

HARCOURT BRACE JOVANOVICH

**HOW TO PREPARE FOR THE**

# GMAT

## **YOUR KEY TO THIS YEAR'S GRADUATE MANAGEMENT ADMISSION TEST**



**FOUR FULL-LENGTH EXAMINATIONS**



**PRACTICE FOR EVERY QUESTION TYPE**

Data Sufficiency

Verbal Ability

Writing Ability

Reading Comprehension

Practical Business Judgment

Graphs and Charts



**STRATEGY AND ANALYSIS FOR ALL SECTIONS OF THE TEST**



**ALL ANSWERS EXPLAINED IN DETAIL**



**TEST PREPARATION SERIES**

**HOW TO PREPARE FOR THE**

**GRADUATE  
MANAGEMENT  
ADMISSION  
TEST**

**by Michael Randall, MBA, CPA  
Morris Bramson  
Morton Selub**



**Books for Professionals  
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## Format of a Recent GMAT

Question Number	Section	Type of Question	Number of Questions	Number of Minutes
1-25	I	Reading Comprehension (4 passages)	25	30
26-55	II	Problem-Solving (Math)	30	40
56-75	III	Practical Judgment 15 Data Evaluation 5 Data Application	20	20
76-105	IV	Data Sufficiency	30	30
106-120	V	Writing Ability	15	10
121-140	VI	Practical Judgment 15 Data Evaluation 5 Data Application	20	20
141-165	VII	Verbal Ability 8 Opposites 8 Analogies 9 Sentence Completion	25	15
166-190	VIII	Any of the above or any new-type question (experimental) such as data interpretation, analytical thinking, and so on.	25	25
Total			190	190 min. or 3 hr. 10 min.

Note: The number of questions in each section and the order of questions may vary somewhat from one exam to another. Also, not all types of questions above need appear in any one form of GMAT, and some types not mentioned above may appear in an actual test.



# How to Use This Book

This is a test preparation book. It was not designed to be studied straight through. Familiarize yourself with the material by skimming all front matter. Next, skim the review and explanatory material. Read this material more thoroughly only if it seems unclear.

Take your first practice exam. Grade this test carefully, checking with the explanatory answers. Evaluate your results by test sections in order to pinpoint your strengths and weaknesses. Study the review material for those sections of the GMAT in which you scored poorly. Take a second test and repeat the process.

Before taking the third and fourth practice tests, review the supplementary material including the vocabulary list. At least once before finishing your review go over the practice material and explanatory material even for those sections in which you scored high. If you have the time, this extra security is worth the extra effort.

In following this program of review, it is essential that you take each practice test as though it were the actual GMAT. This means following the time guidelines as printed above each section in each practice test, taking the test at a single sitting, working only on one section of the test at a time, and working in a room where you have no distractions. You should allow yourself only a single ten-minute break in accordance with GMAT procedures at the test centers.

For maximum benefit you should allow ten weeks to thoroughly prepare for the GMAT. However, even if you have a single day you can improve your GMAT scores by judicious use of this book. If you have but limited time, concentrate on learning the directions for each question type and try to take a practice exam. Even if you don't have an opportunity to thoroughly review your results, the experience of taking a practice test is certain to help you.

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**PART 1**  
**General Description  
Of The Graduate  
Management Test**



## Time Schedule and Format

The GMAT consists of eight sections devoted essentially to verbal skills, mathematical skills, and abilities related to data analysis. There is a total of about 190 questions with a total time allowance of 190 minutes, or 3 hours and 10 minutes.

On page vii, there is a complete outline of the format of the GMAT, showing time allowances for each section, subject areas dealt with in each section, and the number of questions in each section. There are several different forms of the GMAT, so that there may be some variation from the format shown.

Some experimental questions are included in the total of 190. However, these cannot be identified in any way. The answers to these questions will not be counted in your score.

All questions are of the multiple-choice type where five answer choices are presented.

## Scoring the GMAT

Your raw score on the GMAT is determined as follows: you receive one point for each correct answer, but you lose one-quarter of a point for each incorrect answer. Omitted answers do not affect your score either way.

Raw scores are normally converted to scores scaled from 200 to 800. This conversion is accomplished by means of a statistical method. It is done to make comparing scores easier: a scaled score on one GMAT is comparable to the same scaled score on other editions of the test.

