: becoming; characterized by

- Examples: crescent, nascent

-

-ferous

: producing; carrying

- Examples: coniferous, vociferous

-



-fic

: making; causing

- Examples: horrific, prolific

-

-fy

: make; cause to become

- Examples: magnify, purify

-

-ia

: abnormal condition

- Examples: anorexia, memorabilia

-

-ial

: characterized by

- Examples: colloquial, terrestrial

-

-ic

: having to do with

- Examples: caustic, aesthetic

-

-ide

: related chemical compounds

- Examples: diglyceride, boride

-



-il, -ile

: pertaining to

- Examples: ductile, servile

-

-ine

: resembling; made of

- Examples: divine, crystalline

-

-ion, -tion, -ation

: state or condition

- Examples: conviction, degradation

-

-ise, -ize

: make; become like

- Examples: surmise, maximize

-

-ism

: belief; doctrine

- Examples: criticism, ethnocentrism

-

-ist

: one who does something; an expert

- Examples: scientist, linguist

-



-ite

: inhabitant or follower of

- Examples: ignite, Luddite

-

-itis

: inflammatory disease

- Examples: dermatitis, arthritis

-

-ity, -ty

: state; quality

- Examples: enmity, reality

-

-ive

: quality of; tending toward action

- Examples: elusive, argumentative

-

-let

: small one; small object

- Examples: piglet, amulet

-

-logy, -ology

: study of

- Examples: geology, ideology

-



-ly

: in a specified way

- Examples: slowly, daily

-

-ment

: act; state

- Examples: entertainment, detachment

-

-oid

: resembling; relating to

- Examples: humanoid, spheroid

-

-ory

: characterized by; a place used for

- Examples: obligatory, observatory

-

-ose

: characterized by

- Examples: verbose, jocose

-

-osis

: condition; disease

- Examples: psychosis, neurosis

-



-ous

: full of; characterized by

- Examples: capricious, gregarious

-

-tude

: state of

- Examples: solitude, magnitude

This list illustrates the versatility and utility of suffixes in creating new words and enhancing vocabulary skills, particularly for GRE test preparation.



Chapter 9 Summary : Posttest

Posttest Overview

Objective

The posttest is designed to help assess the knowledge gained from vocabulary and roots studies in the preceding chapters. The expectation is for significant improvement in scores compared to the pretest.

Instructions

Participants are required to fill in the blanks in sentences by selecting appropriate answer choices from provided options. Note that only fully correct answers will receive credit.

Sample Questions

1. Immunization's impact on disease spread: Options include "prevent," "augmented," etc.
2. The portrayal of the bourgeoisie: Options include



"mocked," "lauded," etc.

3. Freud's belief about behavior: Options include

"capriciously," "unpredictably," etc.

4. The argument against didacticism: Options include

"opprobrium," "contempt," etc.

5. Bertrand Russell's views on wisdom: Options include

"analogous," "prodigious," etc.

Fill-in-the-Blank Questions

Participants must complete sentences using appropriate choices that fit meaningfully within the context, covering topics such as parapsychology, literary criticism, and historical perspectives on morality.

Reading Passages and Related Questions

Two passages are included, with subsequent questions

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Chapter 10 Summary : Answer Keys

Essential Words for the GRE

Summary of Chapter 10 from "Barron'S Essential Words For The GRE"

Answer Keys Overview

This chapter consists of answer keys for various exercises organized into units that focus on matching vocabulary words, fill-ins, and determining the sense or nonsense of provided statements.

Units Breakdown

-

Matching:

Each unit contains a series of vocabulary words that students match to their respective definitions or related terms.

-

Fill-ins:



Students are given sentences where they must correctly fill in the blanks with appropriate vocabulary words.

-

Sense or Nonsense:

This section tests students on their ability to discern whether given statements make logical sense.

General Structure

- Each unit provides a unique set of vocabulary, which covers topics relevant to the GRE examination.
- The answers are clearly listed following each exercise type (matching, fill-ins, sense or nonsense), allowing for easy verification of student responses.

Purpose

- This structured approach helps test preparation by reinforcing vocabulary acquisition essential for the GRE. It provides a comprehensive review of high-frequency words utilized in the exam context.