A sample conversion table is provided on the next page. You can use it to find your scaled scores on the sample tests in this book. You can then compare your results from sample test to sample test and monitor your progress. Your scaled scores will also give you an approximation of how you would do on an actual test.

Start by computing your raw score in the manner described above. Grade only the first seven sections of each sample test, since the last section in each test represents an experimental section. When you have found your raw score, consult the conversion table to find your simulated scaled score.

To evaluate your work on the sample tests, consider a scaled score of 630–800 as excellent, and one of 500–629 as good. A score of 480–500 on the conversion scale indicates that you rank at about the midpoint of the range of scores. If you score below 500 on any of the sample tests, you should undertake further review and practice in those areas where you scored lowest.

**CONVERSION TABLE FOR SCALING SCORES FOR GMAT SAMPLE TESTS**

Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
165	800	110	580	55	410
160	765	105	560	50	400
155	730	100	540	45	380
150	715	95	520	40	350
145	400	90	500	35	320
140	685	85	490	30	300
135	670	80	480	25	275
130	655	75	470	20	250
125	640	70	460	15	220
120	620	65	450	5–14	210
115	600	60	430	0–4	200

## **Problem-Solving and Data Sufficiency Questions**

This section of the test has essentially the purpose of testing your quantitative ability. The problem-solving questions are usually verbal in form and deal with situations in business or real life settings. The solutions to these problems require knowledge and skill in arithmetic, elementary algebra, and some of the simple concepts of geometry.

In Part Three of this book, starting on page 371, there is a complete review of all the mathematical topics that are usually required for this section of the GMAT. In Part Four, starting on page 417, there is also a set of practice exercises in mathematics arranged in the same order as the topics in Part Three. Look over the topics in parts Three and Four in which you find you need review.

Graphs and data interpretation are also discussed in Part Three. A number of approaches to problems of this type are suggested.

In Part Four, a number of exercises are presented dealing with graphs, tables, and data interpretation.

Data sufficiency problems also deal with mathematical material and require problem-solving skills. They constitute a means of testing your ability to determine the relevance or irrelevance of given information and to decide at what point sufficient information is available for solving a problem.

Data sufficiency problems are described and illustrated in detail in Part Three starting on page 415. Some additional practice exercises in data sufficiency are provided in Part Four starting on page 449.

# Verbal Ability Questions

The four parts of the verbal section of the Graduate Management Admission Test are:

1. Vocabulary Questions, or Antonyms
2. Word Relationship Questions, or Analogies
3. Sentence Completion Questions
4. Reading Comprehension Questions, or Reading Passages

## VOCABULARY QUESTIONS, OR ANTONYMS

The vocabulary part of the verbal section of the GMAT, like each of the other parts, is made up of multiple-choice short-answer questions. You are given a word in capital letters, five words or phrases that are lettered from (A) through (E), and your task is to determine which of the lettered words or phrases is *most nearly opposite* in meaning to the capitalized word.

STRONG : (A) stout (B) intense (C) short (D) weak (E) poor  
Answer: (D)

Of course the vocabulary questions on the actual test will probably not test you on words as familiar as the one in the example given above; however, the vocabulary that will be used will include words that you, a high school student, would be expected to come across in your general reading. Some words, undoubtedly, will not be as familiar to you as others, and some may be completely unfamiliar.

The antonym questions are intended to test the extent of your knowledge of vocabulary. This book, in a subsequent section, will tell you how you can improve your performance on the vocabulary questions and will provide you with comprehensive vocabulary lists for study.

## WORD RELATIONSHIP QUESTIONS, OR ANALOGIES

In the word relationship, or analogies, question, you are given a pair of capitalized words, five other pairs of words that are lettered from (A) through (E), and you are asked to (a) see a relationship between the two words of the capitalized pair, and (b) select a lettered pair of words which are *related to one another in a way that is most similar to* that of the capitalized pair.

Note carefully how the word relationship question is written: The two words of each pair are separated by a colon or ratio symbol, as follows: *chef : recipe*, *doctor : diagnosis*, or *senator : legislation*. This colon or ratio symbol simply says in a kind of shorthand that *chef* is related to *recipe*, *doctor* is related to

*diagnosis*, or *senator* is related to *legislation*. You must determine the nature of the relationship. Another symbol, a double pair of colons, separates the given, capitalized pair of words from the five pairs of lettered words. This symbol says that the given pair has a relationship that is similar to that of one of the lettered pairs.