Chapter 11 Summary : Root Roundup

ROOT WORK SUMMARY

ROOT WORK 1

1. E 2635
2. D 2636
3. I 2637
4. J 2638
5. H 2639
6. B 2640
7. A 2641
8. C 2642
9. G 2643
10. F 2644

ROOT WORK 2

1. D 2645
2. F 2646
3. J 2647



4. I 2648
5. A 2649
6. H 2650
7. C 2651
8. G 2652
9. E 2653
10. B 2654

ROOT WORK 3

1. F 2655
2. G 2656
3. J 2657
4. C 2658
5. B 2659
6. E 2660
7. H 2661
8. I 2662
9. A 2663
10. D 2664

ROOT WORK 4

1. E 2665



2. F 2666
3. J 2667
4. A 2668
5. I 2669
6. D 2670
7. B 2671
8. H 2672
9. C 2673
10. G 2674

ROOT WORK 5

1. I 2675
2. C 2676
3. F 2677
4. J 2678
5. D 2679
6. H 2680
7. B 2681
8. E 2682
9. A 2683
10. G 2684

ROOT WORK 6



1. J 2685
2. D 2686
3. I 2687
4. A 2688
5. B 2689
6. E 2690
7. C 2691
8. H 2692
9. F 2693
10. G 2694

ROOT WORK 7

1. G 2695
2. I 2696
3. F 2697
4. B 2698
5. J 2699
6. H 2700
7. D 2701
8. C 2702
9. E 2703
10. A 2704



ROOT WORK 8

1. E 2705
2. J 2706
3. F 2707
4. G 2708
5. B 2709
6. A 2710
7. D 2711
8. I 2712
9. H 2713
10. C 2714

ROOT WORK 9

1. G 2715
2. J 2716
3. I 2717
4. F 2718
5. A 2719
6. C 2720
7. H 2721
8. D 2722



9. E 2723

10. B 2724

ROOT WORK 10

1. G 2725

2. I 2726

3. E 2727

4. J 2728

5. H 2729

6. B 2730

7. F 2731

8. C 2732

9. A 2733

10. D 2734

ROOT WORK 11

1. J 2735

2. H 2736

3. E 2737

4. I 2738

5. C 2739

6. B 2740



7. D 2741
8. G 2742
9. A 2743
10. F 2744

ROOT WORK 12

1. E 2745
2. I 2746
3. F 2747
4. D 2748
5. B 2749
6. H 2750
7. C 2751
8. J 2752
9. G 2753
10. A 2754

ROOT WORK 13

1. D 2755
2. E 2756
3. A 2757
4. G 2758



5. B 2759
6. I 2760
7. H 2761
8. C 2762
9. J 2763
10. F 2764

ROOT WORK 14

1. F 2765
2. J 2766
3. G 2767
4. I 2768
5. H 2769
6. B 2770
7. E 2771
8. D 2772
9. C 2773
10. A 2774

ROOT WORK 15

1. G 2775
2. I 2776



3. J 2777
4. H 2778
5. D 2779
6. F 2780
7. B 2781
8. E 2782
9. C 2783
10. A 2784

ROOT WORK 16

1. D 2785
2. I 2786
3. G 2787
4. J 2788
5. B 2789
6. E 2790
7. F 2791
8. A 2792
9. H 2793
10. C 2794

ROOT WORK 17



1. G 2795
2. D 2796
3. F 2797
4. I 2798
5. J 2799
6. H 2800
7. C 2801
8. B 2802
9. A 2803
10. E 2804

ROOT WORK 18

1. F 2805
2. I 2806
3. G 2807
4. H 2808
5. J 2809
6. A 2810
7. C 2811
8. E 2812
9. B 2813
10. D 2814



ROOT WORK 19

1. F 2815
2. D 2816
3. I 2817
4. J 2818
5. A 2819
6. B 2820
7. H 2821
8. E 2822
9. C 2823
10. G 2824

ROOT WORK 20

1. J 2825
2. G 2826
3. H 2827
4. I 2828
5. E 2829
6. A 2830
7. D 2831
8. F 2832
9. C 2833



10. B 2834

ROOT WORK 21

1. H 2835

2. E 2836

3. A 2837

4. G 2838

5. D 2839

6. I 2840

7. F 2841

8. B 2842

9. C 2843

10. J 2844

ROOT WORK 22

1. C 2845

2. D 2846

3. A 2847

4. G 2848

5. F 2849

6. B 2850

7. I 2851



8. E 2852
9. J 2853
10. H 2854

ROOT WORK 23

1. G 2855
2. D 2856
3. I 2857
4. C 2858
5. B 2859
6. A 2860
7. J 2861
8. E 2862
9. H 2863
10. F 2864

ROOT WORK 24

1. I 2865
2. F 2866
3. D 2867
4. G 2868
5. J 2869



6. B 2870
7. A 2871
8. C 2872
9. E 2873
10. H 2874

ROOT WORK 25

1. F 2875
2. I 2876
3. H 2877
4. A 2878
5. J 2879
6. B 2880
7. E 2881
8. G 2882
9. D 2883
10. C 2884

ROOT WORK 26

1. C 2885
2. H 2886
3. D 2887



4. B 2888
5. G 2889
6. J 2890
7. A 2891
8. F 2892
9. E 2893
10. I 2894

ROOT WORK 27

1. F 2895
2. E 2896
3. H 2897
4. D 2898
5. G 2899
6. A 2900
7. I 2901
8. J 2902
9. C 2903
10. B 2904

ROOT WORK 28

1. D 2905



2. J 2906
3. E 2907
4. G 2908
5. B 2909
6. I 2910
7. A 2911
8. F 2912
9. H 2913
10. C 2914

ROOT WORK 29

1. G 2915
2. J 2916
3. A 2917
4. I 2918
5. C 2919
6. D 2920
7. F 2921
8. H 2922
9. B 2923
10. E 2924

ROOT WORK 30



1. I 2925
2. F 2926
3. E 2927
4. A 2928
5. G 2929
6. J 2930
7. B 2931
8. H 2932
9. C 2933
10. D 2934

ROOT WORK 31

1. H 2935
2. E 2936
3. A 2937
4. G 2938
5. B 2939
6. J 2940
7. F 2941
8. C 2942
9. I 2943
10. D 2944



ROOT WORK 32

1. J 2945
2. D 2946
3. E 2947
4. G 2948
5. F 2949
6. I 2950
7. H 2951
8. C 2952
9. B 2953
10. A 2954

ROOT WORK 33

1. G 2955
2. H 2956
3. J 2957
4. E 2958
5. D 2959
6. B 2960
7. F 2961
8. C 2962



9. A 2963

10. I 2964

ROOT WORK 34

1. G 2965

2. I 2966

3. F 2967

4. E 2968

5. A 2969

6. J 2970

7. D 2971

8. C 2972

9. B 2973

10. H 2974

ROOT WORK 35

1. G 2975

2. J 2976

3. I 2977

4. F 2978

5. H 2979

6. A 2980

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7. E 2981
8. D 2982
9. B 2983
10. C 2984

ROOT WORK 36

1. J 2985
2. I 2986
3. F 2987
4. H 2988
5. G 2989
6. D 2990
7. E 2991
8. B 2992
9. A 2993
10. C 2994

ROOT WORK 37

1. H 2995
2. G 2996
3. I 2997
4. F 2998



5. J 2999
6. C 3000
7. D 3001
8. B 3002
9. E 3003
10. A 3004

ROOT WORK 38

1. D 3005
2. J 3006
3. H 3007
4. G 3008
5. I 3009
6. A 3010
7. C 3011
8. E 3012
9. F 3013
10. B 3014

ROOT WORK 39

1. J 3015
2. I 3016



3. G 3017
4. H 3018
5. E 3019
6. F 3020
7. D 3021
8. B 3022
9. C 3023
10. A 3024

ROOT WORK 40

1. I 3025
2. A 3026
3. H 3027
4. E 3028
5. B 3029
6. J 3030
7. D 3031
8. C 3032
9. F 3033
10. G 3034

ROOT WORK 41



1. F 3035
2. D 3036
3. G 3037
4. B 3038
5. C 3039
6. I 3040
7. J 3041
8. A 3042
9. H 3043
10. E 3044

ROOT WORK 42

1. E 3045
2. F 3046
3. G 3047
4. H 3048
5. J 3049
6. C 3050
7. D 3051
8. B 3052
9. A 3053
10. I 3054



ROOT WORK 43

1. D 3055
2. E 3056
3. H 3057
4. J 3058
5. B 3059
6. I 3060
7. A 3061
8. C 3062
9. F 3063
10. G 3064

ROOT WORK 44

1. F 3065
2. A 3066
3. J 3067
4. H 3068
5. E 3069
6. C 3070
7. G 3071
8. I 3072
9. B 3073



10. D 3074

ROOT WORK 45

1. G 3075

2. H 3076

3. F 3077

4. D 3078

5. B 3079

6. C 3080

7. A 3081

8. I 3082

9. J 3083

10. E 3084

ROOT WORK 46

1. I 3085

2. J 3086

3. F 3087

4. A 3088

5. H 3089

6. G 3090

7. D 3091



8. B 3092
9. C 3093
10. E 3094

ROOT WORK 47

1. D 3095
2. H 3096
3. I 3097
4. B 3098
5. C 3099
6. A 3100
7. E 3101
8. F 3102
9. G 3103
10. J 3104

ROOT WORK 48

1. E 3105
2. G 3106
3. F 3107
4. J 3108
5. H 3109



6. I 3110
7. A 3111
8. C 3112
9. B 3113
10. D 3114

ROOT WORK 49

1. E 3115
2. I 3116
3. J 3117
4. C 3118
5. B 3119
6. F 3120
7. A 3121
8. H 3122
9. D 3123
10. G 3124

ROOT WORK 50

1. I 3125
2. C 3126
3. J 3127



4. F 3128
5. H 3129
6. B 3130
7. E 3131
8. G 3132
9. D 3133
10. A 3134

ROOT WORK 51

1. J 3135
2. C 3136
3. F 3137
4. H 3138
5. E 3139
6. B 3140
7. D 3141
8. A 3142
9. G 3143
10. I 3144

ROOT WORK 52

1. D 3145



2. C 3146
3. H 3147
4. B 3148
5. J 3149
6. I 3150
7. A 3151
8. G 3152
9. E 3153
10. F 3154

ROOT WORK 53

1. E 3155
2. G 3156
3. F 3157
4. H 3158
5. I 3159
6. C 3160
7. J 3161
8. D 3162
9. B 3163
10. A 3164

ROOT WORK 54



1. D 3165
2. J 3166
3. H 3167
4. G 3168
5. F 3169
6. I 3170
7. B 3171
8. C 3172
9. E 3173
10. A 3174

ROOT WORK 55

1. F 3175
2. E 3176
3. G 3177
4. J 3178
5. D 3179
6. A 3180
7. I 3181
8. B 3182
9. H 3183
10. C 3184



ROOT WORK 56

1. D 3185
2. J 3186
3. G 3187
4. H 3188
5. C 3189
6. I 3190
7. E 3191
8. F 3192
9. A 3193
10. B 3194

ROOT WORK 57

1. I 3195
2. D 3196
3. H 3197
4. A 3198
5. B 3199
6. C 3200
7. J 3201
8. G 3202



9. F 3203

10. E 3204

ROOT WORK 58

1. F 3205

2. D 3206

3. H 3207

4. I 3208

5. G 3209

6. B 3210

7. C 3211

8. A 3212

9. J 3213

10. E 3214

ROOT WORK 59

1. H 3215

2. J 3216

3. E 3217

4. I 3218

5. C 3219

6. D 3220

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7. F 3221
8. A 3222
9. B 3223
10. G 3224

ROOT WORK 60

1. E 3225
2. F 3226
3. H 3227
4. A 3228
5. D 3229
6. I 3230
7. J 3231
8. B 3232
9. C 3233
10. G 3234



Chapter 12 Summary : Root Roundup Review

ROOT ROUNDUP REVIEW

Sections 1–5

-

Match It

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

-



Fill-ins

1. pedagogue
2. perambulate
3. antique
4. aliment
5. inanimate
6. anarchy
7. unapt
8. annuity
9. agrarian
10. acumen