HOT : COLD :: (A) fire : water (B) skilled : deft  
(C) tall : short (D) now : later (E) hard : rock

Answer: (C)

*Hot* and *Cold* are adjectives that describe opposite qualities. Similarly, *tall* and *short* are adjectives which describe opposite qualities. *Fire* and *water* are opposed to one another, but they do not describe opposite qualities like the given pair or the pair in choice (C). Choices (B) and (E) are not opposites in any sense; they are not, therefore, possible answers. Choice (D) is out, too. The opposite of *later* is "earlier," not *now*.

The aim of the analogy question is to test your ability to see relationships between words, distinguish between types of relationships, and recognize which relationships are similar. This question tests the extent of your knowledge in various fields and your ability to engage in logical thinking.

The sample question presents the antonymous type of word relationship. The relationship in this question is not too difficult to perceive. Actual test questions will cover a fairly wide range of types of relationships and will vary in their levels of difficulty. Further on in this chapter you will find a section that will offer instruction on how to solve the word relationship, or analogy, question. That section will give examples of all the types of word relationships you are likely to need to be able to recognize in order to score high on the GMAT. The instructional material will also teach you strategies for solving word relationship questions, so that by the time you finish working with this book, you will feel confident and secure about your ability to deal with this type of question.

## SENTENCE COMPLETION QUESTIONS

For the sentence completion question you are given a sentence with one or two blanks in it where key words have been removed. From among five choices, lettered from (A) through (E), you are asked to select the word or words which, when substituted for the blanks, complete the meaning of the sentence. The words you select must be suitable from the point of view of meaning, correct usage, and grammatical aptness. The sentence, with the blanks filled, must be coherent and logical. Each sentence contains sufficient information through context and structure to permit you to ascertain the correct answer without any need for additional material or information.

The trustees of the Orchestral Society had hoped to reap substantial benefits through the sale of the paintings that Mr. Cooper had \_\_\_\_\_, but the proceeds from the auction, which was poorly attended as a result of the blizzard, were \_\_\_\_\_.

- (A) retained . . . unworthy  
(B) lent . . . confiscated

- (C) bequeathed . . . disappointing
- (D) assembled . . . enormous
- (E) appraised . . . taxable

Answer: (C)

The sentence states that the trustees had hoped to reap substantial benefits from the sale of the paintings. The word *but*, a reversal indicator, tells us that their expectations were not realized: The trustees either made less than they had hoped for or much more than they had hoped for. We can assume, since the attendance was poor because of the blizzard, that the proceeds were lower than expected, and that the trustees found the outcome of the sale *disappointing*, choice (C). The proceeds could have been *unworthy*, choice (A), but the first word in choice (A) does not make sense within the sentence. The trustees could not sell paintings that Mr. Cooper *retained* (kept). They can sell only paintings that were *bequeathed* (given) to them, choice (C).

The instructional section will instruct you in approaches to the various aspects of the problem and discuss appropriate questions to ask yourself when working on sentence completion questions. Among other things, the instructional section will deal with indicator words, sentence logic, linguistic elements, contextual clues, and the importance of correct usage in determining the proper choice of answer.

## READING COMPREHENSION QUESTIONS, OR READING PASSAGES

In this part of the verbal section of the Graduate Management Admission Test, you are given a passage to read, and you are asked to answer several questions about the material in that passage. Each question is followed by answer choices lettered from (A) through (E), and you are to select the one, based solely on the contents of the passage, that best answers the question.

The questions asked are of several types. Some are questions that ask for specific detail or information; some ask for the main idea of the passage; some ask for identification of supporting questions or ideas; some ask for the author's purpose in writing this passage, or for a characterization of the author's style or point of view. In each instance, however, the passage contains all the information needed to answer the question.

The example below is markedly shorter than a typical reading passage used in an actual GMAT, but it is representative of the reading material used. The questions may be somewhat easier than the average GMAT reading comprehension question, but they are very much like actual test questions. The instructional section of this book will cover the reading comprehension question very thoroughly. It will explore a number of approaches to the entire question of the best way to handle timed reading comprehension tests and make very specific suggestions as to how you should select the method that is best for you.

In the Great Lakes, the life cycles of individual organisms provide a number of fascinating, although brief, scenarios. But together, all the agents of change among the plants, birds, and fish become a full-length play on the massive stage of the Great Lakes basin.