-

True or False

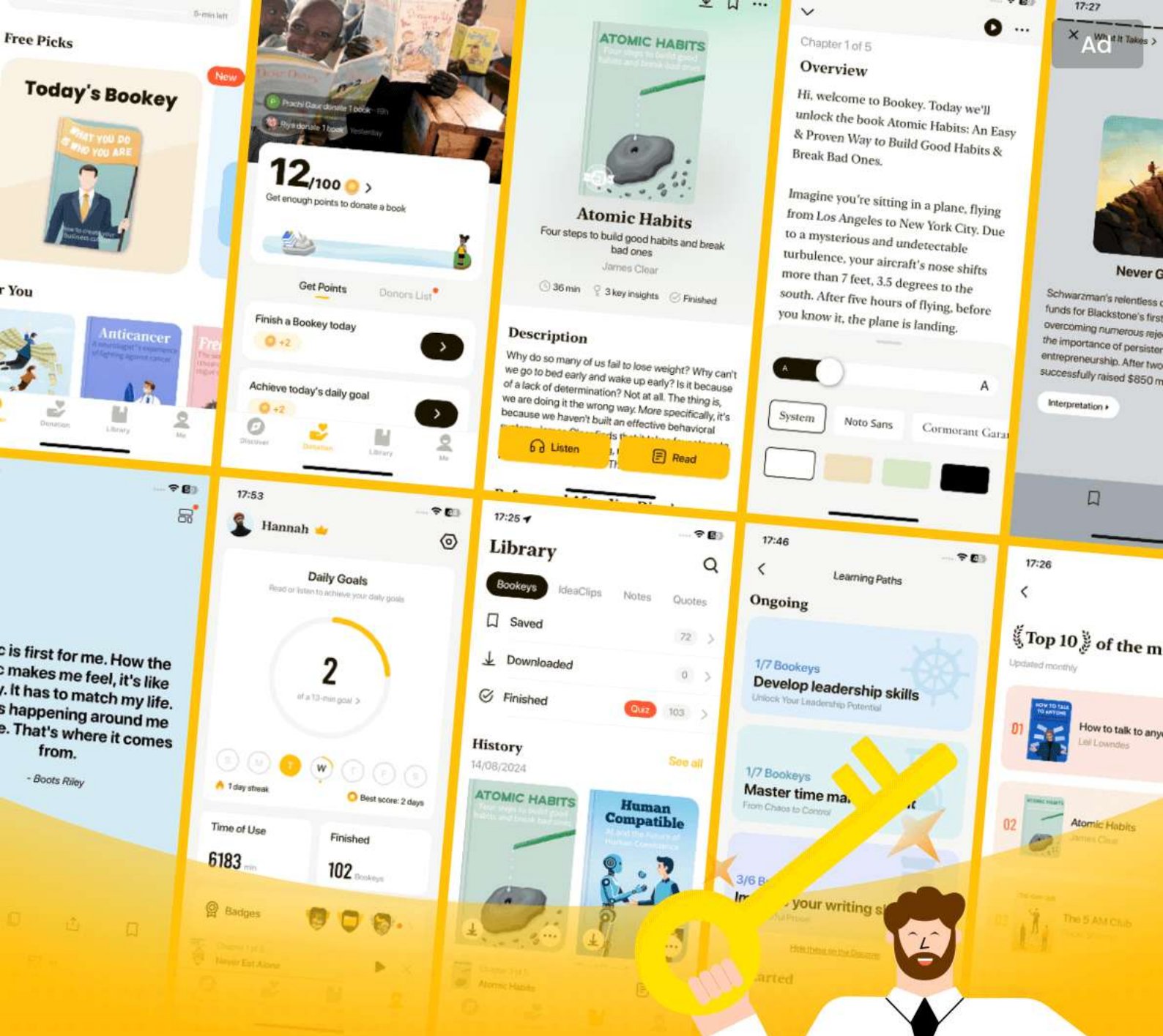
1. F
2. F
3. T

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Chapter 1 | Quotes From Pages 20-32

- 1.All art constantly aspires towards the condition of music.
- 2.The ‘free market’ ideology is very useful—it’s a weapon against the general population.
- 3.So long as power remains privately concentrated, everybody, everybody, has to be committed to one overriding goal: To make sure that the rich folk are happy.

Chapter 2 | Quotes From Pages 33-37

- 1.Learn all of the Essential Words for the GRE by carefully reading all the material and doing all the exercises.
- 2.Study about 100 words per week.
- 3.Concentrating on words you have trouble with.
- 4.Do as much of the Essential Words for the GRE as you can.

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Chapter 3 | Quotes From Pages 38-41

1. A passion for learning is one of the most secret and insidious keys to unlocking the potential of individuals.
2. The road to mastery is paved with challenges that can strengthen our resolve and deepen our understanding.
3. Ambiguity can be a powerful tool; it often invites deeper thinking and greater creativity.
4. In moments of doubt, reflection can provide clarity and inspire action.
5. Creativity thrives in environments that embrace eclectic ideas and diverse thought.
6. The ability to adapt is one of the hallmarks of a successful and resilient individual.





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Chapter 4 | Quotes From Pages 42-336

1. I had now formed a clear and settled opinion, that the people of America were well warranted to resist a claim that their fellow subjects in the mother country should have the entire command of their fortunes, by taxing them without their consent.
2. There is an incongruity between the poem's solemn tone and its light-hearted theme.
3. The speaker in Andrew Marvell's poem 'To His Coy Mistress' reproaches his beloved for ignoring the passing of time and for not being willing to physically express her love for him.
4. There is a tendency in casual conversation for speakers to not enunciate each word clearly.
5. The protagonist of the novel is a shy woman who becomes flustered and petulant in formal social situations.
6. The poet lives in an intuitive seclusion, writing about the beauty of nature.



7. Military leaders were disturbed by the report that important classified information had fallen into enemy hands.

Chapter 5 | Quotes From Pages 337-342

1. An argument can appear plausible due to the author's ability to embellish a(n) _____ argument so that its _____ reasoning is concealed beneath a beguiling exterior.
2. There is an ongoing debate about whether watching violent programs on television makes people more violent, or whether it actually purges, or at least _____, the violent tendencies already _____ in people; unfortunately, there is no conclusive evidence yet for either view.
3. Many pacifists believe that because people are adept at rationalizing violence _____ by the state, warfare will not end until it is deemed an unacceptable option for pursuing national policy.
4. Historians agree that the executive branch of government claimed more power for itself largely in response to the



exigencies of the modern world.

5. Defenders of intelligence tests say that they measure a quality, which although elusive, is none the less real, because scores on intelligence tests belie academic and career success.

Chapter 6 | Quotes From Pages 343-351

1. Evolution is a process that results in the overall improvement of life; paradoxically, however, that process of improvement is driven by aberrations in the process of DNA's self-replication.
2. The concept of the biosphere has helped to elucidate the idea of life on earth as a fragile and interdependent system that humanity disrupts at its peril.
3. The Hubble Space Telescope—in orbit around Earth to offer observations not attenuated by Earth's atmosphere—has been a boon to astronomers; it is one of the finest astronomical instruments ever developed, greatly expanding man's gaze into space.
4. Skeptics believe that the Green Revolution can only



mitigate the effects of a rapidly increasing demand for food, and that in the long run starvation will reappear when pestilence and other disasters decrease food supplies.

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Chapter 7 | Quotes From Pages 352-474

1. You have learned 800 very important words. You now have a good vocabulary for the GRE.
2. Learning these roots will give you a solid understanding of the building blocks of English words.
3. If your score is below 50 percent, your root skills for the GRE are low and you will benefit tremendously from an intensive study of the major roots and prefixes that are listed in 300 High-Frequency Word Roots.
4. After you complete this unit, you will be able to attack words like this that you do not know, and steadily keep expanding your vocabulary.
5. Your learning of roots should not stop here. You should keep adding new roots to your knowledge.
6. You may say that it is very unlikely you will have to know words like orthotropism or sequatious.
7. Knowledge of Latin and Greek roots that frequently appear in English words will help you to gain a better understanding of the origin and meaning of many words.



Chapter 8 | Quotes From Pages 475-479

1. The act of learning a new language can itself be a profoundly enriching experience.
2. Words are the building blocks of thought and communication; mastering them is key to success.
3. The more words you know, the more ideas you can express and understand.
4. Every new word learned opens a new door to understanding the world around us.
5. An expansive vocabulary empowers you to navigate the intricacies of conversation and thought.

Chapter 9 | Quotes From Pages 480-494

1. You cannot plumb the depths of the human heart, nor find what a man is thinking; how do you expect to search out God, who made all these things, and find out his mind or comprehend his thoughts?
2. Experience has repeatedly confirmed that well-known maxim of Bacon's, that "a little philosophy inclineth man's



mind to atheism, but depth in philosophy bringeth men's minds about to religion.

3. There must needs be something humane and necessary in an influence that has become the most general sanction of virtue, the chief occasion for art and philosophy, and the source, perhaps, of the best human happiness.





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Chapter 10 | Quotes From Pages 495-2634

1. Still, love him . . . power corrupts today

Chapter 11 | Quotes From Pages 2635-3234

1. Every great achievement is the result of teamwork.
2. Success is not the key to happiness. Happiness is the key to success.
3. The only way to do great work is to love what you do.
4. Mistakes are proof that you are trying.
5. What lies behind us and what lies before us are tiny matters compared to what lies within us.

Chapter 12 | Quotes From Pages 3235-3535

1. If we are to make the most of our lives, we must not only make the best of them, but we must also learn to reap the benefits of our endeavors through proper understanding and application of knowledge.
2. Education is a powerful tool that allows individuals to overcome obstacles and achieve greatness, but it requires effort and commitment from both the educators and the



learners.

3. True understanding comes not from rote memorization but from critical thinking and the ability to connect concepts across different domains.
4. In moments of doubt, remember that perseverance in learning and self-improvement leads to success, no matter how challenging the journey may seem.
5. A true pedagogue inspires and motivates students to reach their full potential, guiding them through their educational journey with wisdom and empathy.





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Barron'S Essential Words For The Gre Questions

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Chapter 1 | Pretest| Q&A

1.Question

How can understanding the emotional power of art enhance our appreciation of its forms?

Answer:Understanding that music is regarded as the 'aesthetic precursor' among the arts can deepen our appreciation for other art forms. It highlights music's unique ability to convey nuanced emotions that words and visual arts might struggle to express.

2.Question

In what ways might the design of historical structures like the Great Pyramid reflect deeper meanings beyond their functional purposes?

Answer:The Great Pyramid was not just a burial site; some scholars argue it embodies 'obscure' meanings tied to Egyptian cosmology and the society's values, demonstrating

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how architecture can serve as a reflection of cultural beliefs.

3.Question

Why is it important for statements to be qualified in academic discourse?

Answer:Statements require qualification to acknowledge the complexity and variability of truth. Phrases like 'frequently' and 'sometimes' remind readers that truth in academia is often contingent upon context.

4.Question

What role does the justice system play in the impeachment process as described?

Answer:In impeachment, the Supreme Court's chief justice acts as an impartial presiding figure, ensuring that the Senate's deliberation resembles a jury trial, emphasizing the gravity and collective nature of the decision.

5.Question

How can the duality of law as both a tool for oppression and empowerment be understood through its application?

Answer:The paradox inherent in law illustrates its dual capacity: it can oppress individuals, stripping them of



freedoms, or it can safeguard their rights, fostering an environment where they can freely express their views.

6.Question

What significance does the study of alchemy hold in the context of mysticism and its perceived hidden truths?

Answer:Alchemy represents a blend of science and mysticism, often viewed as an 'arcane' practice suggesting deeper, often concealed, spiritual truths, which can intrigue those attracted to the mystery behind historical knowledge.

7.Question

How does historical compromise around issues like slavery illustrate the complexity of societal progress?

Answer:The compromise over slavery during the framing of the U.S. Constitution demonstrates how societal progress often requires painful negotiations and delays, reflecting the tension between moral imperatives and political expediency.

8.Question

What can the different viewpoints about India's progress in poverty alleviation reveal about our perspectives on data?



Answer: The statement about India's progress in alleviating poverty juxtaposed with the reality of many still in abject poverty showcases how statistics can be interpreted variably, reminding us to consider broader contexts behind data.

9.Question

Why is recognizing the malleability of language essential in effective communication?

Answer: Language's malleability is crucial because it allows for flexibility and creativity in expression. Accepting that language can evolve ensures that communication remains relevant and adaptable to new ideas.

10.Question

What insights can be gained from juxtaposing the sayings 'Haste makes waste' and 'Better safe than sorry'?

Answer: Juxtaposing these proverbs highlights the tension between cautiousness and urgency, reinforcing the idea that patience can prevent mistakes, while also suggesting that overly cautious behavior can impede timely action.

11.Question

What does quantum theory teach us about the nature of



reality, as exemplified by its description of waves and particles?

Answer: Quantum theory illustrates that particles embody dual aspects—waves and particles—which emerge depending on observational context, challenging our perception of reality as static and encouraging a more nuanced understanding.

12.Question

How do fraudulent acts in scientific research impact the community and its integrity?

Answer: Research fraud, like that of Dr. Gupta, not only taints individual studies but also undermines collective trust in scientific integrity, emphasizing the need for rigorous ethical standards.

13.Question

In what way does the concept of social responsibility relate to individual moral actions in a mass society?

Answer: Mass society's structure can create detachment from personal moral accountability, as individuals often rationalize



unethical actions by attributing responsibility to authority figures, highlighting the need for personal agency in ethical considerations.

14.Question

What can be inferred about the evolution of the term 'the arts' in academia from the provided definitions?

Answer:The evolution of 'the arts' from a narrow classification to a broader inclusion of disciplines signifies a growing acknowledgment of diverse expressions of creativity and cultural significance in higher education.

15.Question

How does Noam Chomsky's critique of power structures challenge conventional perceptions of democracy?

Answer:Chomsky's assertion that founding fathers disliked democracy prompts a reassessment of historical narratives, urging readers to recognize the often hidden dynamics of power that shape societal governance.

16.Question

What significance does Chomsky place on media's role in shaping societal perspectives?



Answer:Chomsky critiques the media as an instrument of elite interests, suggesting that its narratives often perpetuate inequality, thus urging a more critical examination of information sources.

17.Question

How can Chomsky's insights act as a remedy against societal apathy?

Answer:By exposing uncomfortable truths about power dynamics, Chomsky encourages active engagement and critical thought about governance, thereby serving as a counterweight to passive acceptance of the status quo.

Chapter 2 | Suggested Study Plans| Q&A

1.Question

What is the importance of setting a study plan for GRE preparation?

Answer:A study plan provides a structured approach to learning, ensuring that all necessary material is covered adequately and efficiently. By setting clear timelines and goals, students can track



their progress and make adjustments as needed, optimizing their preparation for the GRE.

2.Question

How many high-frequency words should a student learn in the one-month study plan if their pretest score is between 1 to 9?

Answer: In the one-month study plan for those with a pretest score of 1 to 9, students should learn about 100 high-frequency GRE words per week, totaling 300 words over three weeks.

3.Question

What should students focus on in the last week of the one-month study plans?

Answer: In the last week of the one-month study plans, students should concentrate on reviewing all 300 high-frequency GRE words, especially focusing on the words they struggled with to reinforce their understanding.

4.Question

For students with a pretest score of 10 to 16, what is the recommended weekly word count during the three-month



study plan?

Answer: Students with a pretest score of 10 to 16 should aim to learn about 100 words per week during the 8 weeks of the three-month study plan.

5.Question

Why is it beneficial for students to review previously learned words during their study plans?

Answer: Reviewing previously learned words helps reinforce memory retention, identifies areas of weakness, and strengthens overall vocabulary, which is crucial for succeeding in the GRE.

6.Question

In a six-month study plan for students scoring 17 to 20, how much time is allocated to focus on high-frequency word roots?

Answer: In the six-month study plan for students scoring 17 to 20, 2 weeks are allocated specifically to studying the 300 High-Frequency Word Roots.

7.Question

What is the overall goal of creating detailed study plans



across different pretest score ranges?

Answer: The detailed study plans aim to cater to the varying needs of students based on their proficiency levels, ensuring each student receives an appropriate amount of instruction and review tailored to their current understanding of GRE vocabulary.

8.Question

What are the benefits of concentrating on words students have trouble with in their study routines?

Answer: Focusing on challenging words allows students to address gaps in their knowledge, which can lead to greater confidence and improved performance in GRE verbal sections.

9.Question

How can students effectively utilize the review sections in their study plans?

Answer: Students can effectively use the review sections by actively engaging with the material, testing themselves on definitions and usage, and integrating practice with



flashcards or quizzes to solidify their understanding.

10.Question

What is the significance of high-frequency GRE words and their asterisked counterparts in the study plans?

Answer:High-frequency GRE words, including asterisked words, are significant because they are more likely to appear on the test. Focusing on these ensures that students prioritize their study efforts on vocabulary that will give them the most benefit.

Chapter 3 | 300 High-Frequency GRE Words| Q&A

1.Question

What does the word 'aberrant' imply about behavior, and how is it relevant in social contexts?

Answer:The word 'aberrant' refers to behavior that deviates from the norm or what is expected. In social contexts, understanding aberrant behavior can help in identifying individuals who may be struggling with mental health issues or those who engage in unexpected actions that disrupt social harmony. For



example, an employee who exhibits aberrant behavior in a workplace could be signaling distress or conflict, prompting intervention and support.

2.Question

In what ways can one demonstrate 'alacrity' in a team setting and why is it important?

Answer: Demonstrating 'alacrity' means showing eagerness or cheerful readiness to participate. In a team setting, one can exhibit alacrity by volunteering for tasks, promptly responding to requests, or enthusiastically supporting team members' ideas. This is important because it fosters a positive atmosphere, encourages collaboration, and motivates others to engage actively with the work at hand.

3.Question

How does the concept of 'ameliorate' contribute to personal growth and development?

Answer: To 'ameliorate' means to make something better or to improve a situation. In personal growth, actively seeking to ameliorate one's skills, relationships, or general life



circumstances can lead to a more fulfilling and successful life. For instance, someone might take steps to ameliorate their public speaking skills through practice and feedback, leading to greater self-confidence and opportunities.

4.Question

Can you explain the contrast between 'ambiguous' and 'clear' communication, and why context matters?

Answer: Ambiguous communication lacks clarity, leaving room for multiple interpretations, while clear communication is direct and easily understood. Context matters because it influences how messages are received; a joke might be humorous in one culture but could be confusing or even offensive in another. Being mindful of the audience and context can greatly enhance the effectiveness of communication.