Several important props must be described before we get to the play's narrative. One is the relative shallowness of the lakes, scraped out some 10,000 to 15,000 years ago by receding ice sheets. Another is the size of these inland seas, so enormous that the earth's rotation plays, through the Coriolis force, a major role in the dynamics of the Great Lakes, as it does in the oceans. And because the lakes all outflow either into each other or into the Saint Lawrence River and differ in surface size and in volume, they all have different water residence times.

1. Which of the following are directly stated in the passage?
  - I. The Great Lakes all flow into the Saint Lawrence River or into each other.
  - II. The Great Lakes basin is massive, but it is not very deep.
  - III. The props needed for a full-length play about the Great Lakes would require a massive stage.

(A) I only  
(B) II only  
(C) III only  
(D) I and II only  
(E) I, II, and III
2. From information given in the passage, we can infer that
  - (A) the birds and fishes of the Great Lakes are unique organisms
  - (B) the Coriolis force pushed the ice sheets back
  - (C) the Great Lakes are as large as any of the oceans
  - (D) water residence time is the length of time that a particular particle of water spends in one of the lakes before it flows out of that lake
  - (E) water residence time varies from 10,000 to 15,000 years according to particular lake conditions
3. This passage probably is part of
  - (A) a newspaper article on the decline in fish production in the Great Lakes
  - (B) an article on the natural history of the Great Lakes
  - (C) a prospectus offering waterfront land for real estate development
  - (D) a treatise on the Coriolis force
  - (E) a water pollution study, with emphasis on the Great Lakes

Answers: 1. (D) 2. (D) 3. (B)

In question 1, item I is directly stated in the last sentence; item II is stated in the last sentence of paragraph 1 and sentence 2 of paragraph 2. Item III is a mishmash of mistaken notions.

In question 2, the statement in choice (D) can be inferred from the last sentence in which the author concludes, "... they all have different water residence times," directly after stating "... because the lakes all ... differ in size and volume. . . ." and tying size and volume together with the idea of outflow. We can conclude that any particular particle of water remains (resides) in a lake a

longer or shorter length of time depending upon the size of that lake and the rate of its outflow, and that "water residence time" is what we call that length of time.

In the last question, we can deduce from the continuous thread dealing with "organisms," "plants," "birds," and "fish," and the geological beginning of the Great Lakes, that the passage is probably part of an article that will deal with phenomena that we recognize as part of the area of concern of natural history.

When you read the instructional section on the reading comprehension question, you will find information on the types of reading passages you are likely to find on the GMAT, and you will be introduced to a wide variety of question types.

## **Vocabulary and the GMAT Antonym Question**

### **WHY YOU SHOULD STUDY VOCABULARY . . . STARTING NOW**

Some people say there is little use in studying vocabulary for the Graduate Management Admission Test. They contend that you should have done something about your vocabulary all along. They say it's too late to do anything about improving your word power, now.

Don't listen to them! It is better to do something about vocabulary than to do nothing about vocabulary! Do it now!

Despite anything you may hear to the contrary, you can learn a large number of new words in a comparatively short period of time. If you have six months until you take the GMAT, you can learn literally thousands of words. If you have only six weeks, you can still learn a large and worthwhile number of new words. Of course, if you have left yourself with less time than that, you will learn fewer words, but every word that you do learn represents a possible point added to your raw score.

Enter the examination room as well prepared as possible!

Star athletes do not win important events unless they have trained rigorously. Great virtuosos practice continually to prepare for important concerts. Train for the GMAT as you would for any other tough competitive event.

Immediately after this next part, which will thoroughly explain how to approach and deal with the antonym vocabulary question, you will find a complete outline of suggestions for learning more vocabulary to help you succeed with the vocabulary questions, and lists of words of the type you might expect to find on the GMAT.

### **ANSWERING THE VOCABULARY OR ANTONYM QUESTION**

An important step toward successfully answering any test question is understanding what the question is asking. It is a good idea to familiarize yourself beforehand with the general nature of the directions for each type of question on the GMAT. However, no matter how familiar you are with the directions, be sure



to read them carefully at the time that you take the test in order to be sure that no changes have been made. Below is a close paraphrase of the actual GMAT directions for the antonym question:

Directions: In each of the questions below, a capitalized word is followed by five words or phrases lettered from (A) through (E). Select the word or phrase most nearly *opposite* in meaning to the capitalized word. Since the questions may require that you make judgments that involve distinguishing among words that are close in meaning, consider all choices carefully before you make your final selection.