5.Question

What role does 'equanimity' play in handling stress and challenges?

Answer: Equanimity refers to maintaining calmness and



composure in difficult situations. This quality is crucial in handling stress, as it enables individuals to approach problems thoughtfully rather than reactively. For example, a leader showing equanimity during a crisis can inspire confidence in their team, leading to more effective problem-solving.

6.Question

How can an 'eclectic' approach benefit creative problem-solving?

Answer:Being 'eclectic' involves choosing ideas or styles from various sources, which can greatly enhance creative problem-solving. For instance, a designer might combine elements from art, technology, and nature to create a unique product. This diversity of thought can lead to innovative solutions that might not emerge from a more homogenized approach.

7.Question

Describe how 'meticulous' attention to detail can impact professional success.



Answer: Meticulous attention to detail involves being thorough and accurate in one's work. In a professional setting, such attention can prevent costly mistakes, enhance the quality of output, and elevate an individual's reputation for reliability. For example, an accountant who is meticulous may uncover discrepancies that can save a company from financial oversight and build trust with clients.

8.Question

In what ways does understanding 'causality' empower decision-making?

Answer: Understanding 'causality,' or the relationship between causes and effects, empowers decision-making by enabling individuals to anticipate the outcomes of their actions. For instance, a manager who recognizes that employee morale causally impacts productivity can implement measures to boost morale, leading to improved performance and workplace satisfaction.

9.Question

Explain the importance of 'complacency' in the context of personal and professional growth.



Answer: Complacency refers to a sense of self-satisfaction, often when it leads to a lack of awareness of potential dangers or deficiencies. In personal and professional growth, complacency can hinder progress; being overly comfortable in one's current state may prevent one from seeking opportunities for improvement or adaptation, resulting in stagnation.

10.Question

How can integrating the 'pragmatic' approach in decision-making lead to effective outcomes?

Answer: A 'pragmatic' approach focuses on practical considerations and real-world consequences rather than idealistic notions. By prioritizing what works in practice, individuals and organizations can make decisions that yield tangible results. For example, a product manager using a pragmatic framework might prioritize features based on customer feedback to ensure market success rather than solely on innovative ideas.



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Chapter 4 | Essential Words for the GRE| Q&A

1.Question

What does the term 'inadvertently' mean and how can it be used in a sentence?

Answer:Inadvertently means carelessly or unintentionally. For example: 'She inadvertently revealed the secret during the conversation.'

2.Question

Define 'metaphysics' and its significance in philosophy.

Answer:Metaphysics is the branch of philosophy that investigates the nature of reality. It addresses questions regarding existence, the nature of objects and their properties, and the relationship between mind and matter.

3.Question

How can 'obdurate' be described in a practical sense?

Answer:Obdurate refers to someone who is stubborn and refuses to change their opinion or course of action. For instance, 'Despite numerous pleas, the obdurate politician refused to change his stance on the issue.'

4.Question



Explain the term 'panegyric' and provide a context in which it might be used.

Answer: A panegyric is an elaborate expression of praise, often in formal discourse. It might be used in a eulogy at a memorial service to honor someone who has passed away.

5.Question

What is a 'quagmire' and how might it be referenced in a discussion of war?

Answer: A quagmire refers to a difficult, precarious situation, often used to describe complex conflicts. In a war context, one might say, 'The ongoing hostilities have devolved into a political quagmire, challenging any efforts for peace negotiations.'

6.Question

Identify the difference between 'salubrious' and 'salacious'.

Answer: Salubrious means healthful or beneficial to health, while salacious refers to something that is lustful or lewd. For example, 'The salubrious climate of the region attracts



many tourists' versus 'The film was criticized for its salacious content.'

7.Question

How can 'trepidation' affect an individual's decision-making process?

Answer:Trepidation refers to a feeling of fear or anxiety. It can cloud judgment and lead to hesitation in decision-making, such as in a high-pressure situation where one might second-guess their choices.

8.Question

What type of person is described by the term 'misanthrope'?

Answer:A misanthrope is someone who holds a general dislike or distrust of humanity. This term could be applied to characters in literature who exhibit strong cynicism towards society.

9.Question

What is the meaning of 'soporific' and in what context might it be applicable?

Answer:Soporific refers to something that induces



drowsiness or sleep. It could be used in a sentence such as, 'The professor's monotonous lecture had a soporific effect on the students.'

10.Question

Describe the characteristics of a 'maverick' and provide an example.

Answer:A maverick is someone who takes an independent stand apart from their associates. An example could be Bernie Sanders, who is known for his independent views and approach within the U.S. Congress.

Chapter 5 | Review: 300 High-Frequency GRE Words| Q&A

1.Question

What does the word 'aberrant' mean and in what contexts can it be used?

Answer:The word 'aberrant' refers to something that deviates from what is normal or expected. It can be used in contexts such as discussing behavior in psychology, where 'aberrant behavior' might refer to actions that are unusual for an individual or



group, or in biological sciences when describing mutations that differ from typical genetic patterns.

2.Question

Can you give an example of 'iconoclastic' thought in modern culture?

Answer:An example of 'iconoclastic' thought in modern culture is the work of artists like Banksy, who challenges traditional ideas of art and authority through provocative street art that critiques capitalism and social norms.

3.Question

What is the significance of understanding terms like 'laudable' in academic and everyday language?

Answer:Understanding the term 'laudable', which means deserving praise, is significant because it helps in appreciating efforts and actions that contribute positively to society, like charity work or scientific advancements, thus fostering a culture of recognition and encouragement.

4.Question

How does the concept of 'immutable' relate to scientific theories?



Answer: The concept of 'immutable', which means unchangeable, can be related to foundational scientific theories that are well-established and supported by extensive evidence, such as the laws of thermodynamics, which are seen as immutable truths in the realm of physics.

5.Question

Could you explain the relationship between 'opprobrium' and public sentiment in political contexts?

Answer: 'Opprobrium', meaning harsh criticism or public shame, often arises in political contexts when leaders are exposed for corruption or scandal. For instance, politicians facing opprobrium due to public backlash may find their careers jeopardized, illustrating the power of public sentiment on political viability.

6.Question

In what ways can understanding terms like 'quiescent' and 'recalcitrant' help in analyzing social behavior?

Answer: Understanding 'quiescent', which means inactive, and 'recalcitrant', meaning resisting control, can help analyze



social behavior by illustrating how individuals or groups respond to societal norms. For instance, quiescent individuals might support change passively, while recalcitrant individuals actively resist authority, thus reflecting diverse strategies in social movements.

7.Question

Why might the word 'taciturn' be essential in character studies?

Answer:The word 'taciturn', which describes someone who is reserved or not inclined to speak much, is crucial in character studies as it helps delineate personality traits that can affect communication styles, relationships, and perceptions in literature or psychological assessments.

8.Question

Can you provide an example of when someone might 'prevaricate'?

Answer:Someone might 'prevaricate', which means to evade the truth, during a conversation where they don't want to disclose sensitive information. For example, a politician



might prevaricate about their policy failures to maintain public support.

9.Question

What could be the potential consequences of a 'contentious' debate on social media?

Answer:A 'contentious' debate, which is characterized by quarrelsome or controversial arguments, on social media could lead to heightened polarization among users. It may escalate into hostility, reduce constructive dialogue, and foster echo chambers where only similar views are reinforced, thus weakening the overall discourse.

10.Question

How does understanding 'salubrious' contribute to discussions about public health?

Answer:Understanding 'salubrious', meaning healthful, is vital in public health discussions as it emphasizes the importance of environments and practices that promote well-being, such as advocating for access to clean water and nutritious food in community health initiatives.



Chapter 6 | Review: Essential Words for the GRE| Q&A

1.Question

What does the word 'desuetude' signify and how can it apply to modern society?

Answer:'Desuetude' refers to a state of disuse. In modern society, this could be seen in how certain technologies or practices become obsolete despite having been common. For example, landline telephones have seen desuetude with the rise of mobile phones.

2.Question

How does the concept of 'centrifugal' differ from 'centripetal'?

Answer:'Centrifugal' refers to forces moving away from the center, while 'centripetal' involves forces directed towards the center. In real life, think of a merry-go-round: the centrifugal force is what you feel pushing you outward, while centripetal force is what keeps you on the ride.

3.Question



In what ways can 'extemporaneous' speaking be an asset in professional scenarios?

Answer: 'Extemporaneous' means unrehearsed, and this kind of speaking can showcase a speaker's ability to think on their feet. In a business meeting or during a conference, being able to respond thoughtfully and dynamically without pre-prepared notes can demonstrate expertise and confidence.

4.Question

What are the implications of 'impervious' in human relationships?

Answer: 'Impervious' means incapable of being affected. This can imply a lack of empathy or vulnerability in relationships. For instance, someone who is impervious to criticism may struggle to improve or connect with others, potentially leading to isolation.

5.Question

Can you illustrate how 'grouse' can reflect a person's attitude toward life?

Answer: 'Grouse' means to complain. A person who often



grumbles about life's challenges may miss opportunities for gratitude and positivity. This negative outlook can lead to a cycle of dissatisfaction, highlighting the importance of a constructive mindset.

6.Question

How can the term 'plethora' be relevant in discussions about resources in society?

Answer:'Plethora' refers to an overabundance. In societal issues, discussing the plethora of food wasted daily can highlight the contrast with hunger in other parts of the world, calling attention to resource distribution and responsible consumption.

7.Question

What does being 'disingenuous' entail, and why is it detrimental in personal communication?

Answer:'Disingenuous' refers to a lack of candor. In personal communication, being disingenuous can erode trust and create misunderstandings, as genuine intention backs clear and honest interactions.



8.Question

In what context might 'vitiate' apply to environmental practices?

Answer:'Vitiate' means to impair the quality. In environmental practices, unsustainable farming can vitiate soil health, degrading its capacity to support future crops, leading to long-term agricultural issues.

9.Question

How does 'subsuming' concepts allow for richer discourse?

Answer:'Subsuming' involves including or incorporating ideas. In discussions about social justice, subsuming various perspectives allows for a more comprehensive and nuanced understanding of the issues at hand, fostering better solutions.

10.Question

What effect does herd mentality, as referenced by 'emulate,' have during economic downturns?

Answer:'Emulate' means to imitate. During economic downturns, herd mentality may lead individuals to follow the



actions of others in panic, such as selling stocks or hoarding supplies, which can exacerbate the crisis.

11.Question

What role does 'conundrum' play in scientific inquiry?

Answer:'Conundrum' signifies a puzzling problem. In scientific inquiry, conundrums often drive research and innovation, challenging scientists to explore and understand complexities that lead to breakthroughs.

12.Question

How does 'exacerbate' relate to social issues like poverty and unemployment?

Answer:'Exacerbate' means to make a situation worse. For instance, during economic slumps, high unemployment rates can exacerbate poverty levels, as more families struggle without jobs to provide basic necessities.

13.Question

What might be a societal response to the 'aberrations' described in evolutionary processes?

Answer:'Aberrations' refer to deviations from the norm. In evolutionary processes, societal responses to such changes



may include conservation efforts to protect endangered species that exhibit aberrations detrimental to their survival.

14.Question

How does the concept of 'genocide' often tie into historical narratives?

Answer:'Genocide' signifies the deliberate extermination of a group. Historical narratives often grapple with the acknowledgement and consequences of genocides, shaping national identities and moral responsibilities on international stages.

15.Question

How is the term 'stricture' significant in legal contexts?

Answer:'Stricture' refers to a restriction. In legal frameworks, strictures can shape laws and regulations, ensuring society operates within boundaries that protect individual rights and maintain order.

16.Question

What does a 'conundrum' present in ethical discussions?

Answer:'Conundrum' suggests a dilemma that lacks clear solutions. Ethical discussions often present conundrums



where principles conflict, such as the balance between national security and individual privacy rights.

17.Question

How can 'burnish' apply to a leader's reputation?

Answer:'Burnish' means to enhance or improve. A leader may engage in public relations campaigns to burnish their reputation, making an effort to improve public perception and trust.

18.Question

In what ways could the term 'ameliorate' apply to educational reform?

Answer:'Ameliorate' means to make something better. Educational reform efforts aim to ameliorate systemic issues by implementing policies that enhance student learning experiences and outcomes.

19.Question

Why is it critical to 'qualify' statements in academic writing?

Answer:'Qualifying' statements means providing nuance and conditions. In academic writing, qualification is crucial as it



indicates that conclusions may vary based on evidence, context, or perspective, preventing overgeneralization.

20.Question

How does the concept of 'autonomy' manifest in discussions about government?

Answer: 'Autonomy' refers to self-governance. In government discussions, promoting autonomy often encircles issues of personal freedom and the balance of power between citizens and the state.

21.Question

What do you think creates a 'pedantic' atmosphere in classroom settings?

Answer: 'Pedantic' indicates an excessive focus on trivial details. In classrooms, a teaching style that emphasizes rote memorization over critical thinking can create a pedantic atmosphere, stifling creativity and engagement among students.

22.Question

What implications does the 'indeterminate' nature of future technological advancement suggest?



Answer: 'Indeterminate' signifies uncertainty. The unpredictable trajectory of future technologies suggests we must remain adaptive and innovative, anticipating changes that may reshape industries and social practices.

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Chapter 7 | 300 High-Frequency Word Roots| Q&A

1.Question

What is the primary strategy recommended for expanding your vocabulary for the GRE?

Answer:The primary strategy recommended is to learn important root words and build up your knowledge of advanced words based on these roots.

2.Question

Why is learning Greek and Latin roots particularly beneficial for vocabulary acquisition?

Answer:Learning Greek and Latin roots is beneficial because approximately 60 percent of English words are derived from these roots, which helps in understanding the meaning and origin of many words.

3.Question

How many high-frequency roots and prefixes are presented in this chapter, and what do they aim to achieve?

Answer:The chapter presents 300 high-frequency roots and prefixes, aiming to provide learners with tools to decipher



tens of thousands of academic words that may appear on the GRE.

4.Question

What is the meaning of the word 'exacerbate,' and how is it derived?

Answer:Exacerbate means 'to aggravate; make worse,' derived from the prefix 'ex-' (intensive) + the Latin root 'acer' (harsh, bitter) + the suffix '-ate' (to make, do).

5.Question

If a reader manages to associate the meanings of specific roots with new vocabulary they encounter, how does that impact their score on vocabulary comprehension exercises such as this one?

Answer:If a reader can associate the meanings of specific roots with new vocabulary, it will likely enhance their score significantly on vocabulary comprehension exercises, as they will be more adept at decoding unfamiliar words.

6.Question

What kind of words would someone in academia or professional fields encounter that might require



knowledge of advanced vocabulary roots?

Answer:Someone in academia or professional fields, such as medicine or law, would encounter advanced vocabulary words that are often derived from complex Greek and Latin roots.

7.Question

How should one approach learning new roots according to the text?

Answer:One should approach learning new roots by regularly consulting a dictionary, looking up unfamiliar words, and studying their etymology to understand their meanings and roots.

8.Question

Explain the exercise involving the ten words derived from Latin and Greek roots, and what is the purpose of this exercise?

Answer:The exercise involves identifying the meanings of complex words derived from roots, followed by checking answers for accuracy. The purpose is to assess one's ability to



utilize knowledge of roots to deduce meanings, enhancing vocabulary skills.

9.Question

What action is advised for those who score below 50 percent in the vocabulary exercise?

Answer:Those who score below 50 percent are advised to undertake intensive study of the major roots and prefixes listed in the chapter.

10.Question

If someone scores between 50 and 80 percent on the vocabulary exercise, what should they do?

Answer:If someone scores between 50 and 80 percent, it is strongly advised that they review the Greek and Latin roots for a superior score on the GRE.

Chapter 8 | Common Suffixes| Q&A

1.Question

What is the significance of suffixes in understanding the meaning of words?

Answer:Suffixes play a crucial role in language by modifying root words to convey additional



meanings. For instance, adding '-able' to 'manage' creates 'manageable,' implying the ability to be managed. This transformation changes the root's meaning, thus expanding one's vocabulary and comprehension.

2.Question

Can you give examples of how suffixes can change a word's meaning?

Answer: Certainly! For example, the root 'cred' meaning 'believe' can become 'credible' (worthy of belief), 'credulous' (easily deceived), or 'credit' (acknowledgment of merit). Each suffix alters the word's application in a specific context.

3.Question

How do suffixes relate to the processing of language in education, especially for GRE preparation?

Answer: In GRE preparation, understanding suffixes enhances vocabulary, which is essential for reading comprehension and verbal reasoning sections. Recognizing suffixes allows candidates to deduce unfamiliar words'



meanings through context rather than rote memorization.

4.Question

What are some common suffixes that convey a state or quality, and can you provide their meanings?

Answer:Common suffixes that indicate a state or quality include '-ity' (as in 'animosity,' meaning a state of hostility), '-ness' (as in 'happiness,' the state of being happy), and '-ism' (as in 'altruism,' the belief in selfless concern for others). Each suffix captures a specific essence of the word.

5.Question

How can knowing suffixes like '-logy' or '-ist' help in scientific or academic fields?

Answer:Knowing suffixes like '-logy' (study of) or '-ist' (one who specializes in) can significantly aid in understanding scientific terminology. For example, 'biology' refers to the study of life, and 'biologist' is someone who specializes in that field. This knowledge enables clearer communication and comprehension in academic discussions.