The wording of the directions may vary slightly, but the general sense will remain the same. You are required to find the word that is *most nearly opposite* in meaning to the given word.

You cannot find an opposite for a word unless you know what the word means, to start with. Use the following formula statement in order to focus attention on the task: Word *X* means: (State a synonym for word *X*), and the opposite is: (State your selection from among the choices).

HARMONY : (A) adherence (B) stimulation (C) joy (D) intonation (E) conflict

Answer: (E)

Applying the formula statement suggested above, you would say: *Harmony* means "accord" or "agreement," and the opposite is *conflict*.

Here are several thoughts to keep in mind:

*Definitions.* Words may have a number of meanings according to dictionary definitions. Sometimes your first reaction to a given word may trigger an alternate meaning that is not intended:

FAIR : (A) angry (B) glum (C) homely (D) hopeless (E) judicious

Answer: (C)

*Fair* means "attractive," as in "fair young maiden." The opposite is *homely*.

Your first reaction might have been that *fair* means "impartial" or "sunny" or "light-colored," referring to complexion, but you did not see any choices like "biased" or "stormy" or "brunet," which would have been opposites. In such cases it is necessary to consider other meanings that you know for the given word.

If you feel you know the given word, but you cannot find an opposite among the choices offered, ask yourself whether the word has another or several other meanings.

*Pronunciation.* Words sometimes have different meanings for different pronunciations. Also, a word that seems unfamiliar may sometimes be a word that you have heard spoken, but never seen in writing.

CONSUMMATE : (A) compact (B) imperfect (C) crass (D) bold (E) active

Answer: (B)

*Consummate* which rhymes with “date,” is a verb which means “bring to completion.” *Consummate*, which rhymes with “bit,” is an adjective which means “perfect” or “superb.” We speak of “consummate artistry,” and “consummating a business deal.”

INDICT : (A) exonerate (B) cross-examine (C) prevail (D) respond (E) deny

Answer: (A)

*Indict* means “to accuse of wrongdoing,” and the opposite is *exonerate*, which means “to clear of blame.” *Indict* is pronounced as if it were spelled “indite.” If you had only heard it spoken, you might have known the meaning, but not recognized the word in print.

If you think you don’t know a word, try pronouncing it several different ways. It may turn out to be a word you do know.

**Antonyms.** The GMAT antonym questions ask you to find an opposite for the given word. There will not be, among the choices offered, any words with the same meaning as the given word.

*Please note:* Among the antonym questions on the simulated examinations in this book, the author *has* placed synonyms among the choices as a study aid, to help you build your vocabulary recognition skills.

Remember to use the formula statement: *Consummate* means “perfect” or “superb,” and the opposite is *imperfect* (see example on preceding page).

**Synonyms.** Very few words in the English language have exact synonyms, words that are the same in all their meanings, that can be used interchangeably in every instance. “I am sick,” and “I am ill,” are interchangeable expressions. However, the expression “an ill wind” cannot be rephrased “a sick wind.” Similarly, very few words have exact opposites, words that are opposed in all their meanings. It is important to remember that you are directed to find a word that is *most nearly opposite* in meaning to the given word.

CONCEAL : (A) harvest (B) depose (C) revere (D) espouse (E) unveil

Answer: (E)

*Conceal* means “cover” or “remove from sight,” and the opposite is *unveil*, which means “reveal” or “disclose.” But *unveil* is usually used to mean “remove a veil or covering from, especially for the first time.” Words like “expose” or “reveal” are probably more opposite in meaning to *conceal* than is *unveil*, but *unveil* is the only word among the choices that is opposite to the given word. It is, therefore, the one most nearly opposite in meaning to the given word.

FRESH : (A) able (B) worn (C) nutritious (D) unsuitable (E) untried

Answer: (B)

*Fresh* means “not worn,” and the opposite is *worn*. Other opposites that might have been presented are: “canned,” “trite,” “adulterated,” “salt” (as opposed to “not salt” water), and half a dozen others. You may not consider “canned” to be as much an opposite of *fresh* as the word “stale” is, but if it were substituted for choice (B) in the example above, it would be the choice most nearly opposite in meaning to the given word, *fresh*.