6.Question

Why are suffixes important for artists, writers, and



people in creative fields?

Answer: Suffixes enhance the expressive capabilities of artists and writers by allowing them to use words that evoke specific qualities or actions. For instance, using '-ous' in 'gracious' imbues a sense of warmth, essential for creating vivid imagery and emotional connections in their work.

7.Question

How can suffixes affect the tone or context of a piece of writing?

Answer: Suffixes shaped the tone by imparting subtle nuances. For example, '-ful' in 'painful' indicates a negative state, while '-less' in 'careless' also implies neglect.

Understanding these variations allows a writer to convey precise emotions and create a desired atmosphere in their writing.

8.Question

What is the role of suffixes in legal or formal language?

Answer: In legal or formal language, suffixes such as '-tion' (as in 'legislation') and '-ment' (as in 'enforcement') are



pivotal in creating terms that denote processes and actions. This specificity is crucial in legal documents, where clarity and precision are paramount.

9.Question

Can you explain how suffixes might impact everyday communication?

Answer: Suffixes impact daily communication by allowing individuals to form adjectives, nouns, and verbs that convey complex ideas more simply. For instance, saying someone is 'childlike' rather than just 'a child' adds depth to the description, enhancing clarity.

10.Question

What are the challenges someone might face in learning about suffixes?

Answer: Challenges include the vast array of suffixes and their specific meanings, which may be overwhelming.

Additionally, words that look similar can have different meanings based on their suffix, requiring learners to pay close attention to context to avoid confusion.



Chapter 9 | Posttest| Q&A

1.Question

What role did immunization play in public health, according to the passage?

Answer:Immunization helped to prevent the spread of many communicable diseases, although more stringent public health standards were likely the major cause of their reduction.

2.Question

How is the bourgeoisie described in relation to democracy in Europe?

Answer:The bourgeoisie is often mocked for being conformist and materialistic, yet they played a crucial role in the emergence of democracy in Europe.

3.Question

What belief did Sigmund Freud hold about human behavior?

Answer:Freud believed that nothing happens capriciously; every behavior is governed by laws.

4.Question



What do opponents of didacticism argue regarding writers?

Answer: Opponents advocate for writers to be free to explore human nature without being constrained by societal expectations or fearing conservative criticism.

5.Question

What did Bertrand Russell claim about the relationship between knowledge and wisdom?

Answer: He asserted that despite the advances in knowledge, there is no analogous increase in wisdom.

6.Question

What does the phrase 'true fact' prompt a person to question?

Answer: It prompts an inquiry into whether a fact can actually be untrue.

7.Question

How can the statement about men running faster than women be made valid?

Answer: By qualifying it to state that 'many men can run faster than many women' instead of making a blanket



statement.

8.Question

How are concerns about minor redundancies regarded by English experts according to the passage?

Answer:They regard such concerns as pedantic and senseless.

9.Question

What is said about the field of parapsychology and its experimental outcomes?

Answer:Parapsychology is described as controversial, with some experiments finding statistically significant results while others fail to replicate them.

10.Question

What characterization is given to John Mack as a professor regarding his investigative reputation?

Answer:He is depicted as an iconoclastic investigator, perceiving that many scientists avoid investigating alien abductions due to the conflicts they create with western materialist views.

11.Question

What historical context is given to the rise of modern



communism?

Answer: Modern communism arose in response to capitalism and industrialization, leading to a new class of people facing unprecedented poverty.

12.Question

What function do literary critics serve according to the passage?

Answer: Although criticized as parasites of art, literary critics fulfill the indispensable role of differentiating between literary works that are ephemeral and those pivotal to culture.

13.Question

What fundamental belief is reflected in the pacifist tradition discussed in the passage?

Answer: The tradition holds that war is against Christian principles, promoting conscientious objection.

14.Question

What does the passage suggest about the arbitrary imposition of colonial borders in Africa?

Answer: Such borders often led to the emergence of heterogeneous nations that were challenging to govern due to



internal disputes.

15.Question

What is the significance of the religious discussions mentioned in the excerpt from Santayana?

Answer:Santayana illustrates how profound philosophical thought often leads back to religion, indicating a deep-seated human yearning for understanding beyond mere atheism.

16.Question

What are the Mediterranean codes of honor and shame notably linked to?

Answer:They are deeply intertwined with sexuality and power, as well as gender relations.

17.Question

What unique perspective does John Dominic Crossan suggest about Mediterranean moral codes versus others?

Answer:He notes that Mediterranean codes distinctly prioritize honor and individuality, contrasting with more egalitarian codes of honesty in broader societies.

18.Question

How does the passage characterize honor in



Mediterranean society?

Answer: Honor is portrayed as an active concept that fosters constant self-assertion and heroism, in contrast to the passive conformity often associated with honesty.

19.Question

What conclusion can be drawn from the scrutiny applied to the concept of 'honor' in Mediterranean culture?

Answer: Honor is held as a unique and more dynamic concept than honesty, driving the social and personal identity within the Mediterranean societies.

20.Question

What insight does the passage provide into the criticism of moral codes across cultures?

Answer: It encourages exploring the origins and meanings of these codes rather than merely dismissing them as scientifically inept.



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Chapter 10 | Answer Keys Essential Words for the GRE| Q&A

1.Question

What is the meaning of the word 'abjured' and in what context might one use it?

Answer:The word 'abjured' means to renounce or reject a claim, cause, or belief. For instance, someone might say they have abjured their previous political beliefs after realizing they were misled about their principles.

2.Question

Can you explain the term 'abysmal' with an example?

Answer:The term 'abysmal' refers to something that is extremely bad or of very low quality. For example, one might describe a poorly executed play as abysmal if the performances are lacking and the plot is incoherent.

3.Question

In what scenarios would someone display 'alacrity'?

Answer:A person might display 'alacrity'—meaning brisk and cheerful readiness—when they enthusiastically volunteer



for a project at work, eager to take on new challenges with enthusiasm.

4.Question

What does 'analogous' imply when comparing two items?

Answer:When two items are described as 'analogous,' it implies that they are similar in certain aspects, making them comparable. For example, one might compare the way a brain functions to a computer, stating they are analogous in processing information.

5.Question

How would you describe 'benevolence' in a real-life situation?

Answer:Benevolence refers to the quality of being well-meaning and kind. An example is when a wealthy individual donates a large sum of money to build a children's hospital; this act demonstrates their benevolence towards the community.

6.Question

What is the significance of the word 'exacerbating' in discussing social issues?



Answer: The word 'exacerbating' means to make a situation worse. For instance, one might argue that failing to address pollution is exacerbating climate change, leading to more severe weather events.

7.Question

What does 'fortuitous' mean, and can you provide a relevant scenario?

Answer: 'Fortuitous' describes something that happens by chance, often in a happy or beneficial way. For example, meeting an influential mentor by chance at a coffee shop can be considered a fortuitous event.

8.Question

How can the term 'inundated' be used in reference to a journalist's workload?

Answer: If a journalist is 'inundated,' it means they are overwhelmed with work, such as receiving a large number of assignments or news stories to cover all at once, which can lead to a stressful situation.

9.Question

Can you talk about the implications of a romantic



relationship being described as 'platonic'?

Answer: A romantic relationship described as 'platonic' refers to one that is intimate but not sexual in nature. For example, two close friends who care deeply for each other yet consciously choose to keep their relationship non-sexual can be described as having a platonic bond.

10.Question

In what ways could 'vapid' describe a conversation?

Answer: A 'vapid' conversation would be dull and lacking flavor or interest. For instance, if two people discuss mundane topics like the weather without any engaging or stimulating ideas, that dialogue could be deemed vapid.

Chapter 11 | Root Roundup| Q&A

1.Question

What is the importance of practice in mastering vocabulary for the GRE?

Answer: Practice is essential in mastering vocabulary for the GRE as it helps reinforce memory and understanding of complex words.



Regularly engaging in root work exercises allows students to familiarize themselves with various words, enhancing their reading comprehension and analytical skills crucial for the test.

2.Question

How can understanding word roots assist in learning new vocabulary?

Answer:Understanding word roots can significantly aid in learning new vocabulary because many English words are derived from Latin and Greek roots. By recognizing these roots, students can decode unfamiliar words and infer their meanings, which creates a foundation for expanding their vocabulary more efficiently.

3.Question

Why is it beneficial to categorize words during study sessions?

Answer:Categorizing words during study sessions can help students organize their thoughts and retain information better. When words are grouped by themes or shared roots, it



becomes easier to remember their meanings and usage, which is particularly beneficial for the GRE where nuanced definitions are often tested.

4.Question

Can regular exposure to difficult vocabulary improve overall language skills?

Answer: Yes, regular exposure to difficult vocabulary can drastically improve overall language skills. It not only enhances a person's ability to articulate thoughts more clearly but also increases comprehension skills, allowing for deeper understanding when reading complex texts.

5.Question

What role does repetition play in vocabulary retention?

Answer: Repetition plays a vital role in vocabulary retention as it reinforces neural pathways associated with word meanings. By frequently revisiting words through root work exercises, students are more likely to store those words in long-term memory, making it easier to recall them during exams.



6.Question

How does practicing with root words differ from traditional vocabulary learning methods?

Answer:Practicing with root words differs from traditional vocabulary learning methods because it focuses on understanding the foundational components of words rather than rote memorization. This method promotes a deeper grasp of language mechanics, enabling learners to adapt their vocabulary knowledge to new contexts.

7.Question

What strategies can be used to effectively learn and utilize new vocabulary?

Answer:Effective strategies to learn and utilize new vocabulary include creating flashcards for new words, using them in sentences, employing active recall techniques, associating words with images or stories, and regularly practicing with vocabulary quizzes to reinforce learning.

8.Question

Why is it advantageous to engage with vocabulary in context rather than isolation?



Answer:Engaging with vocabulary in context rather than isolation is advantageous because it provides a practical understanding of how words function within sentences and narratives. This contextual learning helps solidify meanings and improves the ability to use words correctly in conversation and writing.

9.Question

What impact does a strong vocabulary have on GRE performance?

Answer:A strong vocabulary can significantly impact GRE performance by enhancing a test-taker's ability to comprehend complex reading passages, engage with advanced analytical tasks, and express ideas clearly in the writing section, all of which are critical for achieving a high score.

10.Question

In what ways can online resources support vocabulary learning for standardized tests?

Answer:Online resources can greatly support vocabulary



learning for standardized tests by providing interactive exercises, access to extensive word lists and definitions, flashcard tools, and platforms for practice tests that simulate the exam environment, thereby enhancing the overall learning experience.

Chapter 12 | Root Roundup Review| Q&A

1.Question

What is the meaning of 'pedagogue' and how can it be related to education?

Answer:'Pedagogue' refers to a teacher or educator, often one who is very particular about educational methods. It is crucial in education as a pedagogue can shape the learning environment and influence the ideas, values, and academic growth of students. The effectiveness of a pedagogue can have lasting impacts, reminiscent of educators who helped inspire generations.

2.Question

Can you provide a context for the word 'anarchy' and its implications in society?



Answer: 'Anarchy' denotes a state of society without government or law. In historical contexts, such as during the French Revolution or in contemporary discussions about political liberty, anarchy can represent both chaos and freedom. Understanding this term helps us to examine the balance between personal freedoms and societal structures.

3.Question

In what scenarios might one discuss 'animosity' and how does it affect relationships?

Answer: 'Animosity' represents strong hostility and can manifest in personal disputes or broader social conflicts. For instance, in workplace dynamics, animosity between colleagues can hinder cooperation and productivity. Recognizing and addressing animosity can lead to resolution and harmony, emphasizing the importance of emotional intelligence.

4.Question

What does the term 'ophidian' refer to, and what connotations does it carry?



Answer: The term 'ophidian' relates to snakes and often carries negative connotations, reflecting deceit or malice akin to the symbolism found in various mythologies. Discussions around nature often use this term to explore humanity's complex relationship with fear and fascination regarding the wild.

5.Question

How can the concept of 'jurisprudence' shape legal education and professional practice?

Answer: 'Jurisprudence' is the philosophy of law, encompassing the analysis and interpretation of legal principles. It significantly shapes legal education by guiding students through theories of justice and morality, and informs practitioners about the ethical frameworks within which they operate.

6.Question

Explain the significance of 'malfeasance' in legal and corporate contexts.

Answer: 'Malfeasance' refers to the intentional conduct that is



wrongful or unlawful, especially by a public official. In corporate contexts, identifying malfeasance is crucial as it implicates accountability and integrity in leadership, fostering trust in governance.

7.Question

What role does 'incessant' play in describing events or behaviors?

Answer:The term 'incessant' describes something that continues without pause or end, often with a negative implication, such as incessant noise that disrupts peace. It emphasizes the overwhelming nature of certain experiences, prompting discussions about stress management.

8.Question

What implications does the concept of 'dichotomy' have in philosophical debates?

Answer:A 'dichotomy' refers to a division into two contrasting parts. In philosophical debates, it can help frame discussions on moral dilemmas, such as good vs. evil, providing a lens to analyze complex issues and guiding us



toward nuanced understandings.

9.Question

How does understanding the word 'metanoia' influence personal growth and transformation?

Answer:'Metanoia' signifies profound change in one's beliefs or way of life. Recognizing this concept inspires individuals to embrace transformation, highlighting moments of clarity and re-evaluation in life, crucial for personal development and healing.

10.Question

In what ways does the term 'cacophony' enrich discussions about art and culture?

Answer:The term 'cacophony' describes a harsh discordant mixture of sounds, and in arts and culture, it reflects the chaotic nature of societal issues or emotional states. This term can encourage deep analyses of artistic expressions, where discord might represent underlying truths.





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Barron'S Essential Words For The Gre Quiz and Test

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Chapter 1 | Pretest| Quiz and Test

- 1.The pretest is designed to assess your preparation for undergraduate-level reading.
- 2.The test includes only multiple-choice format for vocabulary assessment.
- 3.Your performance is evaluated based on the number of correct answers you provide.

Chapter 2 | Suggested Study Plans| Quiz and Test

- 1.In the One-Month Study Plan for a Pretest Score of 1 to 9, learners should learn 300 High-Frequency GRE Words at a rate of 100 words per week.
- 2.For a Pretest Score of 10 to 16, the One-Month Study Plan involves learning 300 High-Frequency GRE Words at a rate of 150 words per week.
- 3.In the Six-Month Study Plan for a Pretest Score of 17 to 20,

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the final week includes reviewing 300 High-Frequency GRE Words.

Chapter 3 | 300 High-Frequency GRE Words| Quiz and Test

- 1.The word 'aberrant' is among the most frequently encountered on the GRE.
- 2.The word 'equanimity' means a state of emotional instability and agitation.
- 3.Words like 'banal' and 'prodigal' are high-frequency words found in the GRE vocabulary list.





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Chapter 4 | Essential Words for the GRE| Quiz and Test

- 1.The term 'abate' means to increase.
- 2.'Abdicate' refers to giving up a position, right, or power.
- 3.The word 'abstemious' implies an excessive appetite.

Chapter 5 | Review: 300 High-Frequency GRE Words| Quiz and Test

- 1.The word 'aberrant' means deviating from what is normal.
- 2.The word 'opesious' means too helpful.
- 3.The word 'verbose' refers to someone who uses few words.

Chapter 6 | Review: Essential Words for the GRE| Quiz and Test

- 1.The word 'Desuetude' refers to a state of disuse.
- 2.The term 'Impervious' is correctly defined as something that is impossible to appease.
- 3.Participants engage in exercises that include matching words with their definitions and completing sentences with appropriate vocabulary.





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Chapter 7 | 300 High-Frequency Word Roots| Quiz and Test

- 1.This chapter provides 300 high-frequency word roots to help expand vocabulary.
- 2.The majority of English vocabulary is derived from French and Spanish languages.
- 3.The chapter encourages abandoning the use of dictionaries for understanding new words.

Chapter 8 | Common Suffixes| Quiz and Test

- 1.The suffix '-able' means 'capable of' or 'subject to'.
- 2.The suffix '-ic' means 'invasive' or 'aalienating'.
- 3.The suffix '-ment' denotes an action or state.

Chapter 9 | Posttest| Quiz and Test

- 1.The posttest is intended to measure improvement compared to the pretest.
- 2.Participants are allowed to receive credit for partially correct answers in the posttest.
- 3.The evaluation criteria for the posttest includes a range from 'Poor' to 'Excellent' based on the number of correct



answers.

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Chapter 10 | Answer Keys Essential Words for the GRE| Quiz and Test

1. Chapter 10 provides answer keys for exercises related to vocabulary words.
2. The units in Chapter 10 only focus on fill-in the blanks exercises.
3. The purpose of Chapter 10 is to assist in test preparation by providing a structured vocabulary review.

Chapter 11 | Root Roundup| Quiz and Test

1. In ROOT WORK 1, the first item listed is E 2635.
2. ROOT WORK 5 lists B 2681 as its seventh item.
3. ROOT WORK 10 ends with D 2734 as its last item.

Chapter 12 | Root Roundup Review| Quiz and Test

1. The correct answer for the first True or False question in Sections 1–5 is True.
2. In Sections 11–15, the statement 'F' is true.
3. The word 'curriculum vitae' is included in the Fill-ins of Sections 56–60.





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